



2020 Self-Assessment Report & Program Improvement Plan

I. Introduction

a. Program description

Head Start Community Program of Morris County partners with families to provide comprehensive support for child development and school readiness, from prenatal to kindergarten ages, for the community's most vulnerable children. The vision of our program is to empower diverse families and strengthen communities. The program has a 55-year history of supporting at-risk children and families in Morris County, with its main site located in the heart of Dover. With the award of a second Head Start/Early Head Start grant in September 2019, we provide free child development services for a total of 333 children, predominantly dual language learners. Early Head Start services based in Dover serve a total of 106 clients (10 home-based pregnant women, 64 home-based infants and toddlers, as well as 16 current and 16 future center-based toddlers—the “future” children are being served in home-based model pending classroom construction). Children aged 18 months to 3 receive Early Head Start center-based services



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in Dover. Head Start center-based services are provided for a total of 227 children ages 3-5 at multiple sites in Morris County. In addition to the Dover site, for the 2020-2021 program year, the program's 15-year collaboration with the County of Morris is supporting a new site with six state-of-the-art classrooms at the Central Avenue Complex in Parsippany. Head Start of Morris County withdrew from a collaboration at Alfred Vail School which took place during the 2019-2020 school year; the district required the space for their own programming, and the CAC space would be available to provide services for the 2020-2021 school year. Another growing collaboration for public preschool is providing for a new, two-classroom satellite site at Marie V. Duffy Elementary school in Wharton.

b. Context for Self-Assessment process

Our annual Self-Assessment, examining the past program year, connects with the previous year's Program Improvement Plan to provide leadership and strategic direction toward continuous program improvement. The 2019-2020 program year was a time of particular growth due to extensive monitoring which examined every aspect of the program's management systems. The Self-Assessment process also took place amid sustained challenges due to the COVID-19 pandemic. The Self-Assessment



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process reviewed Health and Safety, School Readiness, Management Systems, and progress on grant application goals and objectives, as well as identified areas of focus or trends, to address systemic issues and develop innovative approaches to improve quality. The context is strength-based, connecting Community Assessment and Ongoing Monitoring with management systems in all program areas. The Head Start Management Systems (Program Planning & Service System Design; Data & Evaluation; Fiscal Management; Community & Self-Assessment; Facilities and Learning Environments; Technology & information Systems; Training & Professional Development; Communication; Recordkeeping & Reporting; Human Resources; and Ongoing Monitoring & Continuous Improvement) provide a framework for program management, planning and oversight—including leadership and governance.

II. Methodology

a. Design of Self-Assessment and identification of participants

Our Self-Assessment began with ongoing monitoring which led to the in-depth examination of management systems in response to external monitoring by the Office of Head Start. In addition, an annual Community Assessment update provided key data to inform Self-Assessment. Due to the



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COVID-19 pandemic, we were unable to gather community stakeholders together to collect data at a Community Partners Breakfast. As such, we developed community partner, stakeholder and staff surveys to collect data on community needs/strengths. The surveys were conducted through Survey Monkey and also requested participation in the Self-Assessment process. Participants shared data in their areas of expertise/interest. Qualitative data on community strengths, resources, service gaps, trends and unmet needs was collected, as well as publicly available quantitative data. This data was reviewed, aggregated, summarized, and analyzed to plan for program improvement. To analyze community needs and explore service gaps, quantitative data was also collected from multiple sources, including Census data and the annual Kids Count Data Center, a project of the Annie E. Casey Foundation.

Participants in Self-Assessment included staff members, parents, Board members, and Policy Council members. Information was provided by representatives from many community agencies and government groups, including NORWESCAP Head Start, Atlantic Health, United Way of Northern NJ, Dover Health Department; Zufall Health Center; Morris County Department of Human Services; Morris County Organization for Hispanic Affairs; Child and Family Resources (the County child care resource and



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referral agency); Dover Public Schools, Wharton Public Schools, and the Morris School District; Preschool Advantage; Morris County Office of Temporary Assistance; Family Intervention Services; Morris County Family Success Center; Cornerstone Family Programs; Homeless Solutions; Partnership for Maternal Child Health; WIC; local and state government officials; and local community child care centers. For Self-Assessment, data was collected in the areas of Health and Safety; School Readiness; Family and Community Engagement; Human Resources; Leadership and Governance; Staff Training and Professional Development; Management Systems, and Comprehensive Services, all of which included progress on program goals and objectives.

b. Self-Assessment time frame

Self-Assessment takes place each spring, although the process in 2020 was complicated by the pandemic. Data was collected electronically or via phone interviews during the spring of 2020. In most years, this process begins with a Community Partners Breakfast, which initiates the annual update of Community Assessment. Following this process, Self-Assessment observations and inquiry sessions are completed during the months of May and June. Team leaders in each area of management collect and record



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outcomes data on key performance indicators. Management then analyzes and aggregates data, making recommendations for improvement planning and compiling the 2020 Self-Assessment Report and Program Improvement Plan. This document is shared with parents, Policy Council, Board and community stakeholders, and used to guide program planning during the 2020-2021 program year.

c. Data collection tools used

An internally designed self-assessment matrix is used to gather information and record data in each area. Due to the pandemic, the questions in the matrix were inputted into Survey Monkey for remote or phone completion by community partners, staff, parents, policy council and Board members. The leadership team, Board of Directors, and Policy Council (including Parent Committee) reviewed Ongoing Monitoring reports which shared data on Program Governance and Leadership; Management Systems; Eligibility, Recruitment, Selection, Enrollment & Attendance (ERSEA); Comprehensive Services; Fiscal Management; Environmental Health and Safety; and School Readiness Outcomes. Normally, the PIR is used as well but it was not available this year due to the pandemic. Quantitative and qualitative data were reviewed from multiple sources including professional



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development records; TSGOLD; Grow NJ Kids Ratings; and CLASS/ITERS/ECERS observations. Inquiries were supported by reference to standards and documents including the Head Start Early Learning Outcomes Framework; Head Start Program Performance Standards; NJ Birth-to-Three Early Learning Standards; and NJ Preschool Teaching and Learning Standards, as well as the Goals and Objectives in the Head Start/Early Head Start Application.

d. Additional information used during Self-Assessment

In addition to the information outlined in c. above, the 2020 Self-Assessment process encompassed information from the prior year's Self-Assessment and Program Improvement Plan, Monitoring Reports from the Office of Head Start, Ongoing Monitoring Reports in all areas of management systems for the time period leading up to 2020 Self-Assessment, and data from the 2020 Community Assessment Update. Staff and parents provided anonymous feedback via surveys seeking their input. Also, the goals and objectives from the five-year grant application of Head Start Community Program of Morris County were central in conducting Self-Assessment.

III. Key Insights



a. Strengths of the program

Family and Community Engagement – Robust family engagement and community support continues to be a hallmark of the program. In terms of progress on specific family and community engagement goals outcomes for the 2019-2020 program year were as follows:

- 98% of families completed a Family Partnership Agreement and set goals for the school year.
- Child attendance: Head Start averaged 90.8% and Early Head Start averaged 86.9%.
- 79% of parents attended at least one parent education meeting.
- 131 families participated in Back-to-School Night.
- 100% of home-based program families participated in group socializations at Head Start, as well as home visits.
- A total of 202 parent and community volunteers completed 12,283 hours of service over the course of the program year.
- Engagement of fathers was particularly strong. A total of 36 fathers attended monthly Fatherhood Initiative meetings, with 11 of those individuals attending all or nearly all meetings. Meetings were conducted using Zoom format when the COVID-19 pandemic prevented us from holding in-person events.



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- Family engagement in literacy activities is also a strength. Our popular Early Language and Literacy program incentivizes parent attendance at Head Start parent meetings and events. Families who attend receive a new children's book in their home language, along with a different literacy message each month. During the pandemic, families receive books and literacy messages via monthly deliveries of bags containing learning materials connected with current curriculum studies, which support parents in helping their child learn at home.

School Readiness – As a *Grow NJ Kids* FOUR-STAR rated program under New Jersey's Quality Rating Improvement System Head Start of Morris County has demonstrated state-wide QRIS leadership. Practice-based coaching is in place for both Head Start and Early Head Start, and key outcomes for the 2019/2020 program year are noted below:

- A total of 10.8% of enrolled children were identified as having a disability. Inclusive, individualized disabilities services were provided for 8.8% of enrolled Head Start children and 15% of enrolled Early Head Start children.



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- Based on aggregate Teaching Strategies GOLD child assessment data, most children entered the program in the fall below or close to the bottom of widely held expectations. By winter, they scored in mid-range. By the completion of the school year, children performed within targeted widely held expectations for their age groups. Data collection for the spring time period was reduced due to the COVID-19 pandemic.
- Areas of highest growth over the course of the year were: Social-Emotional, Cognitive, and Literacy. Areas of highest growth throughout the year by site:
 - Dover: Cognitive and literacy for 3- & 4-year-olds
 - Morris View: Literacy and social-emotional growth for 3-year-olds; Cognitive and language for 4-year-olds
 - Alfred Vail: Literacy and mathematics for both 3-and 4-year-olds
- Areas in need of continued support and growth are Mathematics and Language Development.

Classroom assessment instruments are used by Instrument Reliable raters to evaluate the quality of our classroom environments. These assessments



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guide teacher training and help to identify resources needed by the program. As part of our ongoing monitoring process, assessments are conducted using the CLASS, ECERS-3, ITERS-3, and T-POT, as well as *Creative Curriculum* Fidelity Tool, which evaluates the fidelity of curriculum implementation in classrooms. Although the COVID-19 pandemic interfered with data collection in spring 2020, key outcomes for the 2019-2020 program year were as follows:

- The Instructional Support component of CLASS has been an ongoing focus for continuous program improvement, a grant objective which we have prioritized. For 2020, national Head Start averages for the domain of Instructional Support ranged between 2.11 and 3.88, with a mean score of 2.94.
- Prior year Instructional Support scores for all Head Start of Morris County sites ranged between 3.16 and 4.28, with an average of 4.15 for the entire program—the highest in our history and a marker of high program quality.
- Although our program was providing fully virtual services during the spring of 2020, we continued to prioritize CLASS as a component of staff professional development, with Emotional Support and Instructional Support as areas of emphasis in staff training.



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- The research-based scales ECERS-3 (Early Childhood Environment Rating Scale, used for Head Start) and ITERS-3 (Infant-Toddler Environment Rating Scale, used for Early Head Start) are designed to assess the overall quality in early childhood center-based programs. Quality is determined by the classroom environment (e.g. furniture and materials), schedule and activities in the classroom, and the various interactions between staff & children, as well as interactions among the children themselves. An overall score of 5 is indicative of a high-quality program. The program plans for ECERS/ITERS assessments with a baseline observation of each classroom in the fall and a summative observation in the spring.
- ECERS-3 assessments were conducted for Head Start classrooms with a baseline observation in fall. Average subscale scores were 5.51 in fall, indicative of a high level of program quality even at the earliest point in the school year. The observation data indicated that coaching and additional support were needed in: using math materials and initiating math activities; toileting and diapering/sanitation requirements; initiating gross motor activities; engaging all children during transitions; music and movement activities; encouraging children to use language



(how and why questions, challenging children's level of ability and comfort); and expanding children's vocabulary.

- ITERS-3 assessments were conducted in the Early Head Start classrooms, in the fall; spring data was unavailable due to pandemic-related program closure for on-site services. Baseline observation score averages (for three classrooms) were 5.7. The observation data indicated that coaching and additional support were needed in: promoting gross motor activities; providing a variety of art experiences for the children; promoting acceptance of diversity by including at least 10 positive examples of diversity in pictures, books, and play materials; and planning activities for transitions to keep children engaged
- Emerging goals included implementation of the TPOT and TPITOS instruments and the Creative Curriculum Fidelity Tool in our classrooms. Marked progress was made in these areas over the course of the school year, and continued growth in use of these tools will be part of ongoing focus as we move forward.
- Accurate and authentic child assessment has also been an area for self-improvement. An important goal achieved for 2019-2020 was Interrater Reliability for all Teachers and Teacher Assistants. Interrater Reliability increases the accuracy and consistency of children's



performance-based assessments, as teachers use the Teaching Strategies GOLD child assessment tool with fidelity.

Data systems – A effective ongoing monitoring system affords regular reporting to stakeholder groups, with timelines and responsibilities for improvement plans outlined. Board and Policy Council members characterize the reporting and communication of the management team as being responsive, timely and comprehensive. We have also developed and implemented a structure for internal ongoing monitoring reports, with particular focus on Health and Safety as well as School Readiness, to track outcomes, identify systemic issues, and report progress over time.

Over the course of the 2019-2020 school year, monitoring review by the Office of Head Start led to a re-evaluation and subsequent augmentation of the ongoing monitoring system which was already in place. Features which have been newly added to improve the system include:

- All job descriptions were updated to include uniform language around STANDARDS OF CONDUCT, with all staff reviewing and signing off on documentation of their understanding.



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- Training was provided for all staff on STANDARDS OF CONDUCT & CULTURALLY RESPONSIVE EMOTIONAL SUPPORT FOR CHILDREN in English and Spanish.
- A new Policy for Reflective Supervision and Management Communications was implemented to provide clear guidance to leadership staff and employees regarding program management, planning, and oversight systems in accordance with the Head Start Program Performance Standards. This policy supports management communications and practices which are characterized by active listening, collaboration, and consistency. The Policy also outlines the use of ongoing monitoring to inform program operations, planning, and continuous quality improvement, including issues around staff performance.
- A new Policy on Active Supervision was developed and approved by the Board of Directors and Policy Council, and all staff were trained in depth on active supervision. As an organization, the decision was made to bring in additional staff so that during every moment of every day, a minimum of two paid staff supervise children.



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- A Stakeholder Communication and Reporting Policy was developed and approved by the Board of Directors and Policy Council. This policy provides guidance and clarity to all staff and stakeholders regarding communication and reporting policies and systems in accordance with the Head Start Program Performance Standards, federal, state, and local laws and regulations, to properly document any incidences and to promote the health and safety of both children and staff. The scope of the policy addresses accident and injury reporting, as well as reporting of unusual incidents, which include any incident involving children and staff that is significant and/or reportable. The policy addresses reporting chain and as part of staff training, flow chart documents regarding the communication and reporting process were developed and are displayed in classrooms and common areas for staff reference.
- Implementation of sustainable systems for ongoing monitoring, coaching and follow-up was supported by development of a formalized Ongoing Monitoring Review Plan 2020, including a Program Management, Planning and Oversight Systems Schedule.



Implementation of Improvements from 2019 Self-Assessment and Program Improvement Plan: Progress on Goals and Objectives

Health, Safety and Security

- The phone system has been completely upgraded and modernized. We also now have features that allow for remote access and transfer of phone access to enable staff to connect and use Head Start phones while working off site.
- The new phone system provided additional intercom coverage, and a walkie talkie system was implemented to ensure coverage of any areas in and around the building not covered by communications devices.
- A system of closed-circuit cameras was installed Head Start owned facilities, and a Policy of for the Management of Cameras and Video Recording Devices was developed and approved by the Board of Directors and Policy Council. This policy provides guidance and clarity to all Head Start Community Program of Morris County staff, volunteers and community partners regarding the use of closed-circuit video surveillance systems designed to promote a safe environment for children and staff



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members in Head Start facilities, and the use of cameras and video recording devices to record classroom activities.

- Fencing was approved and installed to delineate and protect the new outdoor play areas.
- A system of temporary ID badges and visitor sign in/out was put in place. Visitor access to the building has been restricted due to the COVID-19 pandemic.

Data Systems

- Multiple proposals for IT support were obtained. The services of an IT consultant firm were selected and retained to manage the upgrade and maintenance of IT systems, including new server and firewalls.
- Communications and data management hardware were upgraded and added. Although this item was part of the 2019 Program Improvement Plan, it became an immediate priority due to the pandemic. Federal funds awarded by the Office of Head Start through CARES Act funding were a key support in ensuring that all staff were connected, accessible, and effective when working remotely.

Human Resources

- Employee Handbook has been regularly updated to reflect new laws and regulations.



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- The Employee Handbook is also translated into Spanish, since the majority of staff speak Spanish as a first language. Staff members can choose to receive a copy of the Handbook in English or Spanish.
- Head Start emails have been put into place for every staff member, and organizational communications around Human Resources matters are translated so that messages to staff are sent in both English and Spanish.
- Staff recruitment and retention efforts were supported through the addition of 10 free child care slots for the preschool-age children of staff. The experience of 2020 highlighted increasing difficulty in attracting and retaining highly qualified staff, especially in the area of Education.
- The Head Start Office Manager and Fiscal Manager completed Human Resources Law Certificates, participating in a 24-hour training program on Employment Law and Labor and Workforce Regulations.
- Succession planning for management staff positions has included cross training, sharing of some duties, and including monthly timetables/task lists for each position. Consultants have been engaged to back-up the Fiscal Manager position and ensure that succession support is in place, given the importance to the position. Increased level of engagement in program planning and standards implementation by the leadership team



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and Board of Directors provides succession support for Executive Director position.

- An electronic payroll management system was implemented, increasing program fiscal accountability and providing a cost savings. Staff clock in and out electronically from their phones, and supervisors approve payroll hours and time off for their direct reports. Safety and security is also increased through this program, which provides daily COVID-19 questionnaire as part of check-in, and enables report tracking for the office of childcare Licensing. The system also has capacity for tie-in to health and insurance benefits.

Staff Training

- Systems for onboarding, training and professional development received a tremendous boost from the extensive monitoring by the Office of Head Start and internal monitoring which took place in December 2019 and January 2020. The Staff Orientation Checklist and materials were updated and improved.
- Extensive professional development and high-quality training programs were implemented over the course of the 2019-2020 program year. Systems were developed to facilitate remote access to training programs



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via the Zoom platform, which enabled staff to attend multiple trainings, which were provided in both English and Spanish.

- Several staff members were supported and completed or renewed Child Development Associate (CDA) credentials.

Leadership and Governance

- Systems were put in place for electronic sharing of documents with Board of Directors Members to eliminate paper copies except in the case of special requests. Board meetings were moved to a virtual format through use of the Zoom platform in response to the pandemic.
- Policy Council representation from the various program components and sights, including Home-Based and Morristown site, was improved. In accordance with suggestions from the Policy Council, Governance training is now provided early in the school year, as part of orienting new members. Transportation support has been provided by the program to facilitate attendance of members from multiple locations around the county. In response to the pandemic, a virtual meeting format was adopted, and members were supported in accessing the technology necessary for the Zoom platform. This format has proven very successful in facilitating attendance, and in accordance with members' preferences,



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virtual format may be retained for the future, regardless of pandemic status.

- Progress was limited on development of a system for onboarding and orientation of New Board of Directors members which includes mentoring by current Board members and Governance/Head Start Program Performance Standards training early in new members' tenure. This item is a continued area for improvement.

Comprehensive Services

- Additional playground space was developed at the Dover site. A natural playground was created, using naturally occurring environmental elements to support children's free play as well as ecological, environmental, and science learning outdoors. Soil testing was completed and the additional outdoor space was approved for use by children by the state Office of Licensing.
- During the 2019-2020 program year, the program received Notice of Award of an additional Federal grant which has significantly increased program capacity in the present and future. However, factors outside of agency control have limited growth based on the dearth of facility space.
- Head Start of Morris County has continued to collect data on the need for Head Start and Early Head Start services, with average waiting lists of 185



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children, and Community Assessment data estimating approximately 1,156 children in Morris County who were Head Start eligible in the past year. Approximately 32% of these children received Head Start or Early Head Start services across the county. The agency's application and award for additional Federal Head Start and Early Head Start grant funding represents a significant move forward in addressing unmet need in the community.

- Half-day services have been discontinued due to the pandemic. The NJ Department of Children and Families not only limited the number of children in classrooms (10), but also implemented sanitation and disinfection requirements on spaces shared by groups. The logistical challenges of the daily cleaning between groups made serving two different groups in one space on the same day impossible. However, a longtime program goal had been to increase the duration of services to full-day program-wide. Data on children's achievement and feedback from Head Start families continue to confirm that full-day programs serve children and families better than half-day programs. At the time of the pandemic, only two double-session classrooms were part of our program model; all other classrooms were providing full-day services.



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- The program has continued to seek and develop additional space to meet community needs. During the summer of 2020, two child bathrooms were added to enable a newly added classroom at the Dover site to better serve students and meet requirements for public pre-k space. As such, the collaboration with Dover Public Schools increased to four classrooms. The collaboration with Wharton Borough Public Schools increased from one to three classrooms due to a new, two-classroom satellite program provided rent-free by the school district at Marie V. Duffy Elementary School.
- An ongoing collaboration with the County of Morris has also provided the opportunity to increase capacity. A long awaited project to build six state-of-the-art classrooms licensed for children ages 2 ½-6 in a county facility in Parsippany (located one mile from the current three-classroom program in county-owned space) is expected to be completed by October 2020. The new facility, called the Central Avenue Complex (CAC), enables the current three-classroom collaboration with Morris School District to grow to four classrooms, provided there is sufficient Head Start enrollment within busing distance. Although community assessment data indicate there is unmet need, Head Start of Morris County is reliant on the Morris School District to transport students to the program, and the district has indicated that students within a limited location can be bused to the



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facility. For this reason, the other classrooms in the CAC are being designated to serve children in other areas of the county who may not be part of the school district busing arrangement. The CAC is located directly adjacent to a public bus stop, which will support families in other areas of the county in accessing comprehensive services.

School Readiness Goals

- Although a robust system of outcomes measurement is in place, progress on data collection was interrupted by the 2020 pandemic. Areas and tools for data collection include ECERS-3, ITERS-3, CLASS, Creative Curriculum Fidelity Tool, TPOT and TPITOS (to measure fidelity of implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children), and Teaching Strategies GOLD.
- Full implementation of scheduled classroom quality assessments and observations was paused due to the pandemic and improvement or adjustment in systems and methodology for data collection is called for.
- Staff coaching toward continuous quality improvement has been implemented at all levels of the program. The coaching, observation and reflective cycle process will also require modification due to pandemic restrictions on staff in the classrooms.



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- Classroom observation processes for child assessment, special services, and mental health supports have also been impacted by the pandemic.
- A system of Distance and Virtual Learning was implemented in response to the pandemic, and staff members have been assigned to this function.

With the support of Federal funds from the Office of Head Start through the CARES Act, *Creative Curriculum Cloud* was purchased to enhance the ability to engage with and support parents for remote instruction.

Parenting Curriculum

- The Head Start Program Performance Standards task Head Start programs with offering an evidence-based parenting curriculum as a resource for parents. Head Start of Morris County is in the process of developing the resources for staff training and full implementation of parenting curriculum. To meet standards, families are currently referred to another parenting education program in the county, sponsored by Mount Olive Child Care and Learning Center. Over the past program year, we have had a cooperative referral program with Mount Olive which has supported family access to parenting curriculum with transportation, dinner and babysitting. During this time period, the Head Start-approved parenting curriculum, *Abriendo Puertas*, was explored, and a staff member was sent for training in the program. However, this staff member moved out of



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state. The Morris County Head Start leadership team subsequently reviewed the Parenting Curriculum Decision-Making Checklist from the National Center on Parent, Family, and Community Engagement. Review of available curricula indicated that the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Parent Training Modules, http://csefel.vanderbilt.edu/resources/training_parent.html, are evidence-based and well-aligned with our overall program goals for implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. In addition, the CEFEL parenting curriculum is accessible and the cost to implement is not high, except for the resources and staff needed to implement the curriculum. Over the 2019-2020 program year, the initial steps of parenting curriculum implementation and staff training were initiated in the Home-Based Program. For the 2020-2021 program year, the position of Family Support Coordinator was developed, and one of the key roles for this staff member will be training on and facilitating full implementation of the parenting curriculum to complete the installation stage of implementation.



IV. Recommended Areas for Program Improvement (Program Improvement Plan)

- a) Conduct annual Policy Review as an element of ongoing monitoring to ensure that policies are updated and in place as necessary, in accordance with current conditions and standards.
- b) Seek funding support to upgrade the outdoor play space at the new Head Start facility at the Parsippany Central Avenue Complex, including stationary play equipment, mobile equipment, and natural features.
- c) Seek additional funding to increase the salary scale for highly-qualified staff, especially certified teachers.
- d) Continue to progress toward full implementation of parenting curriculum with a view toward sustainability and facilitating engagement and participation by increased numbers parents.
- e) Continue to implement school readiness goal planning, with further development of timetables and metrics over the five-year grant period.
- f) Continue to work toward full implementation and staff training in the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, with assessment of fidelity through the



TPOT and TPITOS instruments along with the Creative Curriculum Fidelity Tool.

- g) Develop school readiness monitoring systems to adapt or revise classroom observation processes for child assessment, special services, and mental health supports in response to the COVID-19 pandemic.
- h) Develop school readiness monitoring systems to adapt or revise classroom observation processes for environmental quality assessments in response to the COVID-19 pandemic.
- i) Adapt monitoring systems for educational staff coaching and supervision in classrooms in response to the COVID-19 pandemic.
- j) Seek resources to add a dedicated Fatherhood Coordinator for the Central Avenue Complex Head Start site.
- k) Develop and implement staff wellness and recognition programs and incentives.
- l) Seek additional parking facilities or options for the Dover site.
- m) Develop a system for onboarding and orientation of New Board of Directors members which includes mentoring by current Board members and Governance/Head Start Program Performance Standards training early in new members' tenure.