



ADMINISTRATION FOR
CHILDREN & FAMILIES

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Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mrs. Tiffany Wright

West Ohio Community Action Partnership

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From: Responsible HHS Official

Date: 06/04/2020

Dr. Deborah Bergeron

Director, Office of Head Start

From April 6, 2020 to April 10, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the West Ohio Community Action Partnership Head Start and Early Head Start programs. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Ms. Karen McNamara, Regional Program Manager

Ms. Jacqueline Fox, Chief Executive Officer/Executive Director

Ms. Phyllis Montrose, Head Start Director

Ms. Phyllis Montrose, Early Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



Program Design and Management

Program Design

The grantee's program design and structure takes into account community strengths and needs.

Program Management

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

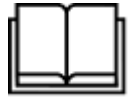
The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design and Management Summary

West Ohio Community Action Partnership used data to identify and implement services to meet the needs of children and families. Information from the Community Assessment informed the program's design. The recent assessment identified a higher number of teen parents and children living in kinship care. The program presented the information to the Board of Directors and the policy council. Based on the updated information, they collaborated with program staff to revise the selection criteria and increased the number of points for these families. The program also prioritized selection for parents who were working, in school, and active-duty military families. More recently, the program and the Board worked together to create a response plan for the COVID-19 pandemic, which included supporting families by providing learning activities and food for children. The program used data to identify and respond to the needs of children and families.

The program collaborated with the Board and the policy council to use data for developing program goals, measuring progress, and identifying risks. The Board and the policy council members participated in the Community Assessment and the Self-Assessment processes. Each Self-Assessment team included a Board and a policy council member. The Self-Assessment results, child and family outcomes, and other program data informed the goal-setting process. The Management Team used ChildPlus to track and monitor the program's progress toward goals across all service areas. The Board and the policy council members received written program service and financial reports before their monthly meetings to support informed discussions and to make decisions. Collaboration with the Board and the policy council, and the regular review and analysis of program data, ensured practices aligned with program goals.

The Board and the policy council members provided informed oversight and guidance to the program. The Board included members with the required expertise and represented the low-income, public, and private sectors. The program leveraged the knowledge of the Board in a variety of ways. For example, the early childhood education expert provided consultation and resources during the development of the school readiness goals. The policy council included members from each site and all program options. The policy council members advocated for the program, assisted with recruitment efforts within their communities, and helped organize family events. The policy council members also participated in various committees. The Safety Committee conducted an annual safety inspection of each facility with guidance from program staff. A member of the policy council served as a liaison to the Board and shared meeting information. Governance training assisted the Board and the policy council members in understanding their roles and responsibilities. The Board and the policy council used their training and expertise to provide informed input to guide program services.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The grantee has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

The grantee has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

Designing Quality Education and Child Development Program Services Summary

West Ohio Community Action Partnership implemented strategies to align school readiness efforts with the expectations of receiving schools. Implementing the Creative Curriculum and Teaching Strategies GOLD (TSG) supported the alignment of expectations of the receiving schools, the Head Start Early Learning Outcomes Framework, and Ohio's early learning standards. The program also established an Education Advisory Committee to support alignment with the expectation of receiving schools. They met twice a year, and membership included Head Start staff, the program's Child Care Partners, kindergarten teachers, and elementary school principals. Agenda items included the Head Start child outcomes data, kindergarten expectations, strategies for supporting parents in their efforts to prepare their children for kindergarten, and kindergarten transition activities. The Education Advisory Committee used child outcomes data to develop school readiness goals, inform instruction, and determine professional development needs. Pre-kindergarten supervisors from each school district participated in the policy council and provided information on kindergarten readiness. These efforts assisted children and families when it was time to transition to the receiving schools.

The program tracked and analyzed a variety of data to ensure teaching practices supported each child's development. Teachers received training on the Creative Curriculum and TSG. The program used TSG child assessment results to inform instruction for groups and individual children and determine professional development needs. The teaching staff also used the suggestions from TSG to support learning based on each child's assessment scores. The Classroom Assessment Scoring System (CLASS) results and monthly classroom observations informed feedback and identified the professional development needs of staff. Supervisors partnered with each teacher and developed a plan for improvement, and conducted a follow-up observation to determine progress. The program used data, such as child assessment scores and CLASS scores to determine which staff would benefit from Practice-Based Coaching. Staff also volunteered for coaching to improve their teaching practices. The program used multiple sources of data and strategies to assess, support, and improve teaching practices.

Home visitors promoted secure parent-teacher relationships and assisted parents in engaging their children in high-quality learning experiences. The program used Parents as Teachers and Partners for a Healthy Baby in the home-based program. The curricula supported and nurtured family well-being, quality parent-child interactions, and child development. Home visitors also provided modeling and encouraged parents to plan for and engage in activities with their children. Parents received support in providing high-quality learning experiences and building secure relationships with their children. Parents and their children participated in two socialization activities each month. The Management Team noticed an improvement in the delivery of services to home-based families after using the TSG coaching to fidelity tool. Parents received support in providing high-quality learning experiences and in building secure relationships with their children.



Designing Quality Health Program Services

Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Designing Quality Health Program Services Summary

West Ohio Community Action Partnership ensured comprehensive health services through collaborations and regular monitoring of data. At enrollment, the Health Resource Specialists collected health data and entered it into ChildPlus. The Health Manager reviewed the children's health reports weekly to identify and respond to each child's health status. Children with chronic health conditions had a health care plan to support their care needs. The program assisted families in applying for insurance and establishing medical and dental homes when needed. The program worked with Health Partners of Western Ohio and Lima Pathology Labs to ensure the timely completion of vision, hearing, and dental screenings. Collaboration with community partners and the ongoing monitoring of child health data ensured comprehensive health service delivery.

The program developed a comprehensive approach to maintaining safe and healthy environments. Staff received training on safety practices, including the Standards of Conduct when hired, and annually during pre-service training. The program verified all staff had criminal record checks before hiring, and every 5 years after the initial check. The staff completed a daily safety checklist of classrooms, common areas, and the playground. The staff immediately reported any safety issues to their supervisors. The program also received inspections by state licensing, the health department, and the fire marshal. The state's transportation department also conducted annual safety inspections of the buses and program transportation safety practices. The program employed a Safety Compliance Coordinator to make sure staff implemented practices for maintaining safe environments. Additional safety practices included fire, tornado, and active shooter drills. The buildings had alarms on its doors, visitors had to receive authorization for entry, and a sign-in and sign-out process identified who was in the building. The program's comprehensive approach to safety included routine inspections and staff training for all safety requirements.



Designing Quality Family and Community Engagement Services

Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

Designing Quality Family and Community Engagement Services Summary

West Ohio Community Action Partnership provided services to meet the families' needs and to assist them in setting goals. The Head Start and Early Head Start teachers provided family services. Families completed a needs assessment at the time of enrollment and a family stability matrix during the first home visit. The results of the assessment and the matrix informed the Family Partnership Agreement. The staff entered the information into ChildPlus for regular monitoring, including the notes on progress toward goals. The Family Service Manager monitored the family progress through ChildPlus reports for an additional layer of oversight. She provided written monthly family service updates to the Management Team, the policy council, and the Board. The staff provided families with a community resource book and connected them with resources when needed. Resources included Habitat for Humanity Restore, the Health Department's moms and babies' first program, the United Way, and the Family and Children First Council. The agency provided access to internal programs for housing, job assistance, education services, food, and clothing. At the time of the COVID-19 pandemic, the program received a large donation of supplies such as diapers, food, face masks, and soap from the Ohio Community Action Commission. The program supported families in strengthening their well-being.

The program implemented the Nurturing Parents curriculum and provided events to strengthen parenting skills. Parents learned strategies to foster positive parenting with nurturing behaviors, to promote healthy physical and emotional development, and to learn appropriate developmental expectations. Parents were also encouraged to volunteer in the classroom and to take advantage of continuing education opportunities. Speakers also presented parenting information during Parent Committee Meetings and socialization sessions. Topics included developmental milestones, social-emotional development, and other topics of interest to parents. Socialization sessions provided additional opportunities for parents to share parenting successes and challenges and to network with other parents. Through these supportive efforts, events, and activities, the program strengthening parenting skills and family well-being.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

At least 10% of the grantee's total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

Enrollment Verification

The grantee maintains and tracks full enrollment.

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Summary

West Ohio Community Action Partnership established a system for determining and verifying eligibility. Staff informed families what types of documents to bring during enrollment. In-person interviews took place wherever it was convenient for parents to complete an application and to collect the eligibility documents. They used a checklist to make sure they received all required documents to verify eligibility and then uploaded all enrollment information into ChildPlus. The Family Service Manager also reviewed the documents and determinations to ensure accuracy. The program's system for determining and verifying eligibility made sure only categorically eligible children were enrolled.

The program had a process to maintain full enrollment. ChildPlus was used to track and monitor attendance and enrollment. When children were absent, staff contacted families to remove barriers to regular attendance. Staff referred to the program's waitlist in ChildPlus to fill vacancies when they occurred. The child with the highest number of priority points was the first one on the waitlist to be selected. Ongoing tracking and monitoring of enrollment and attendance data ensured the program filled vacancies as they occurred and maintained full enrollment.

The program established an effective financial management system. The program used its accounting system to manage the financial information for each of the agency's grants. The allocation of partnership funds corresponded to the number of children enrolled in each partner. The Head Start Director and the Financial Officer monitored the partnership spending. The fiscal staff implemented the program's financial policies and procedures manual to make sure its financial management practices aligned with all applicable regulations. Examples of the policies included the segregation of duties and requiring two levels of approval for expenses. Financial staff used their experience and expertise to track, monitor, and report the program's financial information. The agency ensured effective oversight of fiscal operations.

The agency had a comprehensive budget development process. The process began with the Chief Executive Officer, the Chief Financial Officer, and the Head Start director reviewing the last year's budget history. Considerations for the proposed budget involved all staff, the Board, and the policy council. For example, teachers provided a list of items they would like to have for their classrooms to support teaching and learning, or the kitchen staff identified the equipment requested for preparing snacks and meals. Budget planning also included projections like an increase in employee insurance or anticipating the need to replace playground or classroom equipment. It also included a review of program data and assessment results. The Board and the policy council members were actively engaged in the budget development process. Members used monthly financial reports to ensure program expenses aligned with the budget. The Head Start Director and the Financial Officer presented the budget to the policy council for their review and approval. Once approved, the policy council submitted the budget to the Board for final approval. The program data and input from the Board and the policy council supported the budget development

process.

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