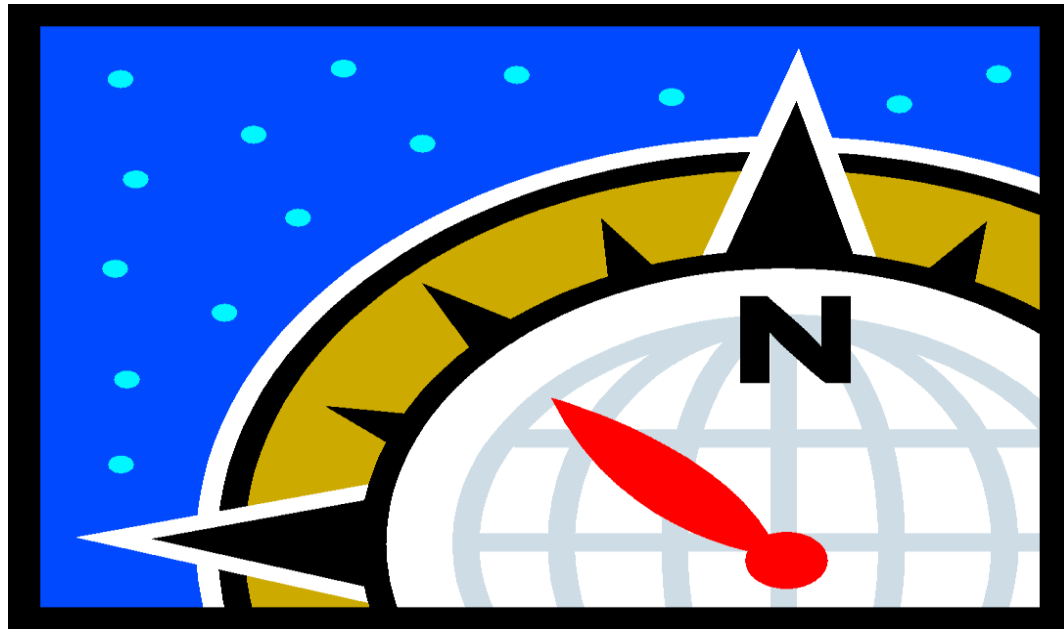


JCPS Head Start Program Self-Assessment 2017-2018



May 29, 2018

Continuous Quality Improvement

Programs seeking continuous improvement should constantly ask these questions:

- Is the program meeting all national Head Start Performance Standards?
- Are our services responding effectively to the changing needs of children and families?
- Are we doing what we need to, or are we just doing it the way we have always done it?
- Can we refine our program design and management systems to further improve outcomes for children and families?

Data We Examined in This Year's Self-Assessment

- Program Governance Review - 1301.2, 1301.3 & 1301.5
- ERSEA Review - 1302.12, 1302.14 & 1302.15
- Classroom Environmental Health & Safety Visits - 1302.47 (Health and Safety Checklist)
- Family & Community Engagement Review 1302.50, 1302.51, 1302.52 & 1302.53 (Parent Interviews)
- Classroom Observations - 1302.31 & 1302.34 (Child Development and Education Checklist including Standards of Conduct)
- Comprehensive Services Review 1302.42, 1302.45 & 1302.4



Site Visit Locations

- Alex R. Kennedy
- Cane Run
- Cochran
- Cochran
- Dawson Orman
- Duvalle
- Hawthorne
- Hazelwood
- Jaeger
- McFerran
- Norton Commons
- Semple
- Shawnee
- Unseld



Strengths



- Positive interactions between staff, staff to child, and child to child
- High level of student engagement
- Active supervision with attention to monitoring student safety
- All members of the classroom team are actively involved with children and promoting their learning
- Staff training contributed to enhanced student learning
- Staff worked as teams and supported each other when faced with challenging situations

Opportunities for Improvement

Staff and children wash hands at all required times: after diapering and toileting, contact with bodily fluids and wiping noses, before and after meals and tooth brushing

- ✓ “Wash Hands” poster in the restroom stalls
- ✓ Explore adding sinks or moving classrooms to locations fitted with sinks

Bathrooms are monitored throughout the day to ensure that sanitary conditions are maintained (i.e. stalls/sinks, floor, toilets). Toilet paper, soap and paper towels are independently accessible to children. Plant operator is called if assistance is needed to meet these requirements

- ✓ Additional staff training under Active Supervision to monitor restrooms between visits
- ✓ Modify Health and Safety Checklist to be monitored at multiple times during the day (AM, NOON & PM)
- ✓ Share findings at Principals Meeting at the beginning of the year regarding Plant Operator’s responsibility of servicing and responding to classroom bathroom needs

Opportunities for Improvement

- Toothbrush storage & implementation
- Develop standardized procedures on storage and labeling of toothbrushes. (Brush & Holder must have student ID, Placed somewhere other than next to sink)



Opportunities for Improvement

- Wires are secured and not exposed or in reach of children
- No cords are hanging from window blinds
- Provide zip ties/"noodle" with teachers' beginning-of-year supplies
- Highlight in the weekly newsletter (do this - don't do that) pictures to show what safe cord exposure should look like



Parent Feedback Strengths



- Parents feel welcomed, valued, respected, informed, and involved by program staff
- Parents acknowledged that they felt their child was on the path to kindergarten readiness
- Parents felt classroom staff provided ongoing communication.
- Application process is user friendly
- Parents feel the program supports child health and wellness needs

Parent Feedback Opportunities for Improvement

Office staff more knowledgeable of Early Childhood matters

- ✓ Continue to provide ongoing training for office staff and administrators to be able to answer questions for parents and other stakeholders

Most parents were unaware of how the program supports children with disabilities

- ✓ Include information in the parent handbook encouraging parents to speak with their child's teacher or school counselor if they suspect their child may have a disability



Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Audit



97% Compliance

15 folders with mostly minor errors – 7 were immediately resolved following initial review

ERSEA

Opportunities for Improvement

- Ensure that parents/guardians are aware of required documents needed to complete an application. All recruitment materials will specify required application documents
- ERSEA Coordinators will review all application files upon completion and before children are assigned to a classroom (ongoing since February 2018)
- ERSEA Clerks will be trained to audit all student files after placement. ERSEA Coordinators will review audits for accuracy
- ERSEA Coordinators will compile errors noted by the auditors and design a training for all ERSEA Clerks to ensure errors are reduced or eliminated
- Application folders will be color-coded by school year

Comprehensive Services Audit (Shine Early Learning)

77% Compliance

17% lacked health follow-up for failed medical or dental exams

- ✓ Chronic medical conditions (i.e. asthma, allergies) where a treatment plan is in place, but medical treatment is ongoing

Family goal-setting roadmaps and/or follow ups for 10 families not completed

- ✓ Majority of roadmaps are now completed, and attempts to complete for remaining families are documented



Program Governance Indicators

Does the organizational chart accurately reflect all decision-making bodies?

- ✓ Both Policy Council & The Board are reflected in the Head Start grant as active participants in decision making

Is there any documentation of ongoing training of governing body and Policy Council members (e.g. memos, invitations, sign-up sheets, training materials)? Does the training plan include orientation to the *Performance Standards* and support carrying out roles and responsibilities in relation to the Head Start program?

- ✓ Both Policy Council & The Board were provided training by the Office of Head Start on 11/8/17
- ✓ New Member Training occurred on 10/26/18

Do minutes and records from governing body and Policy Council meetings provide an accurate account of decisions and establish accountability?

- ✓ Minutes from the 17-18 meetings provided evidence that both governing bodies are instrumental in making decisions and accountability

Do the minutes reflect that the governing body and policy groups have the opportunity to review and discuss issues prior to approval?

- ✓ Work sessions were created to ensure members of the Policy Council have an opportunity to review and discuss issues prior to approval. Materials are sent to PC members in advance through email for review as well.
- ✓ The Board requires agenda items to be provided in advance as well and work session opportunities have been utilized to provide in depth discussion of progress and upcoming items are shared as well

Program Governance Indicators

Do agendas, minutes, and records show evidence that the governing body and Policy Council review ongoing monitoring reports, including child outcome data and assessment information, to help determine the direction of program improvement efforts?

- ✓ Yes. Ongoing monitoring reports, including child outcome data and assessment information are shared with both bodies. Recommendations by the Early Childhood Director and Leadership are provided to governing bodies for consideration and to help determine the direction of the program.

Is there documentation that shows that community representatives of the Policy Council are elected once a year?

- ✓ Yes. All communication regarding Policy Council membership included term limitations of one year. (Bylaws, flyers, etc.)

Is there evidence that the grant and budgets have been approved and signed by the Policy Council prior to submission to the regional office?

- ✓ Yes. Policy Council & Board minutes reflect approvals from both bodies and the appropriate signatures have been secured.

Program Governance

Opportunities for Improvement

Is there a handbook or letter that explains Head Start parents' rights and responsibilities?

- ✓ Parent Handbook does not explicitly cite the Head Start Act. However all indicators are referenced in the handbook and the program provides parents with a wealth of opportunities for communication and participation.

Are there written procedures to resolve disputes between the governing body and Policy Council?

- ✓ Impasse Procedures were previously provided but have not been updated and approved for a number of years. The Policy Council will need to work jointly with The Board to review and revise the current procedures.

Do governing body members receive training specific to their oversight responsibilities in financial and legal matters?

- ✓ Current documentation does not provide evidence in this area. Program staff will consult with the Office of Head Start and Western Kentucky Technical Assistance for additional support to provide training in this area.

What Happens Now



- Self-Assessment Report and Corrective Action Plan Submitted to JCPS Board of Education for Approval
- Data will be Used for Program Planning for the Following Year