



2020-2021 Self-Assessment and Improvement Plan

The School Board of Broward County, FL
Head Start/Early Head Start Program

Head Start (HS) / Early Head Start (EHS) Program 2020-2021 Self-Assessment and Improvement Plan

At least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a Self-Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations 1304.51(i)(1).

INTRODUCTION

The School Board of Broward County Head Start (HS)/Early Head Start (EHS) Program completes a comprehensive self-assessment annually to review the program’s operations and ensure that program goals and objectives are being met. Members of the self-assessment team include: Policy Council members, community partners, school-based administrators, teachers, teacher assistants, parent educators, teacher specialists and program key management staff.

METHODOLOGY

The self-assessment was conducted using a variety of tools including the program’s ongoing monitoring reports, Curriculum Fidelity Checklist, Office of Head Start Focus Area One and Two Protocols, and 2019 CLASS Field Guide. The assessment process consisted of:

<p>Preparing Materials: Key Management Staff reviews Self-Assessment process, determines where to find documentation, identifies the types of data to look for, and decides on the method of data reporting for each service area. Representatives for the focus group are identified.</p>
<p>Recruit for Self-Assessment Sub-Committees: Parents, community members and staff were recruited to participate in the sub-committees for each of the service areas. An invitation was sent to all stakeholders encouraging participation.</p>
<p>Gather Data: Self-Assessment Sub-Committee reviewed information gathered along with a review of the Program Goals and Objectives and Head Start review focus areas to identify program strengths and areas of improvement.</p>
<p>Assemble Sub-Committees: Sub-Committee Meetings are held. Feedback is used to develop the Self- Assessment and Improvement Plan Report.</p>
<p>Analyze Data: Key Management Staff and HS Director analyze findings, incorporate feedback from the sub-committees, develop the Improvement Plan, and determine implications/timeline for improvements.</p>
<p>Create Self-Assessment Report: Key Management team develops report and Self-Assessment and Improvement Plan is submitted to Policy Council for approval.</p>
<p>Develop Program Improvement Plan: Approved Self-Assessment and Improvement Plan is submitted to the Governing Body for review and approval.</p>
<p>Report to Stakeholders: HS/EHS Director shares Self-Assessment Report and Improvement Plan with schools and staff. Implementation begins.</p>

SELF-ASSESSMENT PROCESS

HS/EHS Program staff members began the process by reviewing the Self-Assessment Protocols, Program Goals and Objectives and ongoing monitoring documents to ensure the program is capturing current and accurate program data. HS/EHS Key Management Staff met to discuss their respective Self-Assessment components, delineate the revised process, what to look for, and where to find documentation/data. Sub-Committees for each service area were created to discuss the goals, objectives, and implementation of federal regulations. HS/EHS Key Management Staff reviewed the Self-Assessment protocol data, long- and short-term goals, action step progress, School Readiness Goals data, compliance data, and current service area data with the sub-committee. A member of Key Management staff facilitated each sub-committee meeting with staff, community and parents. A summary and analysis of findings was provided to each sub-committee and were discussed among the group. Each sub-committee provided recommendations for the 2020 - 2021 school year. HS/EHS Key Management Staff then developed the Improvement Plan and determined implications for program-wide improvements.

The Self-Assessment and Improvement Plan Report provides a summary of progress toward program goals and objectives. Summary data from protocols used during the Self-Assessment process are presented as strengths and areas of improvement. This analysis takes into consideration the data from the Self-Assessment protocols and school readiness goals, child and teacher data, and each service area. Based on the analysis, recommendations are provided in the improvement plan with a timeline for completion. The final Self-Assessment and Improvement Plan Report is submitted to Policy Council for approval and then to the Governing Body for review and approval. Once approved, the results of the Self-Assessment and Improvement Plan are shared with staff.

ANALYSIS AND FINDINGS

Education and Early Childhood Development – Center-Based

The Head Start/Early Head Start program (HS/EHS) worked closely with the district to provide Teachers and Teacher Assistants opportunities for professional development during the 2019-2020 school year. During the planning week, (HS/EHS) hosted a District Day Meeting to provide all early childhood educators with informational sessions to include updates and best practices used in HS/EHS program. The topics included *Music and Movement to Impact CLASS Scores* with presenter Shawn Brown as well as breakout sessions focusing on areas such as Abuse and Neglect, Compliance, ChildPlus, and Disabilities.

Additionally, professional development opportunities were provided to teachers and teacher assistants throughout the year through the EHS/HS department by Teacher Specialists or hired consultants. Trainings provided included: Creative Curriculum System for Preschool, GOLD Assessment for Preschool Conscious Discipling Creating School Family, High Quality CLASS Interactions for PreK, Science and Sensory for Preschool, Intro. to GOLD and Creative Curriculum, Using TSG Digital Resources and Lesson Planning, CLASS for the Instructional Support Domain, Conscious Discipline Feeling Buddies, Early Literacy and Heggerty, Child Development and DAP, Mathematics Across the Day. The following professional development sessions were scheduled but canceled due to COVID-19: Planning for Interest Areas, Early Literacy and Heggerty, Fostering Positive Teacher-Child Interactions, and Science and Sensory for Preschool.

The Head Start/ Early Intervention Department is in the process of analyzing the current professional learning sessions to increase opportunities for both new teachers and seasoned teachers for the 2020-2021 school year. In order to best meet the needs of all teachers and teacher

assistants, the department will send out a needs assessment survey to obtain data that will assist us in differentiating support based on staff experiences and skill sets. A recommendation has been made to offer two additional days of professional development for teachers prior to the start of the 2020-2021 school year.

At the end of the 2019 school year, Classroom Snapshots were created to capture individual teacher data from CLASS, GOLD, Curriculum Fidelity, Compliance and professional development. The Classroom Snapshot provides a collection of data that help create an alignment between classroom instructional gaps and professional development provided. Data from the Classroom Snapshot can be analyzed to determine a teacher's areas of strength as well as areas that need improvement. A recommendation has been made to analyze Classroom Snapshots and create action plans that will suggest coaching and professional development opportunities for teachers based on data results. Using Classroom Snapshots, Teacher Specialists and Teachers will be able to collaborate to identify strengths and focus on areas of improvement on an individual basis. Through coaching conversations and administrative meetings with the teachers, an action plan will be created and monitored during the 20-21 school year. This action plan will include goals and objectives for each teacher with recommended professional development sessions during the school year.

In addition to an effort of providing more opportunities for professional development, Teacher Specialists have been trained in a research-based Coaching Model as required by HS Performance Standards. This two-year process, completed in the Winter of 2019, provided training sessions to ensure an effective coaching model is integrated into all coaching interactions throughout the year. In alignment with our district Coaching and Induction Department, Teacher Specialists will become coach credentialed at the end of the 2020 school year. Teacher Specialists continue to work with Teachers daily to provide coaching that directly impacts teaching practices and child growth. As Teacher Specialists continue to build their coaching skill sets to support the Teachers with strategies on how to reflect on teaching practice, a recommendation has been made to integrate the Creative Curriculum Fidelity Tool indicators into coaching conversations between teacher and Teacher Specialists.

The Creative Curriculum Fidelity Tool provides essential information to the classroom. The Teacher Specialists use the Fidelity Tool to ensure that the curriculum is implemented with its intended use to support child outcomes. Each classroom is monitored using the tool and data is collected annually to capture the use of curriculum within the classroom setting from the Creative Curriculum Fidelity Tool. Data from the Creative Curriculum Fidelity Tool is compiled in the Head Start database to aggregate and determine individual classroom and program-wide strengths as well as areas that need improvement. While analyzing the data captured from the Creative Curriculum Fidelity Tool, there are specific indicators that continue to show deficiencies. A recommendation has been made by the Self-Assessment committee to create a plan of action to address program-wide deficiencies within the of Creative Curriculum Fidelity Tool data and close the gaps being measured by this tool.

Areas of Improvement for HS/EHS Education:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Provide two additional paid days each summer for EHS/HS staff to attend professional development.	July 2020-June 2023
Analyze Classroom Snapshots and create an action plan for each classroom teacher that includes goals and objectives with recommended professional development sessions based on data in the areas of compliance, curriculum fidelity, GOLD data and CLASS results.	July 2020-June 2023
Create a plan of action to address program-wide deficiencies within the of Creative Curriculum Fidelity Tool data.	July 2020-June 2023
Integrate the Creative Curriculum Fidelity Tool indicators into coaching conversations between Teacher and Teacher Specialists.	July 2020-June 2023

Disabilities

In the 2019-2020 school year, the program continued a collaborative effort to identify, recruit and evaluate ESE children eligible for the Head Start program. Through several meetings with Broward School’s ESLS Department and Head Start Staff, a flow chart continues to be used when identifying children who receive services in an ESLS setting and are eligible for Head Start. Additionally, the program continued a collaborative effort to identify and schedule IEP meetings to review data to consider children for a less restrictive environment. The use of contracted Speech and Language Pathologists (SLPs) increased the overall reach to children needing evaluation and qualifying for services. The HS/EHS program exceeded the 10% disability requirement of the Head Start Performance Standards and continues to work on increasing the enrollment of children with disabilities.

Each spring, EHS/HS schedules an Enrollment Round-Up event that allows incoming families an opportunity to complete health screenings that include but are not limited to vision, hearing and speech. The results of the screenings are used to determine if a child has an area of concern and provides the Disabilities Team an early indication of which children may need a follow-up. If an area of concern is found, the Head Start Disabilities Flow Chart is followed to determine next steps for the child with regards to interventions and possible evaluations based on the data collected. Due to COVID-19 our scheduled 2019-2020 Enrollment Round-Up was canceled but screenings will still take place in the fall of the 2020-2021 school year.

During the 2018-2019 school year, recommendations were made to maintain a collaboration with the Exceptional Student Education (ESE) Specialist at each site as well as Exceptional Student Learning Support (ESLS) department to increase dual enrollment of children in Pre-K ESE and the Head Start program. New applications were flagged in ChildPlus with parent concerns, and Inclusion Specialists followed up and collaborated with the schools’ ESE Specialists. Teacher Specialists and Inclusion Specialists worked together to monitor Head Start children after the 45-day screening for any deficiencies that may need to be addressed and concerns were reviewed through our Preschool Intervention Process (PIP). During the 2019-2020 school year, PIP meetings were held weekly to address individual child concerns with regards to behavior and disabilities. Based on outcomes from PIP meetings, the evaluation process began if warranted and a

continued collaborative relationship with the district ESLS department ensured a faster, streamlined referral process. After reviewing the PIP process with the Self-Assessment committee, a new recommendation was made to create professional learning opportunities for Parent Educators to understand the PIP process and the referral process.

In an effort to provide children enrolled in part-time Pre-K Exceptional Student Learning Support (ESLS) classes with wrap-around HS services, a joint HS/Pre-K ESLS partnership was continued for AM/PM programs throughout the county. The Head Start/Early Intervention Department also provided children in full-time Pre-K Exceptional Student Learning Support (ESLS) classes the opportunity to continue receiving Head Start wrap-around services. The Inclusion Specialists continue to work collaboratively with school staff and the District’s ESLS Department, to identify potential children for dual enrollment in HS/AM-PM programs but there are limited staff available to provide services at the classroom level. The recommendation is to increase direct support from the Disabilities Team in inclusion classrooms for teachers and children.

Areas of Improvement for Disabilities:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Continue to increase enrollment of children with disabilities.	July 2020-June 2021
Create professional learning opportunities for Parent Educators to understand the PIP process and the referral process.	July 2020-June 2021
Increase direct support from the Disabilities Team in inclusion classrooms for teachers and children.	July 2020-June 2021

Family and Community Partnerships

The Family and Community Partnerships sub-committee met to examine our program’s current practices related to family engagement and community partnerships to determine potential improvements, completion of goals and creation of new goals. The team immediately acknowledged that children thrive when families are engaged in their educational life and there is meaningful and open communication between the parents, educators, and the community. Family and Community Engagement encompasses parents, school staff, and community members working together to actively support and improve the academic achievement, and social behavioral development. The HS/EHS Department continues to work within the community to create a structured procedure for securing needed partnerships to create meaningful resources for families.

As we work to promote a culture of shared responsibility for improving outcomes for all children and their families, the committee discussed at length strategies to equip families with the knowledge and resources needed to engage them in growth and development. Developing a directory of community resources and activities available to families was discussed again to link child learning, continuous education, and personal family goals. The belief is that linking these resources more efficiently will result in more engaged families. Family Services staff will also receive presentations from community partners, including 2-1-1 Broward, Title 1, working with English Language Learners and the Family Success Center, as well as training in Mental Health Services. This will enhance the knowledge of Parent Educators to provide families with appropriate referrals and resources.

Aspects of the home and family were assessed to determine areas of strength and need and to assist in the family goal setting process. The Self-Assessment Committee reviewed Family Partnership

plan/goals for individual families and aggregated and analyzed the goals of all families in the program. Goals were developed jointly between parents and Parent Educators and were created using the Parent, Family, and Community Engagement (PFCE) Framework as a guide. While families worked with Parent Educators to write goals, a review of the goals revealed that they are not written in a format that is measurable and timely. To address this, training will be conducted with all Family Services staff in using the PFCE Framework and writing Specific, Measurable, Attainable, Realistic, Timely (SMART) goals. The Self-Assessment Committee also noted even though we streamlined the categories of goals to match the PFCE, data shows that goals were still miscategorized. The training will also include a discussion on this topic. Parent Educators will also receive a document with common parent goals and correctly formatted SMART goals, steps to include and what category they could fall into. The final issue noted in the review of the database was that in several instances goals were missing, but a Family Assessment was entered. This indicates confusion around the connection between the Family Assessment and the subsequent goal. Parent Educators will also be trained on completing a Family Assessment, how this information is used to create a goal, and how the Family Assessment drives services.

A review of the *Family Goal* data shows that the category *Family as Advocates and Leaders* is the highest need and the category *Family as Life-Long Educators* is the lowest need. A majority of the goals were structured around *Family Well-being*. While *Leadership and Advocacy* outcomes showed a high need, the fewest family goals focused on this domain. As part of a series of training and professional development on family goals, Parent Educators will receive guidance on targeting goals to meet family needs as indicated on the Family Assessment. Furthermore, the Family Services Specialist will provide coaching and guidance for Parent Educators who are struggling in this area.

After realigning Parent Workshops in accordance with Performance Standards, Parent Workshop data shows an average attendance of 13 people at each workshop. Parents expressed a concern that they may not receive adequate information to understand the importance of the many roles they play in their children's development. A researched-based parenting curriculum was offered to parents during the 2019-2020 school year. COVID-19 school closures prevented the final session from being offered. We are exploring the use of an online platform to deliver virtual workshops aligned to the PFCE framework to increase parent engagement and participation in workshops.

This year there was a focus on ensuring that teachers appropriately report when they have volunteers in their classrooms. This was discussed during their preservice session and was listed as an expectation of their position as a Head Start teacher. As a result of enhanced volunteer reporting, parent volunteers increased by 92% in the 2019-2020 school year. HS/EHS staff will continue to provide opportunities for families to come into the schools and share in their child's learning experience.

Head Start and Early Head Start staff begin to establish partnerships with families during enrollment round-up process. This process offers many opportunities to talk with families and learn about their strengths, needs, and challenges and what they want from the program. The COVID-19 school closures caused the cancellation of Enrollment Roundup for May 2020. All enrollment processes were conducted virtually, and hard copy documents will be collected once schools reopen. Children will be assessed in all areas once school resumes.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Areas of Improvement for Family and Community Partnerships:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Create a structured procedure for securing needed partnerships with the School Board of Broward County Head Start/Early Head Start department.	July 2019-June 2023
Create and provide families with a Community Services Directory that connects children and families to community resources and activities that link to learning, continuous education, academic college and career goals, and support of social/emotional learning and well-being specifically for Head Start.	July 2019-June 2021
Use the PFCE Framework to develop a process to create measurable and quality family goals.	July 2020-June 2023
Continue to increase participation of parent as volunteers.	July 2020-June 2023
Increase attendance at Parent Education Workshops and provide strategies for families to improve the home learning environment.	July 2020-June 2023
Establish effective school-to-home and home-to-school communication by strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.	July 2020-June 2023

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

To ensure that all age eligible children who meet the low-income poverty guidelines are being reached in our recruiting efforts, HS/EHS staff recruited at schools, churches, and other neighborhood locations. The application period was also promoted on two radio stations and banners were placed outside of highly visible schools. There were two billboards rented for several months in high poverty areas and advertisements were purchased at several gas stations for audio play at the gas pump area. Informational flyers about the application process were sent to all elementary schools, district offices, at different agency offices, placed on the HS/EHS website, sites that assess children for disabilities, and mailed to families upon request. To best meet the needs of the families, applications for the 2020-2021 school year, applications were taken at three convenient sites, staffed by personnel speaking English, Spanish, Haitian-Creole, and Portuguese. Open application sites continued to be on a staggered schedule with additional staff scheduled in shifts in order to accommodate the needs of families applying. The central area application site continued to be open for the longest amount of time based on previous data showing this site had the most traffic. Pre-applications were available for parents to complete before coming to the in-person interview and appointments were created for parents to eliminate parents spending too much time at the application site. After the COVID-19 school closures, applications were taken over the telephone as per communication with the Region IV Head Start office.

The Eligibility, Recruitment and Selection processes were reviewed to determine potential improvements. During the 2019-2020 school year, the eligibility criteria was revised to capture our most critical families after an ad-hoc committee meeting which included Key Management staff and the Policy Council Chairperson and subsequently approved by the Policy Council.

The annual Enrollment Roundup was canceled due to COVID-19 but registration is being accepted virtually and final registration and presentation of needed documents will resume in person once schools are reopened.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Data continues to show a low percentage of homeless and foster children are enrolled in the EHS/HS Program. During the 2019-2020, enrollment for homeless was 1% and enrollment for foster children was 3%. The committee agrees that recruitment efforts should target those children. A recommendation is to continue the recruitment efforts for homeless children and foster children to increase enrollment in these areas.

Enrollment and transfer lists were updated weekly to ensure clerical staff had the most up-to-date requests. All Family Service staff were kept updated on schools with low waitlists as to promote the program throughout the school year. Child attendance was closely monitored each month. Teachers continue to be trained to input daily attendance into the ChildPlus database, which ensured that Parent Educators had real-time access to trends. Parent Educators followed up with families that had chronic tardiness, numerous unexcused absences, or were picked up late. Social Workers and the Family Services Specialist assisted with extreme cases, particularly when family crisis was involved. Staff was reminded in the application training to stress the attendance requirements, and medical requirements.

Upon review of ongoing monitoring data, the highest percentage of non-compliance in classrooms is consistent tracking of daily child attendance in the Head Start database. The committee identified Parent Educators to be responsible for ensuring completion of attendance on a regular basis. Expectations and processes must be communicated and implemented to ensure that attendance tracking is complete and follow-up with unexpected absences within one hour of program start time is documented to ensure the child's well-being. A recommendation was made by the Self-Assessment Committee to develop a systematic process for Parent Educators to follow-up with teachers on a regular basis regarding attendance documentation. Additionally, the committee discussed sending a formal memo to Principals to emphasize the importance of this compliance requirement.

Area of Improvement for ERSEA:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Increase enrollment of homeless and foster children.	July 2020-June 2023
Develop a systematic process for Parent Educators to follow-up with teachers on a regular basis regarding attendance documentation .	July 2020-June 2023
Develop a procedure of timely notification and follow-up on children that are unexpectedly absent, including ongoing monitoring.	July 2020-June 2021

Health and Nutrition

The program continues to work towards completing 100% of the 45-day screenings on children new to the program and ensuring the results are entered into the Head Start Database within the required time frames. As of Spring 2020, 60 of the required screenings were completed after the 45-day deadline, which shows significant growth from the 207 late screenings reported in 2019. Currently the areas that need improvement are Brigance with 10 screenings late, DECA with 21 reported late and Speech and Language screenings 29 reported late.

Data regarding health insurance is obtained from the Head Start database and families who indicate they do not have insurance for their family or child. Families are contacted via email and sent

information on the Florida Kid Care Program as well as resources for family insurance. Parents are contacted via the Parent Educators throughout the school to see if they need further assistance. The programs goal is to reduce the number of families that leave the program without insurance by 1% each year. For the school year 2019 the number of families without insurance at the end of the school year was 65. Presently, the number of families without insurance is 58. This number is expected to decrease by the end of the 2019-2020 school year.

The program continues to see a decrease in the number of children identified as having nutritional concerns. As of Spring 2020, 219 children were identified as obese which is less than the reported 245 children identified with a similar concern in 2019.

The percentage of vision referrals has decreased slightly. As of Spring 2020, 265 children were identified as having a vision concern, a decrease from 2019 which reported 271 children. The percentage of children with up to date health records is now 99%. As of Spring 2020, there were no children missing hemoglobin or lead testing results. As a result of using the OAE (Otoacoustic Emissions) hearing screener, hearing referrals were reduced to 38 in 2020 which is down from hearing referrals in 2019 which was reported to be 86. The OAE also increased the validity of the hearing screening results.

In collaboration with the Florida Department of Health, the EHS Program continues to participate in the Shots by Two Program. This program’s initiative is to remind parents when their child is due for immunizations. Reminder cards are sent to parents every time their child is due for shots. The immunization rate for Broward County children age 0-2 is 94%. The Program has seen great progress with the number of children age 0-2 presently at 99% which is an increase from 2019 which was 84%.

Through the self-assessment process a gap was identified with Active Supervision within daily classroom routines. Teachers are required to create an Active Supervision; however, more support is needed for implementation including maintaining teacher to child ratios.

The Parent Handbook was updated to share with parents how to access the district policies on health emergencies that require rapid response as well as where to obtain health insurance coverage for their child and family. Additional information was added to parent orientation packets to include car seat safety and flossing techniques for children.

Areas of Improvement for Health, Safety, and Nutrition:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Develop an action plan to ensure 45-day screenings are completed for children new to the program and are entered into the Head Start database within the required time frames.	July 2020-June 2022
Increase the immunization rate of children 0-2 by participating in the Florida Department of Health Shots by Two Program.	July 2020-June 2023
Develop a process to ensure the number of families that leave the program without insurance is reduced.	July 2020-June 2021
Develop and implement training and support to HS/EHS staff and school based administrators in Active Supervision and maintaining teacher to child ratios.	July 2020-June 2023

Mental Health

During the 2019-2020 school year the Mental Health Team worked closely with Administrators, Teachers, Teacher Specialists, Parent Educators, Head Start children and their families in addition to community resources to include but not limited to Chrysalis Health, Henderson Behavioral Health and Boys Town South Florida. The HS/EHS program continued collaboration with the Student Services Department to ensure current mental health initiatives were consistent across divisions and adhere to district mandates. Head Start staff also participated in Youth Mental Health First Aid and all Head Start Social Worker’s attended the Annual Broward Crime Commission’s yearly professional development sessions. The HS/EHS Social Workers participated in an informational session from the district’s H.E.A.R.T. program regarding homelessness and family supports. New Social Workers to the department also attended Conscious Discipline professional development. During the Self-Assessment process, a recommendation was made to provide staff with additional professional development in the area of mental health with a focus on trauma informed care through partnerships with outside agencies and professional development from our Social Workers.

To reduce caseloads and increase the focus of the Mental Health Team, A Social Worker was hired during the 2019-2020 school year. This staff member will continue to work with the other members of the Mental Health Team to provide mental health services to children and families. In addition, a Behavior Specialist was also hired during the 2019-2020 school year. The Behavior Specialist continues to work with teachers and families to provide interventions for children with challenging behaviors. The Behavior Specialist worked with Teachers and Teacher Specialists to create Functional Behaviors Assessments (FBA) and Positive Behavior Intervention Plans (PBIP) with the intent to improve child specific behaviors. In the 2019-2020 school year, the Behavior Specialist was able to directly service one-third of the children and teachers identified as needing more intensive behavior support. A recommendation was made by the committee to increase behavior intervention support for classroom teachers and individual children.

Areas of Improvement for Mental Health:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Provide staff with additional professional development in the area of mental health with a focus on trauma informed care.	July 2020-June 2023
Increase behavior intervention support for classroom teachers and individual children.	July 2020-June 2023

Program Design and Management

The HS/EHS program continues to use additional features in the ChildPlus database management system as well as the department SharePoint site to improve efficiency in staff and program compliance monitoring.

Policy Council and Governing Body

The HS/EHS Governing Body and Policy Council was presented with initial recruitment materials that have been revised to contain additional details on roles and responsibilities. The HS/EHS Governing Body and Policy Council was also provided annual orientation on the program and the Policy Council officers were provided with initial training that included fiscal operations. The Policy Council and Board receives monthly budget updates and is included in in fiscal decision-making process. Policy Council reviewed and approved all program documents and reports,

including funding and amendments, prior to being sent to the Governing Body. Program reports and documents were revised to ensure continued compliance with Information Memorandums and HS/EHS changes. Policy Council attendance has increase during the 2019-2020 school year but is still not consistent. The practice of an additional reminder to all families and phone calls to officers was kept in place and the agenda was sent before the meetings for prior review. The Policy Council Chair has been an active participant throughout the 19-20 school year. Since the Policy Council bylaws were revised to include clear instructions regarding membership and the option of attending the meeting through a telephone conference or Skype was added, parent and community representation attendance has increased from an average of 10 to 13 members and a quorum is consistently established. Despite the increase in members in attendance during the 19-20 school year, several Policy Council officers have missed three or more consecutive meetings. In hopes to increase attendance, it is recommended to continue working on filling vacant Policy Council Officers spots as outlined in the By Laws and providing the option to attend through virtual meetings for Policy Council meetings in the 2020-2021 school year.

Initial recruitment materials for Policy Council were provided to parents at each of the eight Parent Committee meeting that contain additional details on roles and responsibilities. Parent Committees were restructured into eight geographical areas to enhance parent involvement in decision making and each cohort elected officers to represent the cohorts at Policy Council. Such elected representatives ensure each Parent Committee has ongoing representation at all Policy Council meetings and act as liaisons between the Parent Committees and the Policy Council. Although Parent Committees were established, attendance within the committees has been inconsistent. A recommendation was made to increase awareness of Parent Committees and their purpose at the beginning of the school year as well as providing centralized locations for meetings.

Ongoing Monitoring

One hundred percent of all Head Start/Early Head Start classrooms received a formal health and safety monitoring within the first 45 days of the 2019-2020 school year. Classrooms that scored less than 80% compliance received a Corrective Action Plan (CAP) and unannounced follow-up visits to review the CAP status. As a result of this follow-through, 80% of CAPs were resolved and closed. The COVID-19 pandemic and resulting school closures halted further CAP follow-through; however, the program will continue to monitor 100% of all classrooms in the beginning of the school year annually and provide follow-through on all CAPs. As this has become regular practice, the committee agreed that this does not need to be a written objective.

During the Focus Area One (FA1) review in January 2020, a question arose regarding analyzing the statistics and patterns of daily incidents and accidents that can occur in classrooms. The school district uses a school-based system through which accident data is documented at the individual school level; however, the Head Start/Early Intervention department does not have any exposure to this data currently. The program will review this system to determine if district-wide data can be extracted. If this is not possible, an internal system will be developed using the Head Start database to capture, aggregate and analyze accident/incident data in each classroom.

Areas of Improvement for Program Design and Management:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Increase parent participation at Policy Council to ensure a minimum of 8 members attend meetings monthly to ensure a quorum.	July 2019-June 2023
Increase attendance at the 8 Parent Committees aligned with Head Start Performance Standards.	July 2020-June 2021
Develop a process for aggregating and analyzing accident and incident data district-wide to determine and address patterns.	July 2020-June 2022

Fiscal

Initial monitoring data for the 2019-2020 school year showed that 40% of Head Start classrooms were non-compliant with ensuring that staff working in the classroom matched the staff coded to the Head Start budget, primarily due to unannounced changes in Relief staff. During the school year, the compliance team worked with schools to reduce the number of staff members that were coded incorrectly. Through monitoring and follow-up with district-based budget staff, the non-compliance percentage dropped to 12% as of April 13, 2020; however, due to school closures for the COVID-19 pandemic, the follow-up was halted as it was no longer applicable. In an effort to eliminate staff from being coded incorrectly the Head Start Administration will continue to meet with school-based administrators to review budgets. Additionally, the program has applied for the Quality Improvement funding to provide a stipend to all staff coded to the program that meet specific compliance requirements. The expectation is that this will resolve the coding concerns and will empower staff to address their administrator when staffing changes are made. Should the grant be awarded, a process must be developed to ensure, on a monthly basis, that reporting reflects staff working in the classrooms and that staff have met compliance requirements for the stipend.

Areas of Improvement for Fiscal:

<i>Recommendations for Improvement</i>	<i>Timeline</i>
Ensure 100% of staff working in the Head Start Program are accounted for in budget and 100% of staff accounted for in the budget are working in the Head Start Program.	July 2020-June 2022

Facilities

In 2018-2019 a need was identified to replace the Drew Family Resource Center playground. Compliance reports indicated that the playground did not meet safety standards for the EHS children, as preschool and infant/toddler equipment is located adjacent to one another with no barrier to stop EHS children from utilizing inappropriate sized equipment. Additional funds were identified and currently a contract for a new playground is being negotiated.

In addition to the negotiations being underway for the Drew Family Resource Center playground, on ongoing monitoring data showed the highest percent of health and safety non-compliance was under the area of “materials, equipment and furniture in the classroom in good repair and safe condition”. In the 2019-2020 school year, the program began to refresh a portion of classrooms with new furniture and equipment, and the remainder of the classrooms are slated for refurbishment in the 2020-2021 school year. Because this process has already been implemented, the committee did not feel that a formal objective was required to address this concern.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Academics

Head Start/Early Intervention Department

Head Start (HS)/Early Head Start (EHS) Self-Assessment: Program Documents Utilized in Review

Document Name	Responsibility	Frequency
HS/EHS Curriculum Fidelity Checklist: Education	Teacher Specialists	Annual
Teaching Strategies GOLD Data	HS Curriculum Supervisor	Triannual
School Readiness Goals Report	HS Curriculum Supervisor	Triannual
Classroom Assessment Scoring System Scores (CLASS)	HS Curriculum Specialist	Annual
HS/EHS Self-Assessment: Disabilities	Disabilities Manager	Annual
HS/EHS Self-Assessment: Mental Health	HS Curriculum Supervisor	Annual
HS/EHS Self-Assessment: Family Engagement	Family Services Specialist	Annual
HS/EHS Teacher Daily Health & Safety Checklist	HS/EHS Teachers	Daily
EHS Self-Assessment: Disabilities	Disabilities Manager	Annual
HS/EHS Self-Assessment: Family & Community Partnerships	Family Services Specialist	Annual
HS/EHS Self-Assessment: Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)	Family Services Specialist	Annual
HS/EHS Self-Assessment: Program Design and Management	HS/EHS Director	Annual
HS/EHS Compliance Specialist Ongoing Monitoring Checklist	Compliance Specialist	Annual
HS/EHS Program Long Term Goals and Objectives	Director	Annual
2019-2020 Self-Assessment Improvement Plan Recommendations and Timeline	HS/EHS Director	Annual
ChildPlus/Internal Program Reports	Compliance Specialist	Annual
Federal Review Reports	Director	Annual
Program Information Report (PIR)	Compliance Specialist	Annual
HS/EHS Self-Assessment: Fiscal Operations	Budget Analyst	Annual
HS/EHS Staffing Reports	Senior Compliance Specialist	Annual