

CONTRA COSTA COUNTY EMPLOYMENT AND HUMAN SERVICES DEPARTMENT  
COMMUNITY SERVICES BUREAU  
2024 ANNUAL HEAD START SELF-ASSESSMENT

The 2024 Annual Head Start Self-Assessment was conducted in August and September 2024 in accordance with 45 CFR Chapter XIII Part 1301.102(b)(2). The report includes a description of each tool used, the aggregate data from the use of each tool, and the determination of compliance status. Sample sizes included directly operated, delegate and partner sites and included all program models.

### Fiscal

An annual self-monitoring of EHSD's Head Start program was completed on August 15, 2024, covering the period 2023 to 2024 using EHSD's Self-Monitoring Tool. The monitoring was conducted as required by EHSD's Fiscal Compliance Unit in accordance with the requirements of the Fiscal Compliance Accountant's area of responsibility – Monitoring and Detection of noncompliance with fiscal requirements for internal and county policies, funding agency regulations and requirements, adherence to GAAP, proper use of negotiables items, appropriateness of claimed costs versus audited or documented costs, management of inventory and validity of cost. The report can be found in the appendix on pages x-x.

**Determination of Compliance:** Fully in compliance with one recommendation - Complete supporting documentation should be submitted with Demands for allowable cost under the Federal awards. This helps to substantiate the expenditures on the invoices. CSB should increase the sample sizes for invoices and proof of payment during the on-site review exercise.

### Governance

CSB's Director and Deputy Director conducted the Office of Head Start's Governance Readiness Assessment to determine compliance in all aspects of Head Start governance. The tool includes a compliance checklist in the areas of overall structure, the governing body, the Policy Council, the governing body and the Policy Council, and the parent committee. The tool also includes 15 indicators of high functioning governing bodies in the following categories:



#### Structural

Head Start and Early Head Start programs must ensure that the structural components of their governing body meet regulations and support best practices.



#### Fiduciary

Head Start and Early Head Start programs must ensure that strong systems are in place for exercising their fiduciary responsibilities.



#### Strategic direction

Governing bodies must provide strategic direction to Head Start and Early Head Start programs, including successfully engaging the Head Start management team and Policy Council in a strategic planning process.



#### Leadership

In accepting funding for Head Start and Early Head Start, governing bodies agree to provide leadership to the program as a whole as well as to Head Start staff and parent leaders. Governing bodies also recognize the important relationship between the governing body and the Policy Council and their shared leadership responsibilities.



#### Community relations

In accepting funding for Head Start and Early Head Start, governing bodies agree to work with program leaders to develop links with the community that the program serves.



#### Decision-making

Head Start and Early Head Start programs must establish a Policy Council (at agency level) and Policy Committee (at delegate level), whose members include parents of children currently enrolled in the program and community representatives; and the governing body must actively engage this group in program decision-making.

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**Determination of Compliance:** Fully in compliance with one notable strength – the involvement of the Board of Supervisors at their Head Start Committee that meets at least six times per year and the quality of the Monthly Head Start Program Updates to the Board of Supervisors.

**Eligibility Determination**

The Self-Assessment Team utilized the CSB Need and Eligibility Tool to assess compliance with CSBs ERSEA system. This tool includes 21 items and was conducted on 24 randomly selected files.

**Determination of Compliance:** The aggregate results of the tool show a 98% compliance rate. Items found to be out of compliance included missing signatures, boxes not checked for program model, incorrect data entry in CLOUDS and are at a low rate and do not require a corrective action plan. All items were corrected immediately. None of the errors negatively impacted the family’s enrollment.

**Curriculum Fidelity**

The Self-Assessment Team utilized The Fidelity Tool for Administrators by Creative Curriculum to assess for fidelity at five sites. This tool measures use of the curriculum, physical environment, structure, teacher-child Interactions, families, and assessment. The tool is extensive and includes 22 pages of checklists and open-ended questions regarding fidelity.

**Determination of Compliance:** All sites passed with high fidelity compliance.

Question	Concern	%
<b>Part I. Use</b>	( 0 / 10 )	0%
<b>Part II. Physical Environment</b>	( 0 / 10 )	0%
<b>Part II. Structure</b>	( 0 / 10 )	0%
<b>Part II. Teacher-Child Interactions</b>	( 0 / 10 )	0%
<b>Part II. Families</b>	( 0 / 10 )	0%
<b>Part II. Assessment</b>	( 0 / 10 )	0%

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**Teacher-Child Interactions and Teacher Effectiveness**

The Self-Assessment Team conducted the CLASS® assessment to measure teacher-child interactions and teacher effectiveness. CLASS® includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. CLASS® is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS® observers rate each dimension on a 7-point scale, from low to high.

**Determination of Compliance:** Four classrooms were assessed and while the county wide averages do exceed the Federal threshold and do not require a corrective action for the purpose of the self-assessment, CSB continues to work to strengthen scores.

		Countywide Total Average Dimension Score	
		Dimension	Score
Emotional Support		Positive Climate (PC)	6.20
		Negative Climate (NC) *	6.85
		Teacher Sensitivity (TS)	5.60
		Regard for Student Perspectives (RSP)	5.48
Classroom Organization		Behavior Management (BM)	5.31
		Productivity (PD)	5.51
		Instructional Learning Formats (ILF)	4.64
Instructional Support		Concept Development (CD)	2.92
		Quality of Feedback (QF)	2.81
		Language Modeling (LM)	3.02
Countywide Total Average Domain Score		Federal Competitive Threshold	
Domain	Score	Score	
Emotional Support	6.03	5	
Classroom Organization	5.15	5	
Instructional Support	2.92	2.30	

**Content Area File Compliance**

The Self-Assessment Team completed the Content Area File Compliance Screening Form. This tool contains 20 questions and tests compliance with federal and state regulations, including licensing, along with CSB’s policies and procedures. It focuses on health and nutrition, community engagement, mental health, and education.

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**Determination of Compliance:** Twenty randomly selected files were assessed with a 98% compliance rate. Items found out of compliance include data entry errors in CLOUDs versus the physical file, missing signatures, and missing dental or medical information. Data entry errors and missing signatures were corrected immediately, and case notes include extension communication with families and dental/medical providers to obtain missing information. No corrective action required.

### Child Safety

The Self-Assessment Team utilized the Child Transition and Safety tool to assess child safety. This tool includes active supervision, safe environments, safety during transition, CLOUDS reporting, safe sleep practices, and unusual incidents tracking.

**Determination of Compliance:** Ten centers were evaluated using this tool with a compliance rate of 99%. Safety and transition are a strength overall in CSB. CLOUDS reviews revealed minor data entry errors. These items were corrected immediately.