



**MILWAUKEE
PUBLIC SCHOOLS**

DEPARTMENT OF CURRICULUM
AND INSTRUCTION

Division of Early Childhood Education

Milwaukee Public Schools

Head Start Program

Self – Assessment

2011 – 2012

March 12, 2012 NH

PROGRAM OVERVIEW

The Milwaukee Public Schools Head Start Program serves 1,065 children, ages three and four years old. Actual enrollment includes an increase in the number of non-English speaking students and families. The majority of families live in poverty and need the services and support the Head Start Program provides. The Milwaukee Public Schools Head Start Program has 46 classrooms at 25 school sites throughout the City of Milwaukee. All teachers in this program have at least a bachelor's degree in Early Childhood Education and are licensed through the Department of Public Instruction. The Milwaukee Public Schools District serves 80,098 students; the majority of the families are low income.

CHILD DEVELOPMENT AND HEALTH SERVICES: Curriculum and Assessment

Program Strengths:

- The Education Managers have been trained in the use of the Classroom Assessment Scoring System (CLASS) which provides detailed feedback for instructional staff.
- Two formal and two informal site observations are completed in each classroom each year.
- The Education Managers have been provided with laptop computers to record on-site observations.
- Classroom environments include technology (many utilize SMART Boards), picture word walls, culturally responsive materials, classroom labeling, and hands-on experiences.
- Teachers use the Acuscreen developmental screener and Galileo system, which is aligned to the 11 domains of learning, to assess students and record observations throughout the year.
- An Individualized Child Development Plan (ICDP) is developed with the parents based on screening and observation results. The initial ICDP is shared with parents during Parent/Teacher Conference. Updates to the ICDP and activities for at home practice are shared with parents during home visits.
- Information regarding student development is shared with parents at least four times every year.
- The Milwaukee Public Schools Head Start Program measures all children's progress three times each school year by extracting observation data from the Galileo System and creating a Child Outcomes Report.
- The Child Outcomes Report is used by the Education Managers to identify trends and plan appropriate professional development for instructional staff.
- Milwaukee Public Schools Head Start Program also uses the outcomes data to provide resources and materials for each learning domain in need of improvement.

- Bilingual instructional staff and curriculum ensure that students are taught in their home language.
- Posters, classroom books and materials reflect diverse cultures.
- Training and support is provided to teachers by the Education Managers.
- Professional development goals and reflections of Head Start staff are tracked each year.
- Teachers provide make-it, take-it opportunities for parents twice a year during parent center meetings.
- Instructional staff conducts home visits twice a year sharing learning activities and transition information with parents and students.

Areas Where the Program Needs Improvement:

- Home visits should include more information to help parents ensure health and safety for Head Start students outside of school.

Areas of Concern:

- Not enough time is set aside for completing home visits.
- Not enough time is set aside for entering observations and receiving professional development.

Action Plan:

- The Health Coordinator will create a brochure with safety information such as the dangers of co-sleeping, using smoke detectors, etc. by September 2012 to provide teachers at the Head Start Instructional Staff orientation. The teachers will share the brochures with parents during first semester home visits.
- A proposal for a new home visit and training schedule, to provide additional time for home visits and professional development, will be completed by the Education Managers. The proposal will be submitted by July, 2012 to the Head Start Coordinator for approval and implementation. The schedule will be assessed for effectiveness at the end of the first semester of the 2012-2013 school year.

Individualization

Program Strengths:

- Teacher lesson plans addressed all eleven learning domains.
- Cultural diverse materials were observed in classroom environments in pictures artwork and materials such as dramatic play toys, puzzles and blocks.
- All student files at the school site showed evidence of individualization through the use of Individualized Education Plans (IEP) where applicable, Acuscreen information, the Ages and Stages Questionnaire: Social Emotional (ASQ:SE) and Individual Child Development Plan.
- The Head Start curricula (DLM, ECHOS, Color Me Healthy, I'm Moving, I'm Learning and Second Step) support individual needs in all areas including oral language, literacy, and school readiness.

- The Milwaukee Public Schools Head Start Program involves parents in supporting individualized child development through the use of parent meetings, conferences, home visits, newsletters, volunteer opportunities, parent trainings and exchanges during student arrival and dismissal times.

Areas Where the Program Needs Improvement:

- Although teachers seemed aware of each student's needs, all lesson plans were not reflective of individualization or differentiation.

Areas of Concern:

- Lesson plans should reflect individualization.

Action Plan:

- The Education Managers will share additional information, including model plans, with teachers about lesson planning and individualization of plans at the Instructional Staff Orientation in the fall of 2012. Education Managers will monitor these lesson plans in each classroom during formal and informal monitoring four times each school year. The Education Managers will assess the progress of teachers' lesson plans at the end of each semester, provide support as needed and plan for additional trainings, if necessary.

Interpreting and Analyzing Child Outcomes

Program Strengths:

- The child assessment instrument (Galileo System) addresses all eleven domains of learning as required by the Head Start Child Development and Early Learning Framework.
- The Education Managers and teachers both evaluate and track child outcomes. This is done by examining Galileo reports three times per year and by analyzing developmental level scores.
- The Milwaukee Public Schools Head Start Program measures all children's progress three times each school year by extracting observation data from the Galileo System and creating a Child Outcomes Report.
- The Child Outcomes Report uses data and charts to analyze and record the progress of all children in the program. The data is also extracted to show the progress for 3 year olds, 4 year olds, and each school separately.
- The Child Outcomes Report is used by the Education Managers to identify trends and plan appropriate professional development for instructional staff. This information is also shared with the teachers, Policy Council and School Board twice each year, as well as with the Head Start principals in each school.
- Milwaukee Public Schools Head Start Program also uses the outcomes data to provide resources and materials for learning domains in need of improvement.

Areas Where the Program Needs Improvement:

- Policy Council representatives should be sharing the Child Outcomes Report information with the parents at parent center meetings.

Areas of Concern:

- Outcomes Reports should be created for each service area; not just education.

Action Plan:

- The Education Managers will provide Policy Council representatives with school-specific child outcomes information to share with parents at parent center meetings two times each school year, including talking points. The Family Partnership Associates will monitor the parent center meetings and the Mental Health, Disabilities and Social Services Manager will assess progress during quarterly reviews.
- Goals and Measurable Objectives will be created by each service area manager by September 2012 to track program-wide progress. The progress of the plan will be monitored and assessed by the Head Start Managers and Head Start Coordinator in October, December and May at weekly manager meetings.

Prevention & Early Intervention

Program Strengths:

- At the time of registration, it is assessed whether a family has an ongoing continuous source of health care. Families are assisted in obtaining a medical and/or dental home by Head Start staff beginning at the time of enrollment.
- Nurse Associates, the Mental Health Professional also assist families in obtaining access to health care through insurance programs and community based health care providers. They also provide assistance in making appointments.
- The Milwaukee Public Schools Head Start Program coordinates and hosts a variety of dental opportunities on- and off-site in which dentists complete dental exams with preventative fluoride treatments.
- The Milwaukee Public Schools Head Start Program also coordinates and hosts a variety of health opportunities on- and off-site in which nurse practitioners complete physical exams.
- The Milwaukee Health Department provides on-site blood testing for lead poisoning and anemia for MPS Head Start children.
- Pedestrian safety is taught in each classroom within the first 30 days of school and information is delivered to each family. This is documented in lesson plans and a signed form indicating parent's receipt of information.
- Head Start staff use the Early Periodic Screening, Diagnosis and Treatment (EPSDT) to ensure receipt of a full range of screening, diagnostic, and treatment services for Head Start children.
- An updated list of health and dental providers who will provide services to children and families with Badger Care is provided to families during registration and is available throughout the year upon request.
- The Milwaukee Public School's Head Start Program collaborates with Marquette University's School of Dentistry, the University of Wisconsin-Milwaukee's Professors of Nurse Practitioners, Walker's Point Community Health Clinic, the

Milwaukee Health Department and community dentists to provide health services to Head Start families.

- Head Start staff assists families new to the state in obtaining a 30 day health insurance card through the State Children’s Health Insurance Program (SCHIP) under Badger Care until they are able to receive benefits through a local W2 agency.
- The Health Services and Community Partners Advisory Committee meets three times each year to collaborate with and support the Milwaukee Public School’s Head Start Program.
- Children are assessed at the time of registration for any needed dietary modifications or accommodations.
- The Nutrition Technician is a registered dietician who reviews each child’s nutrition assessment and follows up with parents as needed.
- The Nutrition Technician also works with the Milwaukee Public Schools Department of School Nutrition Services and on-site food managers to ensure special dietary needs are accommodated. Food allergies and dietary needs are confidentially posted in each classroom.
- Meals are monitored by the Nutrition Technician in each Head Start classroom at least twice a year.
- The *Color Me Healthy* and *I’m Moving; I’m Learning* curricula are used in each classroom weekly to teach health and nutrition.
- The *Second Step* curriculum is used weekly in each Head Start classroom to develop children’s self-regulation skills and social-emotional competence.
- The Mental Health Professional visits each classroom at least once every month and is available at the request of a teacher or parent.
- The Mental Health Professional provides staff and parents with resources, ideas and strategies. The Mental Health Professional also works collaboratively with special education teams and social workers at the school level.
- Trainings for staff and families are developed and presented by the Mental Health Professional in areas such as parenting skills and stress management.
- The Health Team and teaching teams communicate with families to promote nutrition, health and safety at home through newsletters, parent meetings and parent trainings.
- All student files at the school site showed evidence of individualization through the use of Individualized Education Plans (IEP) where applicable, Acuscreen information, the Ages and Stages Questionnaire: Social Emotional (ASQ:SE) and Individual Child Development Plan.

Areas Where the Program Needs Improvement:

- The Pedestrian Safety Newsletter should be in English and in Spanish to accommodate parents’ home languages.

Areas of Concern:

- Very few area dentists accept 3 and 4 year olds with Badger Care.

Action Plan:

- The Education Managers will find information for Head Start parents on pedestrian safety that is translated or can be translated into Spanish by September 1, 2012 in order to disseminate to instructional staff at orientation. Parent receipt of information will continue to be documented by a signed form and monitored by the Education Managers.
- The Health Coordinator will continuously attempt to recruit area dentists for on-site dental exams through area contacts, telephone calls and personal visits. Health and dental compliance will continue to be monitored by the Health Coordinator.
- The Health Coordinator will invite more community representatives (HMOs) to join the Health Services and Community Partners Advisory Committee by May 2012 in order to form more relationships to help Head Start families receive health services. The Health Coordinator will create a plan by May 18, 2012 to ask for assistance in providing health services to our families at the May 2012 meeting. The plan's effectiveness will be assessed by the Health Coordinator after the meeting so that a new plan can be created, if necessary, by the fall meeting in 2012.

Tracking and Follow-Up (Prevention & Early Intervention)

Program Strengths:

- ChildPlus system is used to track all medical and dental information for Head Start students. Health and dental requirements are tracked and a report is provided weekly to the Head Start Coordinator and staff by the Health Coordinator.
- Family Partnership Associates and Nurse Associates use the tracking system to assist and support families who need to obtain health services for their Head Start child and maintain compliance within the program.
- All health documentation is kept confidential and secure.
- Head Start Managers meet weekly to discuss, integrate and coordinate services.
- Parents and teachers are notified of results the day of health screenings. Nurse Associates and Family Partnership Associates also follow up with personal contacts and letters for children who are referred for further evaluation.
- There is a District procedure followed by each school for tracking and documenting the administration of medication at school sites.
- The Mental Health, Disabilities and Social Services Manager tracks Acuscreen and Ages and Stages Questionnaire: Social Emotional (ASQ:SE) data in ChildPlus, as well as follow-up, if needed.

Areas Where the Program Needs Improvement:

- It is difficult to gain parental cooperation and follow-through in relation to health compliance.

Areas of Concern:

- A procedure for written parent notification of medication dispensed at school sites should be in place.

Action Plan:

- Health documents will be requested by Head Start staff members at the time of registration, prior to student enrollment. A brochure will be created by the Health Coordinator by July 2012 with information about the consequences of failing to obtain preventative health and dental care. The brochure will be shared with families throughout the year at the time of registration. The current tracking system will continue to be utilized.
- A procedure for written parent notification of medication dispensed at school sites will be written by the Health Coordinator and used by the person in charge of dispensing medication at each Head Start site by September 1, 2012. Nurse Associates will monitor this process during Health and Safety Monitoring at each site two times each school year. The Health Coordinator will assess the use of the procedure and tracking at the end of each semester to ensure implementation.

Disabilities Services

Program Strengths:

- Interagency agreements include Penfield Children's Center, Curative and Easter Seals which allow the program to actively recruit and enable effective participation of children with disabilities.
- Upon request, Family Partnership Associates, Mental Health Professional and/or the Mental Health, Disabilities and Social Services Manager attend IEP and Collaborative Support Team (CST) meetings to support Head Start families.
- Referral forms can be completed at any MPS school or through the Office of Child Find for assessment for exceptional needs and services.
- Procedures are in place for referrals, evaluations, IEP meetings and placement decisions.
- Parents are encouraged to be actively involved in the IEP referral, assessment, meeting and plan. Annual reviews and revisions made to an IEP also include parents.
- The SSIMS Database Program is used by the Mental Health, Disabilities and Social Services Manager to track students with special needs, students who have been referred and are in the process of being assessed, and students who have been referred but did not qualify for services.
- The Mental Health, Disabilities and Social Services Manager enters disabilities and mental health referrals in ChildPlus for accurate tracking.
- The Head Start Program has a collaborative relationship with MPS Special Services as well as the school site special educators, school social workers, and psychologists.

- The Head Start Program is under the umbrella of MPS Special Services Department which is responsible for all special education oversight, tracking, monitoring and compliance throughout the District.
- Regular monitoring is done by the Mental Health, Disabilities and Social Services Manager to ensure the program maintains an enrollment composed of at least 10 percent children with special needs.
- All Head Start students receive initial assessments using the Acuscreen (a developmental screener), Galileo Baseline Assessment, and the ASQ:SE (social-emotional screener with parent input) within 45 days of enrollment.
- Speech and Language services are provided at all Head Start sites.
- All assessments are done in each child's native language.
- The Mental Health, Disabilities and Social Services Manager works closely with the Health Coordinator and Education Managers to discuss, integrate and coordinate services.

Areas Where the Program Needs Improvement:

- Additional training is needed for Family Partnership Associates in the area of disabilities services.

Areas of Concern:

- A survey should be conducted with parents of students receiving special education services to ensure their participation and satisfaction with the services being provided.

Action Plan:

- A variety of training, including webinars and workshops will be planned and coordinated by the Mental Health, Disabilities and Social Services Manager and Mental Health Professional by October 2012 for Family Partnership Associates in the area of special education services. A post-training survey will be completed by FPA staff to gauge the effectiveness of the training and the need for more information.
- A survey will be created by the Mental Health, Disabilities and Social Services Manager and Mental Health Professional by September 2012 to ensure parent participation and satisfaction with special education services being provided. The survey will be sent to families who have participated in the IEP process at the end of each quarter by the Mental Health Professional. This will allow the Mental Health Professional and Mental Health, Disabilities and Social Services Manager to follow up with families in need of assistance or support. The returned surveys will be kept in a binder for tracking.

PROGRAM DESIGN: Eligibility, Recruitment, Selection, Enrollment and Attendance

Program Strengths:

- The Community Assessment for MPS Head Start is very thorough and provides a wealth of information regarding Milwaukee and the surrounding neighborhoods where Head Start Program classrooms are located.

- The Community Assessment was used to determine Head Start school sites to meet the needs of the neighborhood population.
- Student attendance is monitored weekly and monthly to maintain an attendance rate of 85% or greater.
- Ninety percent of the current enrolled families are living below poverty guidelines.
- Regular monitoring takes place to ensure the program services at least 10 percent of children with special needs.
- There is a clear process for determining eligibility of Head Start students.
- A selection criterion is established and used to ensure the acceptance of children and families identified with the greatest need for services.
- The ERSEA Manager works collaboratively with Milwaukee Public Schools Parent and Student Services related to recruitment and enrollment.
- Registration is done on-site at each Head Start school site.
- ChildPlus, eSIS and the Student Assignment Program (SAP) databases are used to enter and monitor enrollment.
- There is an extensive recruitment plan in place to recruit families for the Head Start Program.
- Monthly recruitment is done at Birth to Three agencies.
- Advertising is done at WIC, Hope Network News, Head Start school sites, community festivals, Black History Museum, Back to School community days, MPS Recreation and 4C's Community Child Care.

Areas where the program needs improvement:

- Community strengths and assets were not available in Community Assessment summary.

Areas of Concern:

- Low enrollment numbers for K4 students

Action Plan:

- The established Community Assessment Team will meet bi-monthly throughout the school year to discuss the needs of the Community Assessment. The team will review and provide feedback for the Community Assessment upon completion.
- The ERSEA Manager will continue to facilitate the implementation of the Head Start recruitment plan. The ERSEA Manager will continue to monitor recruitment and enrollment weekly and monthly.
- The Head Start Program will use multi-media strategies to increase awareness of services and cross market with other District recruitment messages. The Head Start Coordinator and ERSEA Manager will begin the implementation of this process in July of 2012.
- The ERSEA Manager will establish inter-agency agreements with local churches, libraries and local businesses (Stone Fire, Chuck-E-Cheese, Butler Skateland and MPS Recreation) to establish recruitment dates and events. Ongoing recruitment

and enrollment will take place throughout the school year. The ERSEA Manager will plan recruitment events with community partners. Recruitment events will be assessed through the number of interested participants.

Facilities, Materials, Equipment and Transportation

Program Strengths:

- Formal on-going monitoring of health and safety is done twice a year to ensure compliance with health and safety Performance Standards, including monitoring the placement of the Tornado Drill and CPR posters and emergency telephone contact information in one specific location, rather than throughout the classroom.
- Administrators and building engineers work collaboratively with Head Start staff to maintain compliance with health and safety Federal Performance Standards.
- The MPS Facilities and Maintenance Department has current certifications and licensing standards in accordance with local, state and Head Start health and safety regulations.
- Instructional staff, administrators, and parents receive training and support on the Health and Safety Monitoring Checklist each school year.
- The Mental Health, Disabilities and Social Services Manager utilizes the District's Special Education database SSIMS to track and monitor IEP referrals and services for Head Start students.
- Head Start, MPS Special Services, School Social Workers, School Special Education staff and Psychologists work closely together to ensure Head Start students receive collaborative services.
- The Community Assessment, classroom space and health and safety regulations are used to determine locations for Head Start school sites.
- Head Start safety lessons are done within the first 30 days of school.

Areas where the program needs improvement:

- Procedures for cleaning Head Start classroom refrigerators

Areas of Concern:

- Documentation and tracking system of bus evacuation drills

Action Plan:

- The Health Coordinator will develop a procedure of cleaning classroom refrigerators. Head Start Nurse Associates will monitor the cleaning procedures twice a year during the health and safety classroom visits.
- The Health Coordinator will establish a tracking system for bus evacuations. Bus evacuation forms will be submitted to the Health Team and placed in binder for tracking and documentation.

FAMILY AND COMMUNITY PARTNERSHIPS: Family Partnership Building

Program Strengths:

- Parents/families are introduced to the benefits of Head Start through advertising and introductory letters from staff.
- Family Partnership Associates begin building relationships with Head Start families at the time of registration.
- Family Partnership Associates use ChildPlus to document case notes, services and resources provided to families.
- Family Partnership Associates are available to meet with parents at the most convenient environment.
- Head Start hosts hands on literacy and curriculum nights to help parents understand the instruction in the classroom and support learning at home.
- Individual Child Development Plans and learning domain activities are provided for parents during conferences and home visits.
- Head Start families receive early childhood literacy book bags during registration.
- FPA staff support families with goal setting for positive personal and program compliance outcomes.
- Monthly parent meetings are held at each Head Start school site. During monthly parent meetings, families receive information regarding early childhood development, mental health, health and nutrition.
- A resource binder is kept in the Head Start Office that has a range of services that may be of need by Head Start Families.

Areas where the program needs improvement:

- More professional development and resources for FPA staff regarding homeless families who need immediate medical services.

Areas of Concern:

- FPA staff needs more training in family goal setting
- Family partnership agreement follow-up
- Adult education training for families

Action Plan:

- The Mental Health, Disabilities and Social Services Manager will develop a homeless resource binder, for Head Start staff by August 2012 and provide updates throughout the school year.
- The Mental Health, Disabilities and Social Services Manager will schedule Professional Development workshops for FPA staff regarding family goal setting and follow-up throughout the months of September-June of the 2012-2013 school year. The Mental Health, Disabilities and Social Services Manager will monitor and track the number of family partnership agreements submitted each month.
- The Education Managers will work collaboratively with Mental Health, Disabilities and Social Services Manager and Health Coordinator to plan a community resource fair for Head Start families. The resource fair will include

educational, mental health and health workshops and comprehensive community resources. The resource fair will be scheduled in the month of November, 2012.

- The Mental Health, Disabilities and Social Services Manager will plan and schedule a motivational workshop for FPA staff and parents. Motivational workshops will be scheduled during the month of Head Start Family Building week. Mental Health, Disabilities and Social Services Manager will monitor the outcomes of the motivational workshops through quarterly follow-up meetings. Head Start parent surveys will be used to monitor the success of parents' motivation.

Parent Involvement

Program Strengths:

- Two conferences and two home visits are conducted during the school year.
- Parents are provided with literacy materials during conferences and home visits.
- Parents are strongly encouraged to be involved in the IEP process.
- Program materials are translated into the parent's native language and translators are provided during Policy Council meetings for bilingual parents.
- Mental Health, Disabilities and Social Services Manager and Mental Health Professional collaborate with Milwaukee Public Schools Special Services and school site teams to inform and support parents of children with special needs and behavioral concerns.
- Monthly parent meetings are conducted at each Head Start school site.
- Parents receive monthly classroom newsletters and calendars.
- Parent Boards are posted at each Head Start school site. Parent Board information includes upcoming events, FPA schedule, Mental Health Professional schedule, and current classroom newsletter and calendar.
- Parents are encouraged to volunteer in the classroom.
- Milwaukee Public Schools Parent Involvement Coordinator collaborates with Children Outing Association (COA), which partners with Head Start Program to encourage fathers to volunteer. COA's Hoops and Healthy Families workshops provide fathers and their families with healthy lifestyle changes. Fathers were also able to play basketball with their families.
- Parent representative from each school site serve on the Policy Council Committee.

Areas where the program needs improvement:

- Curriculum training for parents
- Welcoming and inviting classroom environments

Areas of Concern:

- Culturally responsive relationship building between instructional staff and parents

Action Plan:

- The Education Managers will work collaboratively the Mental Health, Disabilities and Social Services Manager to plan and research culturally responsive professional development for all Head Start staff, which will include creating a welcoming and inviting classroom environment. Culturally responsive professional development will be scheduled during the months of September-June 2012-2013. Mental health observation and education informal and formal observations will be used to monitor the cultural responsiveness of Head Start staff.
- The Education Managers will continue to host Head Start curriculum and literacy nights for children and families. Education Managers will develop and distribute curriculum and school readiness goals brochures to Head Start families. Head Start curriculum and literacy nights will be monitored through Head Start family attendance. Head Start parent surveys and yearly Self Assessment will be used to monitor the outcomes of Head Start curriculum and school readiness brochures.

Community and Child Care Partnerships

Program Strengths:

- The Head Start Program has collaborative partnerships with local agencies that provide health services.
- Community Partners:
 - Marquette University School of Dentistry
 - Milwaukee Health Department Childhood Lead Poisoning Prevention Program
 - Walker's Point Community Health Clinic
 - Community Dentists
- Mental Health, Disabilities and Social Services Manager partners with Milwaukee Public Schools Early Childhood Assessment Team, Penfield Children's Center, Curative and Easter Seals Birth-to-3 Program.
- The Head Start Program also has collaborative educational partnerships with Betty Brinn Children's Museum and Milwaukee Public Museum.

Areas where the program needs improvement:

- Community partnerships with local child care programs need to be established.
- Collaborative professional development with early childhood community programs such as, 4C's, universities, technical colleges and HIPPPY needs to be developed.

Areas of Concern:

- Providing Head Start parents with information regarding child care programming

Action Plan:

- The Education Managers will work collaboratively with the Wisconsin State Registry to provide a Youngstar parent workshop, which provides information

about evaluation quality child care. The Youngstar workshop will be scheduled during the month of February 20, 2013.

- The ERSEA Manager will establish inter-agency agreements with local colleges, universities and early childhood programs, to provide collaborative professional development for Head Start staff. Inter-agencies agreements will be monitored through the use of the Head Start Inter-Agency binder. Inter-Agency binder will be updated at the beginning of each school year during the months of September-December, 2012.

MANAGEMENT SYSTEMS: Program Governance

Program Strengths:

- MPS Head Start has an organizational chart to include: the School Board, the Policy Council, the Director of Curriculum and Instruction, the Head Start Coordinator and Head Start Managers.
- Parents received training at the monthly parent center meetings where information regarding the role of Policy Council was first shared and also where the elections took place to select a representative and two alternates for each Head Start site. In December, Policy Council members received training from Mable Jones from Jones Connection centered on the Performance Standards and the roles and duties of the Policy Council.
- Policy Council agendas and minutes are posted on the parent boards at school sites.
- The minutes from the monthly Policy Council meetings are thorough and reflect all decisions made by the Policy Council along with a detailed report of each of the Head Start services areas. Some of the decisions made by the Policy Council this year according to the minutes include:
 - Closing of Hopkins and Lancaster Head Start Programs and relocating those programs to Brown and Carver.
 - Hiring/dismissal of Head Start Coordinator and other Head Start staff.
 - Site projections and budget approval for the 2012/2013 school year.
 - Request for an extension to use funds.
- Ongoing monitoring reports are shared at each Policy Council meeting. Child outcome data and assessment information is shared at least twice a year with members of the Policy Council.
- MPS Head Start establishes a Policy Council early in the year to ensure a governing body that is run by parents of the Head Start program is in place in order to make decisions regarding the best interest of Head Start and also to ensure parents have an opportunity at least annually to become a representative on the Policy Council.
- Parents and Community Representatives serve a 1-year term on the Policy Council. Policy Council Representatives must be voted in annually.

- Head Start has a Policy and Procedure Manual that is updated annually and must be approved by the members of the Policy Council.
- Head Start has the Internal Dispute Resolution procedure to resolve disputes between the governing body and Policy Council.
- The Policy Council plays a leading role in supporting the Head Start Program through recruitment activities, parent involvement activities and child development and best practices.
- The Head Start Program conducts a Self-Assessment annually to look at program strengths, areas of concern and to develop action plans, as needed.
- All parents are reimbursed for their travel expenses to participate in Policy Council events.
- The Policy Council has a MPS School Board Member who serves as a liaison to the MPS School Board and actively participates regularly in the Policy Council meetings.
- Several members of the Policy Council participate in the Self-Assessment process.
- The Head Start Program has many partnerships with community agencies in order to recruit volunteers for program support and assistance.
- All policies and procedures are approved by the Policy Council. Examples of items approved by the Policy Council and School Board include:
 - Grant Application
 - Self-Assessment
 - Policy and Procedure Manual
 - Eligibility, Recruitment, Selection, Attendance and Prioritized Waitlist Policies and Procedures

Areas Where Program Needs Improvement:

- Members of the Policy Council need more in-depth training in order to make a more informed decision regarding items such as budget, child outcomes and other Head Start goals.
- More input during parent meetings is needed from the Policy Council Representatives in order to keep all parents abreast of Head Start initiatives and goals.

Areas of Concern:

- Not all sites participate or consistently participate in Policy Council meetings which make it more difficult to make informed decisions.

Action Plan:

- The Head Start Coordinator will create a training schedule for Policy Council members to include: using child outcome data, goal setting, and analyzing

budgets by Sept 1, 2012. Head Start will determine if additional trainings were successful through evaluation forms, increased participation and discussion during Policy Council meetings around these topics and parent surveys.

- The Head Start Program will provide Policy Council members incentives of appreciation for participation three times during their term of service.
- Policy Council members will develop a schedule for Parent Center Meeting Topics by June 30, 2012 to increase their input on information being shared with parents. The agenda from Parent Meetings should reflect Policy Council information shared during the meetings which is how Head Start will monitor progress.
- Family Partnership Associates, Head Start staff, school administrators and instructional staff will promote involvement in Policy Council through the use of brochures, advertisements, incentives, etc. at the time of registration and throughout the school year. Head Start staff will design a brochure for Policy Council by June 30, 2012. This will be assessed by the monthly attendance sheets from the Policy Council meetings.

Planning

Program Strengths:

- MPS Head Start conducts a Community Assessment every three years through an outside agency based on US Census data. The Community Assessment is updated yearly. The data includes information on demographics of Head Start neighborhoods, poverty, disabilities, health and other social issues facing Head Start families in the community.
- The information from the Community Assessment and the school site free and reduced lunch rates and enrollment information from the Data Warehouse is used to inform decisions such as making plans, determining program options, and deciding how and where services will be delivered. Some of the key findings of last year's Community Assessment include:
 - Mobility of Head Start Children
 - The increasing number of children with disabilities
 - Head Start neighborhoods with the highest poverty rates and lowest home values
 - The increased need for health services for Head Start children
- The findings from the Community Assessment are used to make program improvements such as hiring of bilingual staff to accommodate needs of parents, relocating Head Start sites to high-poverty neighborhoods, and tailoring services towards the needs of families.
- Goals and objectives are included in the grant application process for each of the service areas.

- The program makes use of a program calendar that outlines all events, reports and monitoring services that need to be completed at specific intervals.
- Each of the service areas has created a service plan and updates are made on an ongoing basis.
- Child outcomes data determines the level of children’s performance. Areas in which children are not performing to expectations are provided additional materials, support and professional development. The Head Start Program has several community partnerships that are involved with the planning process.
- Information from the planning process is shared during Policy Council meetings, through the delegate report that is submitted to Board Governance (the MPS Board of School Directors’ Office), during Health Services and Community Partners Advisory Committee and during parent meetings.

Areas Where Program Needs Improvement:

- The Community Assessment data primarily focuses on Head Start neighborhoods instead of the needs of the entire community.
- Although Head Start is a part of MPS and MPS has a strategic plan, there is no such plan in place exclusively for the Head Start Program.

Areas of Concern:

- Family Partnership Associates provide families with resources based on needs; however, Head Start needs to offer more training, workshops and other educational opportunities for parents that are hosted by the Head Start Program.

Action Plan:

- The agency that is contracted to update the Community Assessment will broaden the scope of the Community Assessment to include the City of Milwaukee and not just specific to Head Start neighborhoods before September 1, 2012.
- Head Start staff will develop a strategic plan specifically for Head Start that will help meet the goals and objectives outlined in the grant application by June 30, 2012. The plan should be reviewed quarterly to assess progress.
- Head Start staff will build collaborations with community agencies that are willing to offer their services specifically for Head Start parents. This may include offering services at Head Start sites such as computer training or budgeting classes that can be offered at least monthly. This process will be ongoing and will be assessed by the increase in the number of trainings offered to parents as well as through attendance during the trainings.

Communication

Program Strengths:

- Head Start utilizes a Policy and Procedure Manual that outlines communication to all stakeholders.
- Families in need of communications in their primary language have access to translated communications such as flyers, agendas, minutes, etc. Bilingual teachers and assistants are used in the classrooms where appropriate. Bilingual Family Partnership Associates are assigned where translations services are warranted.
- Members of the Policy Council participated in a two-day training that outlined their role and participation in shared decision-making.
- Head Start communicates with staff and parents using a variety of methods to include: emails, memos, interoffice mail, postings on bulletin boards, newsletters, etc.
- The program has regularly schedule meetings for all stakeholders as outlined below:
 - All staff members meet bi-weekly
 - Nurses meet weekly with the Health Coordinator
 - Family Partnership Associates meet bi-weekly with the Mental Health, Disabilities and Social Services Manager
 - Management staff meets weekly with Head Start Coordinator or as needed
 - Meetings with the Head Start Coordinator and individual Head Start Mangers are held weekly or as needed
 - Parent meetings are held monthly
 - Policy Council meets every second Saturday of the month and may have emergency meetings if action items are necessary.
- Policy Council members are sent Policy Council documents to review one month prior to voting on the approval of that document, as much as possible.
- Interagency agreements are established annually to ensure communication between Head Start and community partners.
- Head Start has a detailed orientation schedule outlined for staff. New Family Partnership Associates are assigned a mentor to help guide and answer questions they may have.
- Head Start offers two parent orientations prior to the new school year. The Head Start Program expectations and the Parent Handbook are discussed during the first parent meeting held in September. Another parent orientation is conducted in January during parent meetings.

Areas Where Program Needs Improvement:

- Several modes of communication are utilized to keep parents informed of what is happening in Head Start, however, it needs to be consistent and timelier across all school sites.
- Certain communications are not translated well enough in advance to ensure timeliness of delivery.

Areas of Concern:

- Although orientation schedules are designed for new Head Start staff; one is needed for new management staff as well.

Action Plan:

- The Head Start Managers will develop an orientation schedule for all of the management positions by June 30, 2012. This will be assessed through the successful completion of the orientation schedule for new management staff.
- The Management Team will set deadlines when communication to parents about Head Start information and events should be completed. Documentation that communications were completed will be entered in ChildPlus. This will be done on an ongoing basis and monitored monthly by the Mental Health, Disabilities and Social Services Manager.
- The Head Start Managers will provide all materials needed for translation at minimum of two weeks prior to date communications are needed. This will be assessed through parent feedback from parent surveys and parent meetings.
- Increase modes of communication with parents to include the robo calling.

Record Keeping and Reporting

Program Strengths:

- Some strengths of the program include data tracking, as it is held in several different locations. Each child has a physical file in the classroom, as well as at Central Office. In addition, the child's information is stored in several online databases, such as eSIS, Student Assignment Process (SAP) and Child Plus. Galileo, SSIMS, and an ERSEA spreadsheet are also used. The files are kept secure with locked file cabinets. Database information is kept secure with individual login and passwords for staff members.
- The Head Start staff is required to sign a confidentiality agreement to keep sensitive information private.
- Some other program strengths include the reporting of information. Reports are run on a regular basis, either weekly or bi-weekly, and are subsequently shared with the Head Start Coordinator for review. The reports are utilized to detect program weaknesses and strengths, and determine action that may be necessary. Updates and changes are made on an ongoing/as-needed basis.

- Board Governance and monthly Policy Council meeting dates are made available to the public.
- The Head Start Coordinator and managers provide monthly fiscal and service area reports at Policy Council meetings.
- The Education Managers use Galileo to monitor data for the Child Outcomes Report.
- Medications administered to the children are recorded in the Administration Log. No over-the-counter medications are administered without parental permission. Most schools have a staff nurse who administers the medication. If the secretary must administer the medication, they are required to take a course for training.
- Standardized forms are utilized for every service area.

Areas Where Program Needs Improvement:

- Even though the information is secure and stored in several locations, not all databases are linked, so the data on one program may not be reflected on another program. This can cause inefficiency and confusion. This is especially evident in the area of health.

Areas of Concern:

- There is a recurrence of certain missing forms such as the signed Family Partnership Agreement, Education Staff Home Visit forms, as well as completed Dental Exams.

Action Plan:

- Mandatory weekly meetings between Nurses and Family Partnership Associates to ensure accuracy of records to start immediately. This will be monitored by the Health Coordinator and Mental Health, Disabilities and Social Services Manager through weekly schedules and health tracking notes. This will be assessed by the number of completed health requirements, on an ongoing basis.
- A consistent tracking instrument used by Family Partnership Associates will be implemented immediately and monitored by the Health Coordinator and Mental Health, Disabilities and Social Services Manager weekly. This will be assessed by the number of completed health requirements, on an ongoing basis.
- Complete an initial goal with parents on the Family Partnership Agreement at the time of registration to ensure the establishment of goals earlier in the year. This should begin during the 2012/2013 school year and monitored by the Mental Health, Disabilities and Social Services Manager through the Family Partnerships Agreements.

Ongoing Monitoring

Program Strengths:

- There are tracking/reporting systems in place and regular monitoring of activities and services in each of the following service areas:
 - Child Development
 - Health
 - Mental Health
 - Disabilities
 - Nutrition
 - Family Partnerships
 - Transition
 - Community Partnerships
 - Parent Involvement
- Each manager in Head Start uses a tracking system to ensure program operations are being implemented properly and according to plan.
- An online database is used to track student referrals for special education, students with disabilities and students who were referred for special education but did not meet eligibility. The Mental Health, Disabilities and Social Services Manager updates the tracking bi-weekly.
- All managers use the tracking reports as well as other reports to update all stakeholders of the current status of Head Start.
- Child outcomes data determines where children are performing at both high and low levels. Areas in which children are performing low are provided additional materials, support and professional development.
- The Head Start Program makes use of monitoring tools to ensure the needs of the children and parents in the Head Start Program are being met, as well as ensuring Head Start and MPS standards are in compliance at each school site.
- On-site observations to assure services are delivered with consistent quality take place in the following format:
 - Two informal observations per classroom per year
 - Two formal observations per classroom per year
 - Two mental health observations per classroom per year
 - Two health and safety monitorings per classroom per year
 - Two meal monitorings per classroom per year
 - Monthly observations conducted by the Mental Health Professional
- The Head Start Coordinator oversees all reports and facilitates meetings to keep the lines of communication open between all stakeholders.

Areas Where Program Needs Improvement:

- Monitoring of Family Partnership Associates when they are on-site to ensure services are delivered with consistent quality.

Areas of Concern:

- School leaders are currently not trained in CLASS in order to know what a high quality Head Start classroom should be.

Action Plan:

- The Family Partnership Associates and Nurses will use a daily tracking form to show accountability of services being delivered to begin September 1, 2012. This will be monitored by the Mental Health, Disabilities and Social Services Manager and Health Coordinator on a weekly basis to ensure services are delivered with consistent quality. In addition, the school sign-in sheets will be collected and monitored weekly by the Mental Health, Disabilities and Social Services Manager and Health Coordinator. This will be assessed using parent surveys, parent forums/meetings, and follow-up with parents.
- All school leaders (Principal, Literacy Coaches, Math Teacher Leaders, etc.) should be offered training on all Head Start monitoring tools, including CLASS, by the Education Managers so that staff evaluations can correlate with Head Start monitoring tools for the 2012/2013 school year.

Fiscal Management

Program Strengths:

- The Head Start Coordinator reviews the budget summary and expenditure reports weekly from IFAS and reviews reports to ensure policies are followed and budget is in order according to the rules set in place by the School Board and Policy Council.
- The Head Start Coordinator works collaboratively with the MPS Finance Department to monitor expenditures and maintain compliance.
- Current and updated financial data is used for the timing of purchases.
- The budget is developed based on the needs of services outlined in the Community Assessment. The Policy Council then approves the budget. After the budget is approved by the Policy Council, it is then submitted to the School Board for approval.
- There are written policies and procedures for the development of the budget along with a timeline.
- All expenditures must be approved by both the Head Start Coordinator and the Director of Curriculum and Instruction.
- Vendor payments are submitted and paid on a weekly basis. A copy of all invoices and bills are kept in the Head Start office.

- Payroll records are reviewed regularly and compared with personnel and department records.
- The program maintains an efficient, effective reporting system that is clear and comprehensive.
- Fiscal reports are reviewed at the monthly Policy Council meetings.

Areas Where Program Needs Improvement:

- None Identified

Areas of Concern:

- Salaries of Family Partnership Associates are less than sufficient to recruit and retain qualified staff.

Action Plan:

- Due to the increasing expectations and demands of the School Social Work Aide position, the administration staff of Head Start will analyze if re-classification is warranted by September 1, 2012.

Human Resources

Program Strengths:

- There are documented job descriptions for each staff position including roles and responsibilities located in a binder kept in Head Start Coordinator's office. A copy of these documents is kept in Human Resource as well.
- There are formal procedures for eligibility, recruitment and termination of staff; this is done according to District Policy and supported by the Milwaukee Public School Department of Human Resources. All candidates for employment provide references and submit a background check.
- A Policy Council representative participates on the interview panel for all Head Start positions. There must be approval of all final candidates for managerial positions by the Policy Council and School Board.
- Employee handbooks are issued to every employee that outlines standards of conduct.
- There are quarterly reviews and annual evaluations meetings conducted by management staff with each staff member to ensure quality work performance.
- All teachers in Head Start have at minimum a Bachelor's Degree and are state certified to teach.
- The program uses a variety of qualified outside support to provide training for staff.
- New employees are screened for tuberculosis, and are required to have a full physical exam before being hired. Each employee must submit evidence of good health by obtaining a physical exam every three years.

- The Management Team collaborates with school administrators to ensure quality performance of the instructional staff and meeting requirements according to the Head Start Performance Standards.
- Monitoring is ongoing by Head Start staff who often visits classroom unannounced for various monitoring items and meetings with parents.
- Ongoing staff meetings include the review of policies and expectations, identification of challenges and supports needed and provision of resources and strategies to improve quality and compliance.

Areas Where Program Needs Improvement:

- Increasing the number of Educational Assistants with a Child Development Associate Degree.

Areas of Concern:

- The amount of time to fill vacant positions can range from three to six months which puts a strain on the department.

Action Plan:

- The administration staff of Head Start will update qualifications of Educational Assistants to include having, at minimum, an Associate's Degree in Child Development by June of 2013. This will be assessed by the increase in qualified Educational Assistants.
- The Head Start Coordinator will work with the Department of Human Resources on an ongoing basis to assess staffing needs of the program and coordinate filling those vacancies within a timeframe that is reasonable for all parties. This will be assessed by analyzing the timeframe from when a position becomes vacant and when the new employee for that position begins.