

McPherson/Marion Head Start

Overview of Process

This report was developed through careful analysis of the results of several monitoring tools. These tools include:

- Program Information Report
- Community Assessment
- Parent and staff satisfaction surveys
- Five Year Program Goals
- Health and Safety Checklists
- CLASS analysis

Summary of Findings and Plan for Improvement

Program Strengths

1. 99% of parents surveyed agreed that their needs are addressed by the early childhood program.
2. Successful collaboration with Part B and C (disability services)
3. Community members such as firefighters, police officers and various others were invited along with fathers to enjoy a father figure snack time with children in the 2019-2020 school year.
4. Collaboration and support from grantee to better blend and braid funding sources.
5. Growth was made in student expectations on child level assessments in all domains from the fall to the spring.
6. Improved communication and collaboration through implementation of a bi-weekly newsletter, consistent collaborations, and transparency.
7. Addition of a full time Education/Mental Health Coordinator
8. Overall as a program we scored higher than the National Average in Instructional Support on the CLASS Assessment Tool.
9. Focus Area 1 review completed and the program was found to be compliant in all areas.
10. Implementation of data meetings 3 times a year to look at individual child level outcomes in order to better meet the needs of all students.

Program opportunities for growth

Opportunity for growth

Improve staff roles

Plan of action

1. Provide staff with a clearer picture of individual roles and responsibilities.
2. Identify processes and procedures that combine into one resource manual to provide clear and consistent guidance on expectations.
3. Identify ways to provide staff with more time to collaborate, receive professional development, and complete job assignments.
4. Identify ways to recognize staff for the work they do.

Opportunity for growth

Continued exploration on ways to offer relevant and effective professional development.

Plan of Action

1. Teachers complete self assessment to identify professional development needs
2. Utilize Curriculum Fidelity Tool to identify professional development needs.
3. Analyze CLASS data to determine individual and program professional development needs
4. Analyze professional development plans to provide trainings that support those plans

Opportunity for growth

Improve organizational culture

Plan of action

1. Look at the current vision and mission of the program. Work with staff to identify if that continues to be our vision and mission or if the vision and mission need to be updated.
2. Through goal committees and individual site meetings work with staff to identify how the program can improve on the spirit of cooperation.

Opportunity for growth

Improve program communication and collaboration

Plan of action

1. Create ways for communication and collaboration with school teams to be effective and consistent.
2. Continue to update Website
3. Continue with effective collaboration meetings.

Opportunity for growth

Support for challenging behaviors

Plan of action

1. Develop Behavior Incident Report for data collection
2. Analyze data to determine individual needs and program needs
3. ECO involvement in the General Education Intervention process
4. Explore the addition of an Early Childhood Social Worker.

Five Year Goals

Goal 1: Emphasize professional development, collaboration, and communication opportunities.

Expected outcomes:

1. All staff will be provided with monthly professional development opportunities that meet their needs.
 - a. Baseline: 70%
 - b. Update: 67 %
2. All staff will be provided with weekly collaboration opportunities with early childhood professionals in the program. ECO management team will collaborate with each site on a monthly basis.
 - a. Baseline: 59% of staff indicated that Communication and Collaboration with my school team is effective and consistent. 46% of staff indicate that Communication and Collaboration with ECO staff is effective and consistent.
 - b. Update: 71% of staff indicated that Communication and Collaboration with my school team is effective and consistent. 77% of staff indicate that Communication and Collaboration with ECO staff is effective and consistent.
3. To increase the percentage of staff to 100% that feel informed about what is going on in the program we will create and maintain various communication platforms that will better inform staff about the program.
 - a. Baseline: 33.3%
 - b. Update: 73%

Goal 2: Improve the social/emotional well being of children, families, and staff.

Expected outcome:

1. Increase the percentage of students that are meeting expectations to 90% in social emotional development according to child level assessment data.
 - a. Baseline: 65% of students in the program were meeting or exceeding expectations in social/emotional

development

- b. Update: End of the year data from the 18/19 school year indicates that 86% of students met or exceeded expectations in social emotional development
2. Engage 85% of families in family engagement opportunities and 50 families in parenting curriculum classes and events.
 - a. Baseline: Parent Survey indicates that 71% of families identify that their social and emotional well-being has increased because of the program. 20 families attended Conscious Discipline Parenting Classes during the 2017-2018 school year.
 - b. Update: Parent Survey indicates that 67% of families identify that their social emotional well-being has increased because of the program. 53 families attended Conscious Discipline Parenting Classes during the 18-19 school year.
3. Training 100% of staff in self-care strategies and offering 4+ opportunities to participate in self-care activities individually and program-wide.
 - a. Baseline: According to the self assessment 80% of staff agree or strongly agree that the early childhood program has a strong organizational culture.
 - b. Update: According to the staff survey 79% of staff agree that the early childhood program has a strong organizational culture. We have also provided training in the area of self care and have included self care resources in our bi-weekly newsletter.

Goal 3: Head Start staff will play a critical role in helping prepare children and families for school entry.

Expected Outcome:

1. All preschool children (ages 3-5) will make progress in all TS Gold areas of development and learning, with at least 85% of students at or above “Widely Held Expectations” for their age.
 - a. Baseline: T.S. Gold Data indicates during the 17-18 school year 77.6% of students were at or above Widely Held Expectations for their age.
 - b. Update: T.S. Gold Data indicates during the 18-19 school year 89% of students were at or above Widely Held Expectations for their age.
2. Families will receive at least 2 opportunities with teachers and advocates to provide support for a positive transition for school entry.
 - a. Baseline: Child Plus report indicates that 81% of families received the final home visit during the 17-18 school year.
 - b. Update: Child Plus report indicates that 95% of families received the final home visit during the 18-19 school year.
3. 90% of children will be up-to-date on Kansas Early and Periodic Screening and Diagnostic Testing at the end of enrollment.
 - a. Baseline: 2017-2018 PIR data indicates 74% of students were up-to-date for EPSDT
 - b. Update: 2018-2019 PIR data indicates 76% of students were up-to-date for EPSDT

DOCUMENTATION USED TO ASSESS AND REVISE OPPORTUNITIES FOR GROWTH

Community Needs Assessment Summary

2020 Community Assessment Annual Update
Subpart A 1302.11 (b)(2)

Any significant changes:

The majority of the 2020 Community Needs Assessment findings were not major shifts from what has been seen in previous years. A few issues have risen on the scale of being prominent needs and are intertwined with previous issues experienced by both counties. In the 2019 Community Assessment, the program identified mental health, child care, and a high number of children not being up-to-date on medical requirements. This year, the data shows mental health, lack of public transportation and lack of parenting knowledge as the top three greatest unmet needs in the counties.

According to the 2019 Community Health Needs Assessment for McPherson County, there has been a shift in the top three county health concerns. The 2016 assessment indicated that the “top three concerns were obesity, cancer and mental health issues”¹. In the most recent assessment, the top three health concerns are now drug abuse, mental health, and obesity.¹

Drug abuse is ranked as the top concern with statistical data showing an increase of 2.4 deaths due to drug poisoning from the years 2013 to 2015.¹

Mental health is ranked second as a health concern for those in McPherson County. The 2013 survey did not register mental health as a concern but in “2016 it was considered third highest area for concern and now it is ranked second in 2019.”¹ There is a lack of statistical data for Kansas counties when it comes to mental health and it makes it difficult to capture the extent of mental health conditions within McPherson County. One of the data points the Community Health Needs Assessment looked into was “medicare recipients who had been treated for depression”¹ and “to track the number of hospital admissions as a result of mental behavior disorders”¹. Both data points show an increase and support the survey results.

Mental health has also been selected by the McPherson Community Coalition as a top issue for the community. At one of the community meetings, the chief of the police department shared that in 2018 they only dealt with 10 incidents of juveniles (ages 10-17) in crisis but by the end of January 2019 they had already dealt with over 10 juveniles who were in crisis.

The needs assessment published by the Kansas Head Start Collaboration Office also cited “accessing appropriate mental health services for families”² as a top challenge faced by programs in Kansas.

The Early Childhood Task Force of Marion County has reported a main and continued issue for families is the lack of transportation. Marion County does not have public transportation and most agencies are not able to provide transportation. Most families have to travel to receive services and many services are not located in the county.

The Kansas Early Childhood Needs Assessment identified that parenting knowledge is the greatest unmet need for the region that both counties are in.⁸ This need has been discussed in Marion county early childhood task force as a major need for families. There is not currently a parenting class offered to the public that encompasses birth to 5.

Another notion observed from the Kansas Early Childhood Needs Assessment was that, “many middle- to lower-middle-income families in this region also report feeling excluded – they are not poor enough to qualify or wealthy enough to afford. Additionally, affordable housing is listed as a high need in this area, compounding the struggles of those working families who must pay full price for child care, while simultaneously spending a significant percentage of their income on rent.”⁸ This has been reflected more in McPherson county but is definitely prevalent in Marion county as well for families.

Increased availability of publicly-funded pre-kindergarten and an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered full school day).

Marion Elementary School is currently looking into the Early Learning Kansans grant and requesting 20 slots to fill for a four year old at risk program. They are only expecting to fill 12 slots for four year old at risk students. There would only be one morning session offered.

Rates of family and child homelessness

McPherson County Point In Time count for 2019 was collected from three different sites: Mount Hope, Omega House, and the McPherson Housing Coalition. Mount Hope reported 6 women and children, Omega House reported 40 individuals and families, and McPherson Housing Coalition reported 9 adults and 17 kids.³

The McPherson school district, USD 418, reported 54 students qualifying under the McKinney-Vento definition for homeless children.⁴

Marion County is served by Main Street Ministries, which is a homeless shelter for women and children. They have 4 bedrooms and normally have a waitlist.⁵ Marion County is also served by the Harvey county homeless shelter, New Hope. New Hope reported a year to date as of September 2019, that 81% of 198 intakes were from Marion, McPherson and Harvey County, of those 198 there were 116 men, 63 women, 4 teens, and 15 children.⁶

No school district in Marion county reported a number over 10 students that fell under the McKinney-Vento definition of homeless and therefore they were not included in the published number by the Kansas State Department of Education.

Significant shift in community demographics

There are no significant shifts in community demographics in McPherson or Marion County.

Significant shift in community resources

McPherson and Marion County are now being served by Healthy Families through the Kansas Children's Service League. "Healthy Families is a free, reliable support to strengthen your family and assist parents who are overburdened by stress factors. A Healthy Families home visitor will meet with your family regularly, usually once each week. This process begins during pregnancy and continues until your child is 3 to 5-years-old."⁷

The McPherson Community Coalition has put on multiple community wide training and forums for mental health. The McPherson school district provided mental health first aid to administration, school counselors and other selected staff. The Early Childhood had two staff members who were able to attend the training.

The three main findings from our community assessment update are as follows:

1. Mental health continues to be a need and area of focus for our program and communities.
2. Lack of public transportation continues to be a need for families in helping them receive various services that are located both in and outside of our communities.
3. Parenting knowledge is an unmet need.

Resources

1. 2019 Community Health Needs Assessment for McPherson County, Kansas
2. 2019 Needs Assessment and 2019-2021 Strategic Plan
3. McPherson Housing Coalition
4. KSDE Education for Homeless Children and Youth 2018-2019 Data
5. Main Street Ministries Website
6. New Hope September Newsletter

7. Kansas Children's Service League Healthy Families website
8. Kansas Early Childhood Systems Building Needs Assessment

Health and Safety

Health and Safety Checklists

All early childhood classrooms have a thorough inspection using the Head Start Health and Safety Screener three times a year. Classroom teachers are made aware of any findings at the time of the inspection and all results are reported to the management team. Any results needing immediate attention are reported to the Early Childhood Director and Building Principal.

Classroom staff perform a daily playground inspection. The reports are sent to the Health & Safety Coordinator weekly. Findings that require immediate attention are reported to the building principal and Early Childhood Director. Information from the weekly inspections are reported to the Early Childhood Management team.

Fire, Tornado and Intruder Drills

All classrooms follow the state requirements in that three tornado drills, four fire drills, and nine crisis drills will be conducted each school year. Classrooms follow their Building Crisis Management Plan.

District Safety Committee

This committee is comprised of the early childhood management team, district administration, school nurses, EMS personnel, law enforcement, members of the fire department, health professionals, and other community members. The committee meets three times a year to discuss crisis management procedures within the district.

2018-19 Average Daily Classroom Attendance (ADA)

Average daily attendance is part of the ongoing monitoring process. All children are expected to attend every day unless they have an excused absence. Unexcused absences are followed up on daily. Families of children with an ADA under 90% are counseled by their family advocate to determine barriers and strategies to improve school attendance.

During the 2018-19 school year the McPherson Early Childhood classrooms achieved 93% ADA.

End of Month (EOM) Enrollment Reports

Enrollment numbers are reviewed weekly to ensure that full enrollment is maintained at all times. Monthly enrollment information is reported on the Head Start Enterprise System for the last working day of each month.

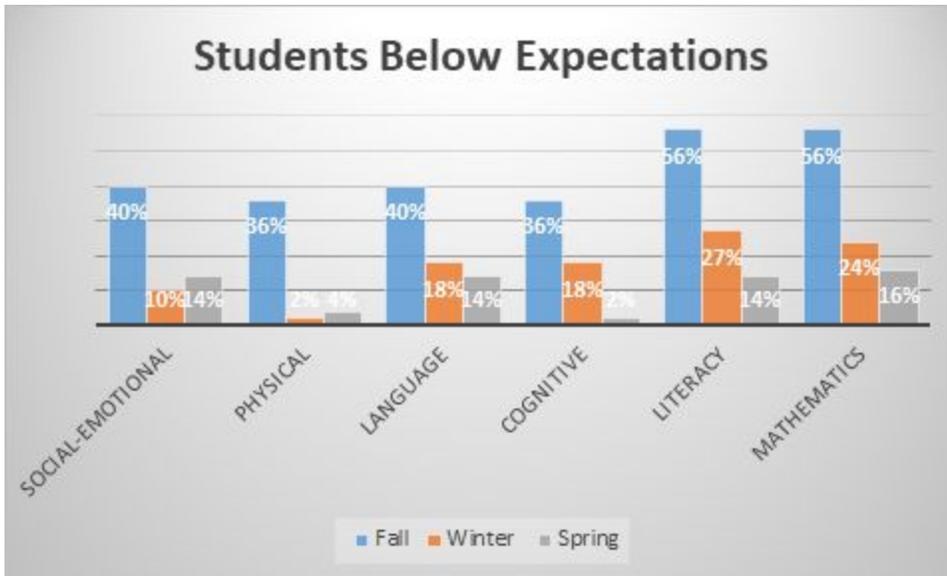
Head Start averaged $115/115=100\%$

2018-2019 Teaching Strategies Gold Assessment Reports

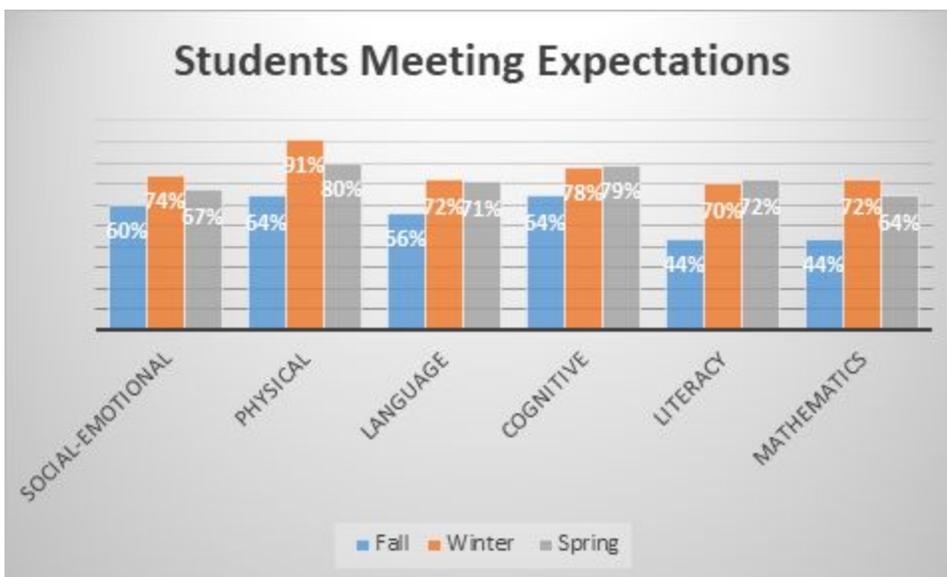
Children's progress is assessed on an ongoing basis; this information is used for lesson planning for groups of children and to individualize activities for each child. Data is used to track child growth and development and

guide lessons so children are prepared for kindergarten. Data is collected in each area throughout the year. Three times a year the data is used to determine if students are below, meeting, or exceeding expectations.

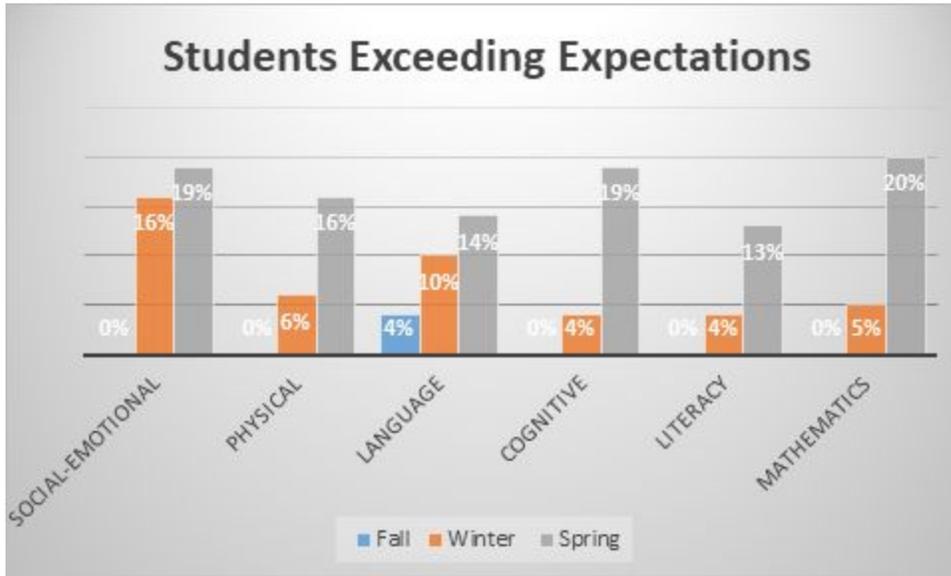
There are three related charts below the first chart shows the percentage of students that fell below expectations in each of the domains in the fall, winter, and spring. The second chart shows the percentage of students who met expectations in the fall, winter, and spring. The 3rd chart shows the percentage of students who exceeded expectations in the fall, winter, and spring.



As you can see in the chart above from the fall to the spring we had fewer students in the spring that fell below expectations than in the fall which is a good indication of growth over time.



This chart indicates that from the fall to the spring we had an increase of students that met expectations from the start of the year to the end of the year.



This chart indicates that from the start of the year to the end of the year there was an increase of students that exceeded expectations in each domain.

Head Start CLASS Score Comparison

The class is an observation instrument developed to assess classroom quality in preschools. The CLASS dimensions are based solely on interactions between teachers and students in classrooms. Emotional Support, Classroom Organization, and Instructional Support have been identified as the area's most likely to influence academic outcomes.

The Education coordinator assesses the classrooms and targets efforts for improved academic success. Each item is rated between one and seven.

This chart compares the programs CLASS scores to the National Averages for the 2018-2019 school year.



2018-19 Program Information Report (PIR) Findings

Head Start

Population Served: 124 children

Ethnicity: 23% Hispanic, 77% Non-Hispanic

Race: White-86%, Biracial/Multi-racial-13%, American Indian or Alaska Native-0%, Asian-1%, Black Or African American-0%

Health: 74% up to date on well child checks; 86% up to date on immunizations, 93% with health insurance, 88% with a medical home.

Dental: 58% completed dental exam, 70% with a dental home.

Disabilities: 15% of children qualified for an IEP.

Homelessness: 6 families were served that experienced homelessness during the enrollment year.

Teacher Qualifications: According to PIR data #151-#153 during the 18-19 school year 100% of classroom teachers met the degree/credential requirements and 100% of preschool classroom assistant teachers had a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program.

2019-20 Parent Satisfaction Survey Results

The Parent Satisfaction survey was given out in February of 2019 and was completed by 95 families.

The following chart indicates the percentage of parents that responded that they agreed with the statements in the survey and compares it to results from Winter of 18/19 and Fall of 19/20.

	Winter 18/19	Fall 19/20	Winter 19/20
I am satisfied with the services at the early childhood program	96%	96%	98%
My needs are addressed.	94%	98%	99%
I am informed of the Early Childhood Program's services and resources.	92%	94%	97%
My awareness of community opportunities and resources has improved	84%	79%	83%
My involvement in my child's education has improved.	81%	79%	76%
My family is more self-sufficient because of the Early Childhood Program.	64%	58%	60%
My family's emotional well-being is better because of the program.	71%	58%	67%
The staff discusses my child's education with me.	86%	96%	96%
My child's special needs are met.	84%	85%	92%
I am welcomed regardless of my family's culture, ethnicity, or race.	95%	96%	98%
I feel well informed about what is going on in the program.	88%	98%	95%
My Child's progress in school is evaluated and shared with me.	87%	98%	96%
The Early Childhood Program provides a safe environment.	92%	98%	98%

If you request community resources and are provided with resources by your family advocate do you follow up with the resources provided?	88%	96%	96%
Overall	86%	88%	89%

2019-20 Staff Satisfaction Survey

The Staff Satisfaction Survey was completed in February of 2020 with 52 out of a possible 61 responses (85% of people responding) The following chart indicates the percentage of staff that responded that they were satisfied or n/a with the statements in the survey. The table below compares the results from the Winter 18/19, Fall 19/20, and Winter 19/20

Overall Satisfaction (Satisfied or N/A)	Winter 18/19	Fall 19/20	Winter 19/20
Your role with the Early Childhood Program			
I am given enough authority to make the decisions I need to make.	87%	86%	87%
I receive work assignments that are fully explained.	77%	78%	87%
I have time to complete job assignments.	82%	72%	75%
I like my job.	92%	94%	87%
I have the materials and equipment I need to do my work right.	77%	72%	83%
I have an opportunity to do what I do best every day.	85%	72%	83%
I am recognized for the work I do.	69%	64%	73%
Overall Average	81%	77%	82%
Organizational Culture			
I have confidence in the leadership of the Early Childhood Program.	92%	81%	92%
There are written procedures to enable me to make good decisions.	85%	72%	80%

There is a spirit of cooperation within the Early Childhood Program	74%	64%	71%
My supervisor, or someone else at work, seems to care about me as a person.	82%	92%	92%
The vision/mission of the early childhood program is very clear to me.	79%	78%	63%
I feel like I am part of my school team.	74%	61%	75%
I feel like I am part of the Early Childhood Team	79%	61%	85%
My ideas and suggestions are valued by my colleagues.	77%	67%	77%
Overall Average	80%	72%	79%
Relationship with School Supervisor			
I feel supported by my supervisor.	92%	86%	85%
I have clear, effective communication with my supervisor.	92%	83%	78%
I feel I can trust what my supervisor tells me.	95%	89%	94%
My ideas and suggestions are valued by my supervisor.	86%	83%	83%
Overall Average	91%	85%	85%
Relationship with ECO Administrators			
I feel supported by my supervisor	92%	89%	86%
I have clear, effective communication with my supervisor.	95%	81%	78%
I feel I can trust what my supervisor tells me.	97%	88%	92%
My ideas and suggestions are valued by my supervisor.	83%	83%	83%
Overall Average	92%	85%	85%
Training Opportunities			

Trainings offered support my Professional Development Plan.	71%	75%	69%
Trainings received this year helped me do my job better.	70%	69%	67%
In the last year I have had opportunities to work, learn, and grow.	81%	86%	81%
Overall Average	74%	77%	72%
Public Relations			
I feel like the Early Childhood Program is involved in the community.	75%	67%	71%
Volunteers are valued by Early Childhood staff.	95%	86%	81%
The program provides a safe environment for students, staff, and families.	87%	94%	94%
Overall Average	86%	82%	82%
Communication and Collaboration			
Communication and Collaboration with my school team is effective and consistent.	59%	72%	71%
Communication and Collaboration with ECO staff is effective and consistent.	46%	69%	77%
I feel well informed about what is going on in the program.	33.3%	61%	73%
Overall Average	46%	67%	74%
Overall Satisfaction	79%	78%	80%

Staff Comments:

Suggestions and solutions on how the program can improve staff roles:

- A more clear picture of what goes to whom. I.E. Do I talk to the building principal or E.C. first? Like a tree (diagram) or something. Can also be confusing when there is conflict.
- More time to put in documentation
- Paid more and more salary
- Give us time to plan and prep activities, clean our rooms, take care of things we can't do when we have a full class of kids with high needs.
- My pre-k teachers are the best
- Raise
- I really appreciate the communication
- Sometimes I feel as though I could use more resources with the curriculum. I am feeling better about having some freedom within the curriculum (choices)
- The curriculum is a huge dissatisfaction for me. I can't do all that I want to with Creative Curriculum. It puts me in a box. I'd have so much more fun planning and teaching my own topics/units.
- Having a good chunk of time to collaborate with classroom and building teams. Meeting on collab days, which is still allowed on the workday grid in the staff manual.

Suggestions and solutions on how organizational culture can be improved

- More collaboration time for meeting teachers in different schools
- Identify processes and procedures that combine them into one resource manual. Look at the vision and mission and either do a better job of marketing it or develop a new vision and mission if it needs to be changed
- When it comes to spirit or cooperating with others in buildings or advocates we are very disconnected
- What is the mission statement?
- What is the mission statement? Or maybe it needs to be more visible.
- We don't have as much time to meet as an E.C. team
- Love my school but wish for a better program team.
- Some colleagues value my knowledge and position where some believe I'm their assistant.

Suggestions and solutions on how relationships can be improved

- Not really, I like the 1 on 1's.
- Answer emails more efficiently. Visit the room and give feedback to know how I'm doing in the room. When we do visits it is very good just not as often as I would like.
- We lack a big part in communication. Sometimes I think conversations need to happen even though it might upset some people. Maybe it's not as bad as we think if we just talk it out.
- Meeting with the ECO and program as a whole periodically

Suggestions and solutions on how training opportunities can be improved

- Provide opportunities based on relevant topics.
- Have a way that para training can be counted to my CDA training hours.
- Have a ½ day where we can have these training sessions to do extra things.
- Wish we had more of a chance to get tech training
- I feel like there is a lot of training and support with TS Gold but I don't need help with that. Things I need more training/support in are Conscious Discipline and other classroom management things. I feel I do ok with classroom management but I wonder if I do things the "Head Start" way.
- Everything this year has been a learning experience, I appreciate the meetings. Continue with monthly meetings covering various topics.
- Autism/behavior training would be helpful

Suggestions and solutions on how public relations can be improved

- I think we are growing in the area of community involvement but it is a process and takes time. I am happy with the progress but excited to see it grow. I also think it is hard to value volunteers when we don't even know who is volunteering and what they are doing. We may want to share volunteer highlights and information either in the Newsletter or some other way
- I feel like there are more resources to be found in our community. It's just a matter of finding them.

Suggestions and solutions on how to improve communication

- Early Childhood website is getting better
- I think it is always important to be aware that it is easy to be siloed as the ECO and the other buildings and we must make a point to communicate and be visible in the buildings.
- Maybe we can have schools or classrooms share their newsletters with the ECO so we know the good things they are doing in the buildings.
- We need to improve communication with all staff. Not sure on how it will get better though.
- A text system for important info, get so many emails the important ones get lost

Suggestions and solutions for program improvement

- The Conscious Discipline course the advocates are going through has been a huge help with understanding how the concepts work! I think it would be beneficial for next year if teachers and paras/aides went through it so we can all be on the same page when it comes to working with both students and parents
- We are too scattered across the district causing disconnection. We need to be a "Center".
- Continue to improve communication and encourage others to have hard conversations as opposed to involving others in something that can be worked out together or as a team. Continue to focus on the importance of relationships with staff, classroom children, parents, schools, volunteers and community
- Thank you for all you do! I appreciate the communication and help I receive from several of the ECO staff
- Have para training on a different day after school maybe Thursday.

- A way I can set up my pay to have wages pulled through the year.

Parent Comments

Suggestion and Solutions on how our program can improve

- Our family enjoys being part of this program. Our child looks forward to school.
- You guys do a wonderful job!
- You guys are doing an amazing job!
- They do a great job reaching out and helping families. Our children have special needs, but we do not require services outside of the school.
- Listen to the parents don't act like you don't have to inform them just cause the grandparent drops the child off at school.
- I think it's a great program
- 3 year old teachers moving up with their students to teach them as 4 year olds. Our 3 year olds teacher does an amazing job.
- Our teacher is fantastic! Continue to employ great teachers!
- Asking in person for RSVP to events makes me nervous, I would prefer to send back with child to confirm.
- I would like to know how and what my child is eating at school.
- The staff has been amazing and have drastically improved my child's experience at school. Thank you!
- Reach out to tell us the parents what my child's weaknesses and strengths are.
- Our child is super excited to go to school and learns so much-we appreciate all the people who enrich her life.
- The program and staff are amazing
- To inform parents about what all their child does during the school day, if they aren't on social media.