




DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, SW
Washington, DC 20024

To: Board Chairperson
Mr. Michael Stuart
Board Chairperson
Redlands Christian Migrant Association
402 W Main St.
Immokalee, FL 34142-3933

From: Responsible HHS Official
Ms. Yvette Sanchez Fuentes
Director, Office of Head Start


7/19/10
Date

Overview of Findings

From 4/25/2010 to 4/30/2010, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Redlands Christian Migrant Association Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Michael Stuart, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

During the on-site review, at least one finding was identified and corrected before the review ended. Accordingly, no corrective action is required, and your Head Start and Early Head Start programs are in compliance with applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

Since 2009 two new features were added as applicable to triennial and first year reports. First, if during the course of a review an area of noncompliance was identified and corrected on site, the report will include a narrative to describe the area of noncompliance and a narrative to describe the corrective action the grantee took to correct the finding. No further corrective action is necessary for an area of noncompliance reported as corrected on site.

Secondly, program strengths identified during the on site review will also be included in triennial and first year review reports.

Beginning in Fiscal Year 2010, if you are a grantee serving preschool age children in the center-based option, a sample of your preschool classrooms will be observed using the Classroom Assessment Scoring System (CLASS). This classroom observation instrument looks at the teacher/child interactions, as well as interactions between children. If you operate a center-based

program for preschool age children, the results of CLASS will be included in your monitoring report as a separate attachment. The Office of Head Start encourages grantees to consider the CLASS results in planning ongoing efforts to improve classroom quality.

The ACF Regional Office will contact you soon to address any questions you may have about this report.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Mr. Jeffrey Fredericks, Acting Regional Program Manager

Mr. Royston Daley, Policy Council Chairperson

Ms. Barbara Mainster, CEO/Executive Director

Ms. Charlene Edwards, Head Start Director

Overview Information

Review Type:	<i>Triennial</i>
Organization:	<i>Redlands Christian Migrant Association</i>
Program Type:	<i>Head Start and Early Head Start</i>
Team Leader:	<i>Ms. Ann Johnson</i>
Funded Enrollment HS:	<i>952</i>
Funded Enrollment EHS:	<i>343</i>

Area of Strength

The grantee designed and implemented professional development opportunities for all employees to address the training needs of individual staff members, classroom and center issues, and agency-wide concerns. The grantee's Human Resources department integrated professional development strategies into the agency's goals and operations. The agency supplemented formal education and ongoing training opportunities for employees through several strategies. Employees developed training plans based on their individual professional development plans created during annual evaluations. Professional growth was supported through a career-advancement system, which required teacher trainees to meet State requirements, level-one teachers to complete the Child Development Associate credential requirement, level-two teachers to complete a 2-year degree in Early Childhood, and Early Childhood Specialists to obtain a 4-year degree in Early Childhood.

The grantee provided ongoing opportunities for professional development through the creation of the Redlands Christian Migrant Association (RCMA) University, where new employees completed job-specific courses annually. The university was also open to any existing staff who wanted to take courses to refresh their knowledge. Examples of topics offered through the university included Human Resources and Supervision-Related Topics for Center Coordinators and Area Coordinators, Recruitment of Families and Father Involvement for Family Service Workers, and Room Arrangement and Positive Guidance for Education staff. The grantee also provided training modules through the RCMA intranet on topics such as education and child development, positive guidance and mental health, family partnerships, and program governance.

Intranet education and child development training modules included developmental screening and ongoing assessment, curriculum implementation, and early literacy activities. The impact of the investment in professional development and personal growth resulted in less staff turnover. The grantee reported 25 percent of its staff was with the agency between 11 and 38 years, and 27 percent was with the agency between 5 and 10 years. Many staff were former parents and expressed commitment and loyalty to the vision of the agency.

The grantee demonstrated a strength in the area of Mental Health by providing monthly “SOS” calls to support the classroom teachers in their ability to guide successfully the social and emotional development and behavior of the children in their care. The monthly conference calls provided the opportunity for up to four teachers to share their concerns in regard to individual children. All other teachers were encouraged to listen to the calls even if they were not participating. The confidentiality of individual children's information was maintained at all times, and no names were mentioned during the calls. The calls involved teachers, the Director of Education, Inclusion Specialists, Infant and Toddler Specialists, the Mental Health Manager, the State-wide Mental Health Consultant, the Program Coordinator, the Early Childhood Specialist, the Mentor Teacher, Area Family Support Specialists, and Family Service Workers. Behaviors reported and supported included aggression, regulatory issues, and developmental concerns.

The benefit of the calls was evident in the reflective feedback provided by teachers; support and consultation provided to teachers; collaboration among teachers, specialists, consultants, and Family Service Workers; coaching and training provided to classroom teachers; and classroom observations. Evaluation included reporting of child outcomes, including a decrease in concerning behaviors and increased pro-social behaviors in the classroom. A second benefit was the ability of the teachers to recognize the warning signs prior to behaviors manifesting themselves and having the confidence in their ability to manage children’s behavior in the classroom setting. Lastly, the social-emotional climate of the classroom improved as a result of SOS calls and on-site observations. In addition, the issues noted during the calls influenced professional development trainings provided to all staff.

Area of Noncompliance Corrected On Site Determination

Applicable Standards	Program Type	Status
<i>1310.17(f)(1)</i>	<i>HS and EHS</i>	<i>Corrected</i>

PART 1310 - Head Start Transportation

1310.17 Driver and bus monitor training.

(f) Each agency providing transportation services must ensure that:

(1) the annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance; and

The grantee did not ensure the annual evaluation of each bus driver included an on-board observation of road performance. In an interview on April 28, 2010, a bus driver stated she received an annual evaluation but did not have an on-board observation. A review of 11 bus drivers' personnel files found 9 school district bus drivers who transported Head Start children

did not receive on-board observations.

The grantee did not ensure all bus drivers transporting Head Start children received annual on-board observations of road performance; therefore, it was not in compliance with the regulation. However, a review of nine documents titled Bus Driver On-Board Performance Observations--dated April 30, 2010--determined the grantee completed on-board observations for all bus drivers. In addition, the Head Start Director issued a directive for all bus drivers to complete annual on-board observations in the future. The grantee corrected the noncompliance during the review; therefore, it was in compliance with the regulation.

Findings corrected on site are provided for your information and may be helpful as you plan, assess your ongoing monitoring procedures or identify areas that may need improvement.

— END OF REPORT —