

Community Services Bureau 2017 Self-Assessment Report

March 6 – 10, 2017

Overview of Methods

The purpose of the annual self-assessment is to determine the effectiveness of CSB's efforts in meeting program goals and objectives and in implementing Federal regulations. CSB's self-assessment was conducted during the week of March 6th by a team of 45 members, which included grantee and delegate staff, board members, community partners and parents.

The components of the self-assessment reviewed consisted of six components:

1. Classroom Assessment Scoring System (CLASS™)
2. Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
3. New Early Head Start Child Care Partnership (EHS-CCP) Program
4. Health & Safety
5. Child and Adult Care Food Program (CACFP), and
6. Fiscal Integrity Monitoring

Components, Instruments, & Measures

The six self-assessment program components were reviewed utilizing seven instruments:

Components	Instruments	Measures
1. CLASS™	<ul style="list-style-type: none">• The Classroom Assessment Scoring System (CLASS™)	<ul style="list-style-type: none">• 13 Classroom Reviews
2. ERSEA	<ul style="list-style-type: none">• FY 2017 Office of Head Start ERSEA Monitoring Protocol• A locally designed file monitoring tool based on Office of Head Start need and eligibility guidelines	<ul style="list-style-type: none">• Grantee Interviews• 42 File Reviews
3. EHS – CCP	<ul style="list-style-type: none">• FY 2017 Early Head Start – Child Care Partnership Monitoring Protocol	<ul style="list-style-type: none">• Grantee & Partner Interviews
4. Health & Safety	<ul style="list-style-type: none">• A locally designed center monitoring tool based on Office of Head Start health and safety guidelines	<ul style="list-style-type: none">• 6 Classroom Reviews• 4 Family Child Care (FCC) Reviews
5. CACFP	<ul style="list-style-type: none">• A locally designed monitoring tool based on USDA CACFP monitoring guidelines	<ul style="list-style-type: none">• 1 Classroom review
6. Fiscal	<ul style="list-style-type: none">• A locally designed fiscal monitoring tool based on Office of Head Start health Fiscal Integrity Monitoring Protocol	<ul style="list-style-type: none">• Grantee and Delegate Fiscal Review

Key Findings

Areas of Strength:

Components	Areas of Strength
CLASS™	Strong CLASS™ scores that are above the Federal Minimum Threshold of 4, 3, 2 for the three domains (see page 3).
ERSEA	Systems, processes, and technology are strong. CLOUDS is used for eligibility, recruitment, selection, enrollment, and attendance tracking. “Real time” data is available to ensure efficiency of tracking, documentation, and purging of outdated information.
EHS-CCP	Strong partnership and implementation of policies. This unique partnership with the Childcare Council and Family Childcare Homes, in its second year, is proving to be successful in terms of the additional support and resources for the providers and families.
Health & Safety	Locally designed monitoring tool is working well. The Family Child Care and Center Health & Safety Tool, both developed in 2014 in collaboration with stakeholders, provides a structured list of criteria to identify indicators that needs to be assessed for potential risks to remain in compliance for licensing, state, and federal mandates. The tools streamline the process to identify and address all health and safety regulations to generate evaluations and results.
CACFP	Children are participating fully in family style dining. Children set the tables, serve themselves, clean-up and fully engage in the dialogue happening in small groups during meal times.
Fiscal	Strong management systems and internal controls. Six key performance areas were monitored: financial management systems, reporting, recruitment, compensation, cost principles, and facilities and property. All areas were in compliance with no findings.

Areas Require Strengthening:

Areas Requiring Strengthening	Person Responsible	Date to be Completed	Corrective Action
ERSEA File Monitoring: Of forty-two child and family files reviewed, sixteen files were not locked to ensure confidentiality	ERSEA Manager	4/10/17 and ongoing	Quality Management Unit will continue to monitor that files are locked and ongoing monitoring will indicate compliance.
Health & Safety Monitoring: Four out of six earthquake containers had items that were expired.	Health & Safety Content Manager	4/10/17	A review of earthquake containers at every center will occur and items that are expired or soon-to-be expired will be replaced.
Health & Safety Monitoring: One center’s bleach solution was not labeled.	Site Supervisor	4/10/17	Site Supervisors will review all bleach solution in classrooms and ensure all are appropriately labeled as demonstrated by clear health and safety checks.

Areas Requiring Corrective Action:

Areas Requiring Corrective Action	Person Responsible	Date to be Completed	Corrective Action
FCC – Health & Safety Monitoring: Children are not brushing their teeth; there were no toothbrushes.	Partner Manager	4/10/17	All FCCs are provided oral hygiene supplies, given training, and demonstrate compliance with tooth brushing requirements.
FCC – Health & Safety Monitoring: Homes did not have required postings, such as licensing and first aid postings.	Partner Manager	4/10/17	Copies of postings are provided and posted at providers’ homes.

FCC – Health & Safety Monitoring: Individualization was not evident on lesson plans.	Partner Manager	4/10/17 and ongoing	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. Ongoing training during staff development reflects emphasis on implementation of the individualization system.
FCC – Health & Safety Monitoring: Two out of four FCC’s did not have designated locked space for medications.	Partner Manager	4/10/17	Medication boxes are given to providers. Ongoing training during staff development reflects emphasis on importance of properly storing medications.

CLASS Results:

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. The CLASS™ tool has 10 dimensions of teacher-child interactions rated on a 7-point scale. The 10 CLASS™ dimensions are organized into three domains:

1. **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
2. **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children’s behavior, time, and attention in the classroom.
3. **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

The Office of Head Start (OHS) has established the minimum threshold on the three CLASS™ domains to be 4 for the domain of Emotional Support, 3 for the domain of Classroom Organization, and 2 for the domain of Instructional Support. Thirteen of CSB’s directly operated, partner, and the delegate agency classrooms were assessed using the CLASS™ instrument. **Figure 1** below indicates that the program exceeded the established minimum set by OHS for the three domains.

Figure 1: CLASS Results from Thirteen Classrooms

