

# 2015 Self-Assessment Report

## Contra Costa County EHSD Community Services Bureau

### May 4-8, 2015

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### **Overview**

The Self-Assessment was conducted from May 4<sup>th</sup> through May 8<sup>th</sup> by a team of 30 members, which included grantee and delegate staff, board members, community partners and parents. Two administrative offices, one home base group and seventeen classrooms were monitored. There were no areas of non-compliance identified. Since the Community Services Bureau recently received extensive federal review events on Environmental Health and Safety and Fiscal and ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) this program year, these areas were not included in the Self-Assessment. A federal review event in CLASS was also conducted in February; therefore a small sample was conducted during his year's Self-Assessment.

### **Instruments**

Two instruments were used to review the program:

- FY2014 Office of Head Start Monitoring Protocol, selected sections:  
Program Governance  
Management Systems  
Family & Community Engagement  
Child Development & Education
- The Classroom Assessment Scoring System (CLASS™) Tool

### **Results**

#### **The Office of Head Start Monitoring Protocols:**

#### **Strengths:**

Strengths noted during the self-assessment:

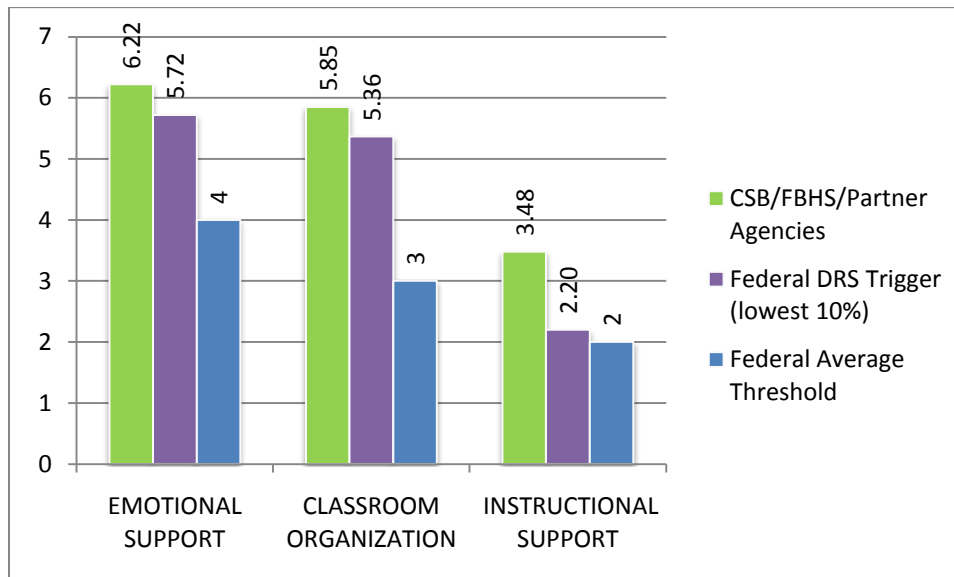
- Very strong systems and documentation around monitoring activities, program planning, record-keeping and reporting and communication;
- A cross section of staff was utilized to provide an opportunity for new learning and enhanced cross training experiences;
- When there is a vacancy, substitutes or temporary clerks are brought in depending on the needed service area so that services to children and families are not negatively impacted;
- There are strong policies in place that inform staff of the expected standards of conduct in a Head Start work environment;

- Parents interviewed are happy with both the Delegate and Grantee programs regarding support and resources that are provided by the teachers and family services staff;
- There is an established Governing Body that is well connected and informed; The comprehensive services approach, which includes health history, family history and other key data helps evaluators, educators and managers individualize their services to a child's specific needs. The overall collaborative spirit at the centers facilitates easy interactions between the managers, teachers, staff and others to coordinate services to the families; and staff seems enthusiastic, able and committed.

### **The Classroom Assessment Scoring System (CLASS™):**

**CLASS™** is an observational monitoring tool that assesses classroom quality and primarily focuses on the interaction between the teacher and the students and what teachers do to boost children's learning. **CLASS™** assesses three domains of classroom interactions and scores them on a scale of one through seven; one being the lowest and seven being the highest. The domains are broken down as Emotional Support, Classroom Organization, and Instructional Support. Sixteen of CSB's directly operated, partner and delegate agency classrooms were assessed using this instrument. **Figure 1** below indicates Emotional Support scoring highest and Instructional Support scoring the lowest. However, the program exceeded both the 2014 Federal Average Threshold and the lowest 10% Designation Renewal (DRS) trigger in all three CLASS Domains. CSB provides training and support to teaching staff on strategies to improve scores in the three domains.

**Figure 1: CLASS Results from Sixteen Classrooms**



### **Recommendations**

It was recommended that all classrooms have a laminated copy of the School Readiness goals in addition to the program goals and objectives already posted. This recommendation will ensure that teaching staff are able to clearly articulate the adopted School Readiness goals and can refer to them easily. Education staff will ensure these goals are posted and that teachers can clearly articulate the goals, action plan, and the strategies to achieve them.