

Community Services Bureau 2018 Self-Assessment Report

26 February – 2 March, 2018

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 February 26th 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 eight components:

1. Classroom Assessment Scoring System (CLASS™)
2. Focus Area 1- Program Design and Management
3. Focus Area 1-Quality Education and Child Development Program Services
4. Focus Area 1-Quality Family and Community Engagement Program Services
5. Focus Area 1-Quality Health Services
6. Focus Area 1-Effective Fiscal Infrastructure
7. Focus Area 1-Effective ERSEA Strategies
8. Health & Safety Checklist – one for Center Based and one for Family Child Care

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. Program Design and Management	<ul style="list-style-type: none">• FY 2018 Office of Head Start Focus Area 1 Monitoring Protocol	<ul style="list-style-type: none">• Grantee & Partner Interviews
3. Quality Education and Child Development Program Services	<ul style="list-style-type: none">• FY 2018 Office of Head Start Focus Area 1 Monitoring Protocol	<ul style="list-style-type: none">• Grantee & Partner Interviews
4. Quality Family and Community Engagement Program Services	<ul style="list-style-type: none">• FY 2018 Office of Head Start Focus Area 1 Monitoring Protocol	<ul style="list-style-type: none">• Grantee & Partner Interviews
5. Quality Health Services	<ul style="list-style-type: none">• FY 2018 Office of Head Start Focus Area 1 Monitoring Protocol	<ul style="list-style-type: none">• Grantee & Partner Interviews
6. Effective Fiscal Infrastructure	<ul style="list-style-type: none">• FY 2018 Office of Head Start Focus Area 1 Monitoring Protocol	<ul style="list-style-type: none">• Grantee and Delegate Fiscal Interviews
7. Effective ERSEA	<ul style="list-style-type: none">• FY 2018 Office of Head Start Focus	<ul style="list-style-type: none">• Grantee and Delegate Fiscal

Strategies	Area 1 Monitoring Protocol	Interviews
8. 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"> 10 Classroom Reviews 6 Family Child Care (FCC) Reviews

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).
Program Design and Management	Low child to teacher ratios, exceeding the HSPS requirements, are present in the program.
Quality Education and Child Development Program Services	A crosswalk was developed for teachers to be able to identify the curriculum objectives in relationship to children’s school readiness goals resulting in enhanced individualization.
Quality Family and Community Engagement Program Services	The delegate agency has monthly “Let’s Talk” support groups for the parents at each center.
Quality Health Services	A Policy Council representative participating in this self-assessment reported, “It takes a village.” She explained that everybody at every level of the organization is responsible for monitoring to make sure the facilities are safe for children.
Effective Fiscal Infrastructure	The County financial system has strong internal controls and conducts extensive internal and external audits.
Effective ERSEA Strategies	Formalized agreements such those with Nurse Family Partnership, Children and Family Services (CPS), the Regional Center of the East Bay, and the Special Education Local Planning Area all result in referrals from the neediest of the needy children in our community.
Health & Safety	Beautiful new materials and equipment were evident at all sites.

Areas Require Strengthening:

Areas Requiring Strengthening	Person Responsible	Date to be Completed	Corrective Action
Health & Safety Monitoring: At the Family Child Care Homes, providers need to be trained to properly store toothbrushes being used by children.	Debi Marsee, Health Content Expert and Magda Bedros, Assistant Director	4/30/18	<ul style="list-style-type: none"> Training to be conducted for each family child care provider. Materials needed for safe storage will be provided to each family child care provider.
Health & Safety Monitoring: Supervisor Burgis recommended that all parents be trained in disaster preparedness for their homes.	Jay Rivera, Facilities Content Expert and Ana Araujo, Parent, Family, and Community Engagement Content Expert	4/30/18 and ongoing	<ul style="list-style-type: none"> Disseminate parent appropriate materials pertaining to disaster preparedness. Host community experts at parents meetings such as CERT trainers.

Areas Requiring Corrective Action:

Areas Requiring Corrective Action	Person Responsible	Date to be Completed	Corrective Action Plan
FCC – Health & Safety Monitoring: Tooth brushing in conjunction with a meal is not being implemented at 3 of the 6 FCC homes visited.	Debi Marsee, Health Content Expert and Magda Bedros, Assistant Director	4/30/18	<ul style="list-style-type: none"> • Provide oral hygiene training to FCC Providers. • Monitor homes to ensure tooth brushing is occurring; create a photo collage of each FCC home during tooth brushing time.
FCC – Health & Safety Monitoring: Required postings not evident in the Family Child Care Provider Homes.	Debi Marsee, Health Content Expert and Magda Bedros, Assistant Director	4/30/18	<ul style="list-style-type: none"> • Provide a smaller version of all required postings similar to one CSB developed for each FCC home.

****All items that are listed in the corrective action plan have been corrected by the responsible program staff**

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. **Instruction 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 5.70 for the domain of Emotional Support, 5.33 for the domain of Classroom Organization, and 2.31 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

