

2016 Self-Assessment Report
Contra Costa County EHS Community Services Bureau
February 29 – March 31, 2016

Overview

The 2016 Self-Assessment was conducted from February 29th through March 31st, 2016 by a team of 47 people, including Grantee and Delegate staff, board members, parents, and community partners. Forty-nine classrooms, one home educator group, and one Family Child Care home were reviewed. Four areas were identified that required corrective action.

Instruments

Two instruments were used to assess the program:

1. The Classroom Assessment Scoring System (CLASS™); and
2. A locally-designed Comprehensive Services monitoring tool based on the Office of Head Start Comprehensive Services and School Readiness Monitoring Protocol; and
3. A locally-designed classroom observation and education services monitoring tool, also based on the Office of Head Start Comprehensive Services and School Readiness Monitoring Protocol.

The Results

Strengths:

Strengths noted during the self-assessment were:

- CLASS™ scores were strong
- Child files were well-organized
- Locally-designed tracking system is working well and is responsive to the changing needs of the program
- Teacher-Child interactions were excellent
- Child safety systems are working well
- Child supervision is very strong, indoors and outdoors
- Referral system and case management is very effective

Areas Requiring Corrective Action:

The four areas requiring corrective action were:

1. Physical exams and follow up were not accurately reflected in the electronic tracking system, CLOUDS.
2. Lead screening is not always completed on the physical exam in accordance with Early Periodic Screening, Diagnosis, and Treatment (EPSDT) requirements.
3. At the partner sites, current Policy Council and parent meeting agendas and minutes in English and Spanish were not always posted.
4. Lesson plans do not always include individualization codes across a variety of program activities and need strengthening, particularly with newer teaching staff.

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Corrective Action Plan:

Corrective Action	Person Responsible	Date Completed	Verification of Completion
Physical Exams & Follow Up Accurately Reflected on CLOUDS: Develop and implement a report in CLOUDS that pulls data from both screening and assessment fields that demonstrates that follow up is complete or flags it for expedited response by staff.	Health Content Area Expert	4/18/16	New CLOUDS report now fully functional and used by staff and their supervisors to ensure follow up occurs in a timely fashion and in accordance with regulatory timelines.
Lead Screening: Collaborate with the Contra Costa County Lead Poisoning Prevention Program to develop educational materials to disseminate to parents to help them advocate for lead testing as necessary.	Health Content Area Expert	5/6/16	New flier from the California Department of Health Services, Lead Poisoning Prevention Program is now disseminated to parents with their reminder that it is time for a well-child exam that includes the lead test requirement. Case notes indicate that this flier was provided.
Policy Council & Parent Meeting Document Postings: All child care partner contracts will include a requirement that the partner designate a Parent Involvement Officer (PIO) to use a monitoring checklist that includes the requirement that current agendas are posted.	Child Care Partner Analyst	7/1/16	All new contracts have the PIO requirement as part of the service plan.
Individualization on Lesson Plans: Review lesson plans in every classroom and provide one-on-one support to those who need it to ensure that the system for individualizing on lesson plans is properly implemented.	Education Team Lead	4/29/16 and Ongoing	Quality Management Unit documents indicate monitoring conducted and any issues corrected. Ongoing training during staff development “early closure days” reflects emphasis on implementation of the individualization system.

The Classroom Assessment Scoring System (CLASS™):

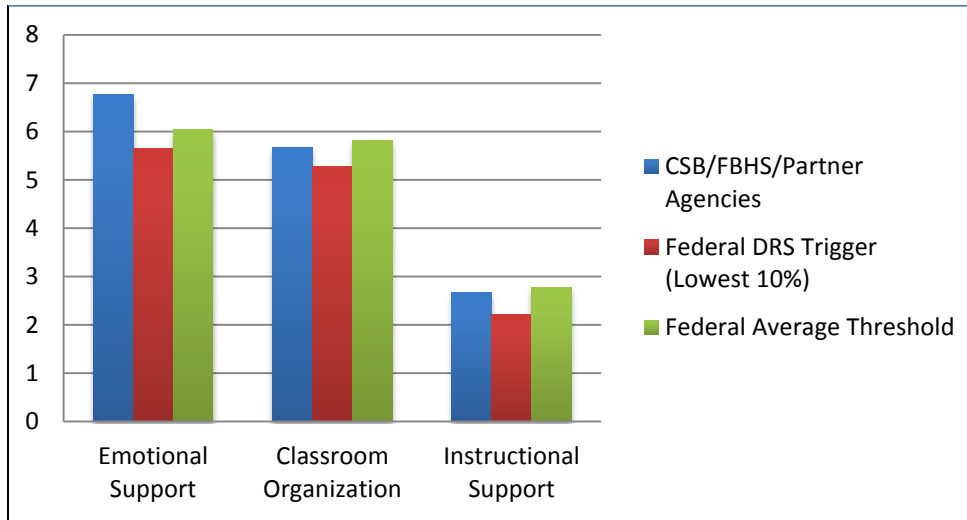
The CLASS™ Assessment is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning. Twelve classrooms were assessed using this tool. Figure 1 on page 3 of this report illustrates that CSB, its Delegate Agency, and its community-based child care partners are performing well in that they exceed the federal designation

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renewal threshold. Additionally, scores for emotional support exceed federal averages and classroom organization and instructional support are very close to the federal averages.

Figure 1: CLASS Results from Twelve Classrooms



	CSB/FBHS/Partner Agencies	Federal DRS Trigger (Lowest 10%)	Federal Average Threshold
Emotional Support	6.77	5.6562	6.04
Classroom Organization	5.68	5.2708	5.82
Instructional Support	2.67	2.2261	2.78