

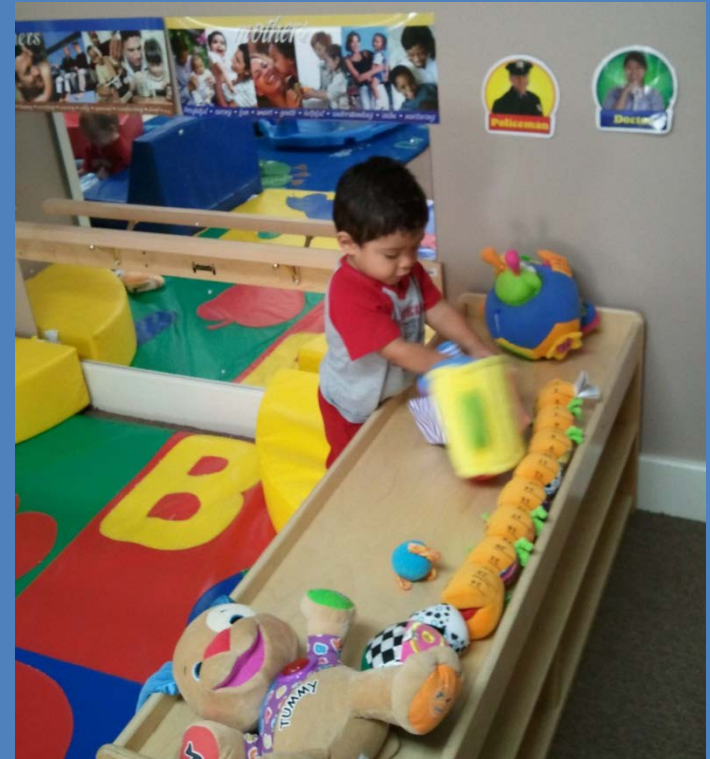
2017-2018

Self-Assessment

Fall Checkpoint—November 2017

Winter Checkpoint—February 2018

Spring Checkpoint—May 2018

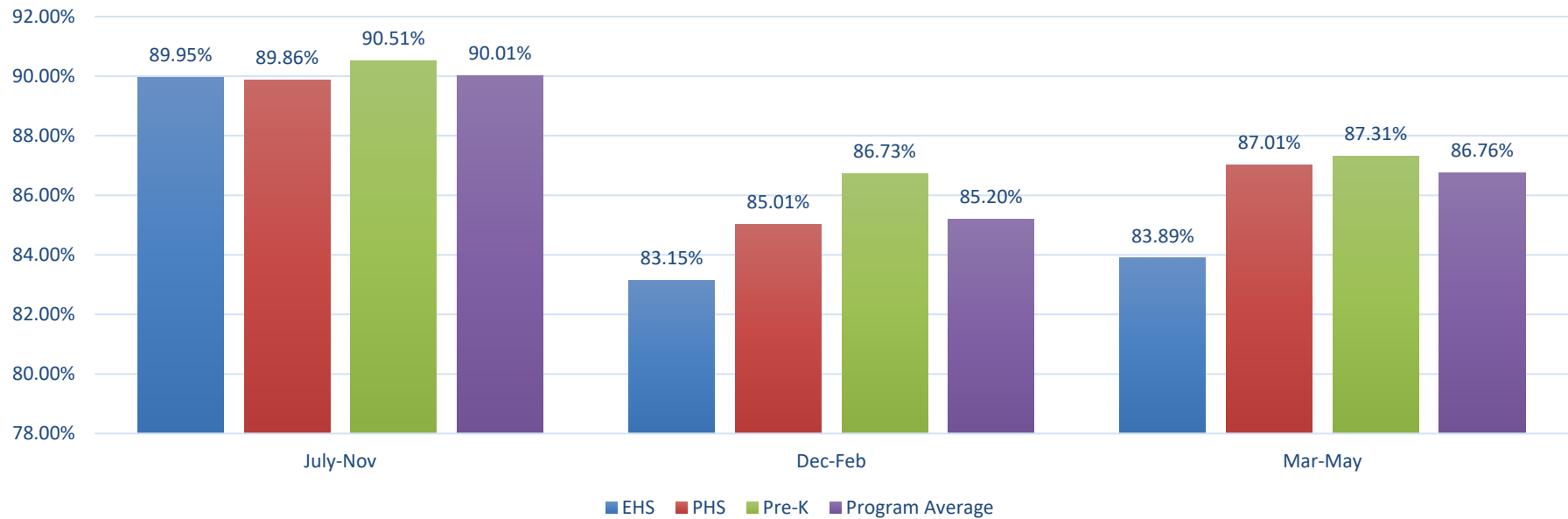


Community Action Partnership
Of North Alabama
Children's Services

Spring Checkpoint



Average Daily Attendance July 1, 2017 - May 31, 2018



Attendance: A Look at Child Participation

Family Engagement Specialists/Leaders (FES/L) currently monitor and complete an analysis for each individual child who misses 3 or more days in one week. This analysis highlights the reason a child is out of school and ensures steps have been made to assist the family in the child's return to school. The FES/L will work with the family on potential resources and strategies that best line up with the family in order to improve the child's daily attendance. FES/L will work with Classroom Staff in communicating with parents, including redirecting them to reference the Parent Handbook on Attendance. If a child has a contagious illness, that family will be offered At-Home Activities until the child can resume daily attendance.

After monitoring the attendance of children who fall below 85% or have sporadic attendance, the FES/L will meet with the family to establish an Attendance Plan of Action. This plan will reflect resources and strategies the family can use to ensure the child's daily attendance improve.

FES/L currently have established 40 Attendance Plan of Action with families.

Disabilities Served to Date:

Grant	Funded Enrollment	10% Needed	Served to Date PHS	Served to Date EHS	Served to Date Total
12 County	1,312	131	168	25	193
Lauderdale County	212	21	28	9	37
Madison Limestone PHS	357	36	26	NA	26
Madison Limestone EHS	56	6	NA	6	6
Program Totals	1,937	194	222	40	262

*Green indicates 10% met for grant

*Yellow indicates grant has been approved for a waiver

Diagnosed Disability	Count	Diagnosed Disability	Count
Speech Impairment	164	Autism	2
Developmental Delay	55	Traumatic Brain Injury	1
Intellectual	0	IFSP	40

Mental Health Served to Date:

Time frame	MH Prof Consulted w/Staff	MH Prof Consulted w/Staff 3x	MH Prof Consulted w/Parent	MH Prof Consulted w/Parent 3x	Individual MH Assessment	Facilitated Referral for MH Service	Referred Outside HS	Received MH Services from Outside HS	MH Open Cases	MH Pending Cases	MH Closed Cases
Fall	15	9	12	4	9	9	7	4	16	18	3
Winter	21	4	21	3	16	10	10	10	12	12	7
Spring	45	31	42	13	40	28	28	16	22	7	19
YTD	81	44	75	20	65	47	45	30	--	--	--

--Totals differ because statuses change between quarters.

Family Services:

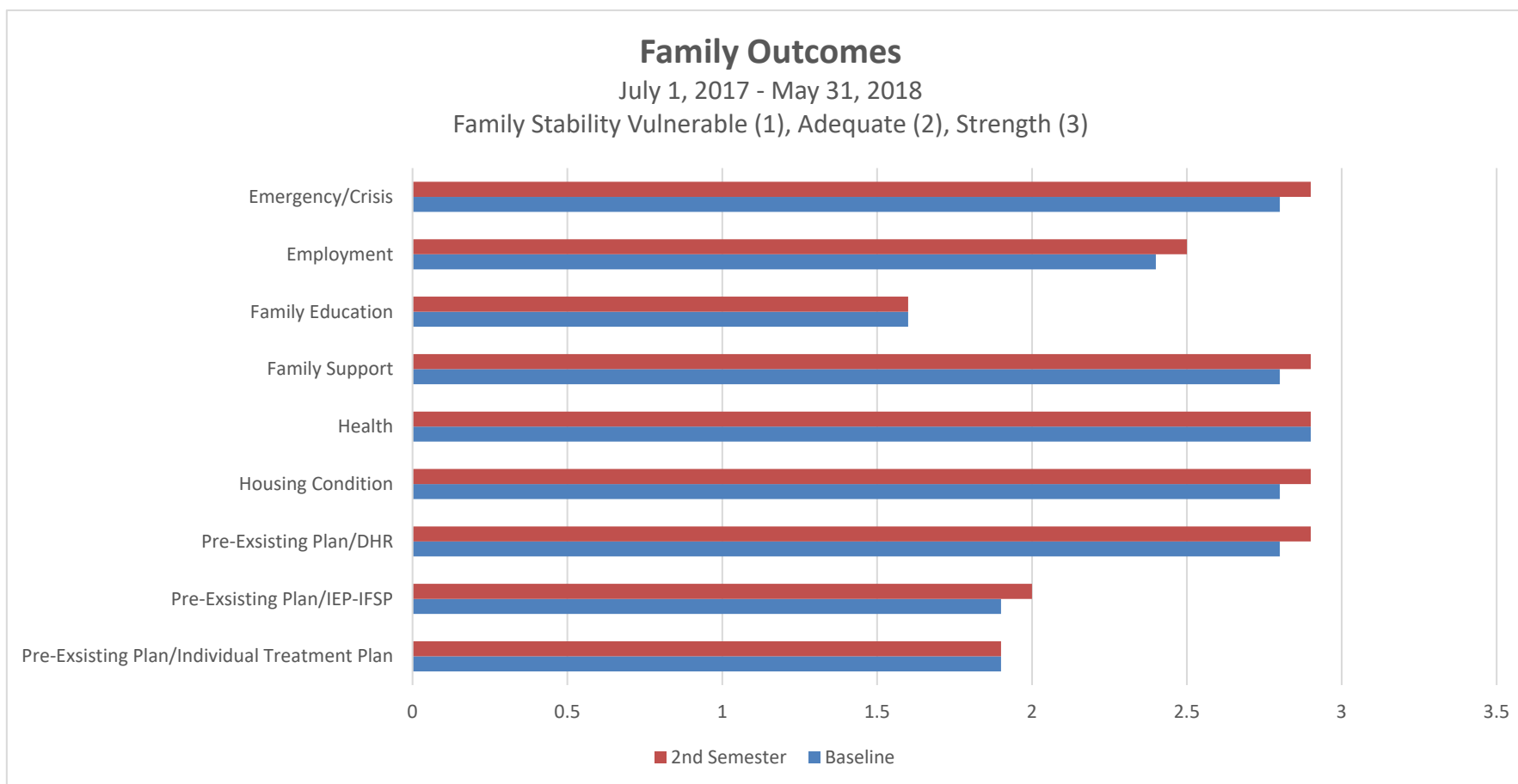
Types of Family Services Events

Absenteeism	EHS Transition	Home Based Home Visit	Reading Challenge
Asthma Care Initiative	Emergency/Crisis	Late Pick Up/Drop Off	Socialization
Attendance Plan of Action	Family Goals	Needs Identified	Temp Attendance Plan
Be Healthy Initiative	Father Activities	Nutrition Care Plan	We Care Initiative
Career/Employment	Health Care Plan	Parent Center Comm.	Well Baby Check
Choices Training	Health Issue	Parent Information	
Communication Log	Health Notification	Partnership Agreements	
Composure Training	Home Visit	Policy Council	

Event Information								
Timeframe	Number of FS Events	Number of Families	Progression to Date					
			The time frames in this section let you know where in the process the family is from beginning to completion. *Time frame not applicable to Event					
			Start	¼	½	¾	Comp	N/A*
Fall	31,634	1,878	3,293	1	3	2	26,245	2,090
Winter	17,261	1,825	1,560	0	0	0	14,903	798
Spring	14,246	1,784	499	0	0	0	12,945	802

Family Outcomes Baseline

Family Engagement Staff have assessed 1,850 families for our Family Outcomes. They were assessed in the following areas: Emergency/Crisis, Employment, Family Education, Family Support System, Health and Housing Condition. Our families scored highest in the Emergency Crisis, Housing Condition, Health, Family Support, and Pre-existing Plan-DHR categories (2.9) and lowest in Family Education (1.6). The Family Education category assess whether or not the parent has a college degree, job training or no education. Our families scored an average 2.5 in Family Stability which is in the Adequate range on an assessment scale of 1—Vulnerable, 2—Adequate, and 3—Strength. From the start of their child’s enrollment, **318** parents obtained employment and **233** obtained some form of education.



ERSEA (Enrollment, Recruitment, Selection, Eligibility and Attendance):

Currently enrolled (at time of Self-Assessment)

Funded Enrollment	Current Enrollment	Eligible Income	Middle Income	Over Income	Categorically Eligible (Public Asst, Homeless, Foster Care)
1,937	1,937	1,416	159	181	181

Terminated YTD

Program	Total Terminated	Most Common Reasons for Termination
Early Head Start	160	Moved, Changed Programs, No Shows, Transportation, Unable to Contact, Family, Illness, Attending another program, Attendance Issues, Hours of Operation, Separation Anxiety
Head Start	685	
Pre-K Head Start	185	
Total	1,030	

Education:

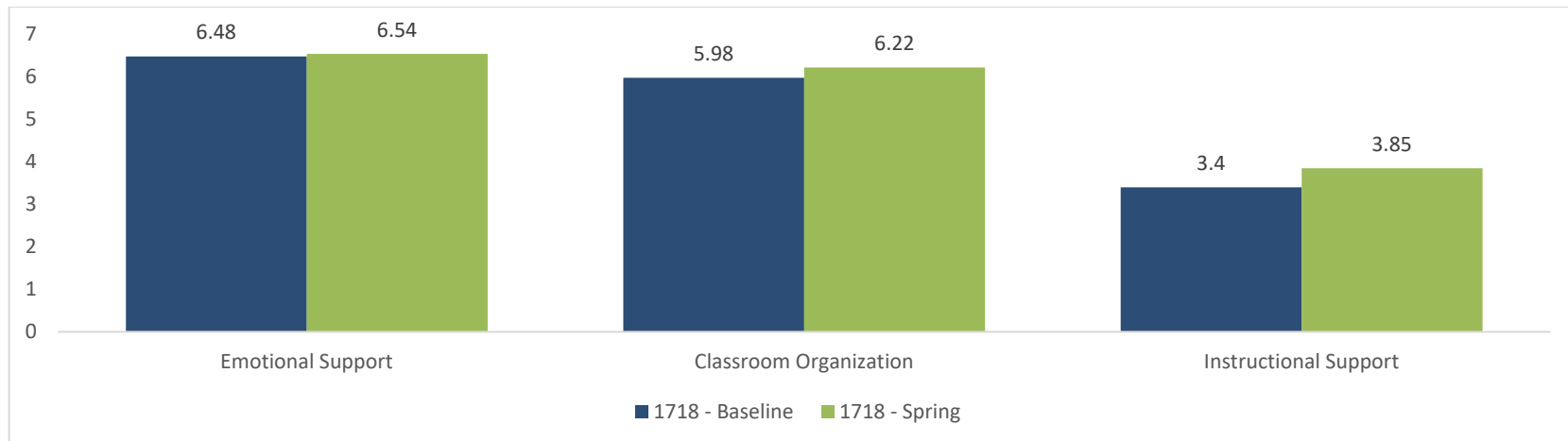
As of the Spring Checkpoint, 2,252 families have participated in Initial Home Visits and 1,829 Second Home Visits. 1,919 families have participated in First Semester Parent Conferences and 2,050 Second Parent Conferences.

CLASS Summary 2018

What is CLASS Pre-K and what does it measure?

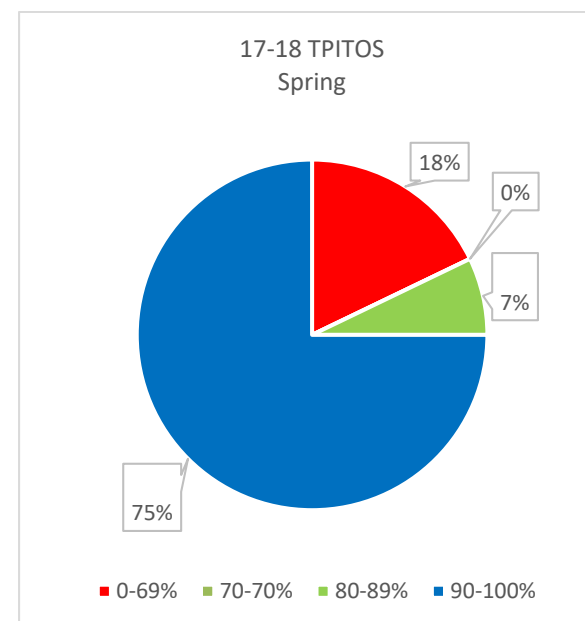
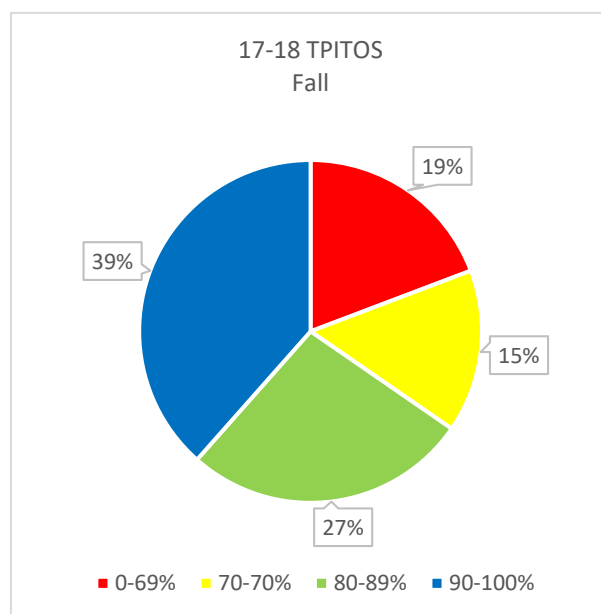
The Classroom Assessment Scoring System (CLASS™) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS™ includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions which capture more specific details about teachers' interactions with children. The scale is rated 1 to 7 with a 7 being the highest possible score.

Domain	Determined by OHS			Determined by Program		Gains % above National Gains
	Highest 10%	Median 50%	Lowest 10%	1718 - Baseline	1718 - Spring	
Emotional Support	6.48	6.09	5.7	6.48	6.54	8%
Classroom Organization	6.33	5.85	5.32	5.98	6.22	6%
Instructional Support	3.65	2.97	2.3	3.4	3.85	29%



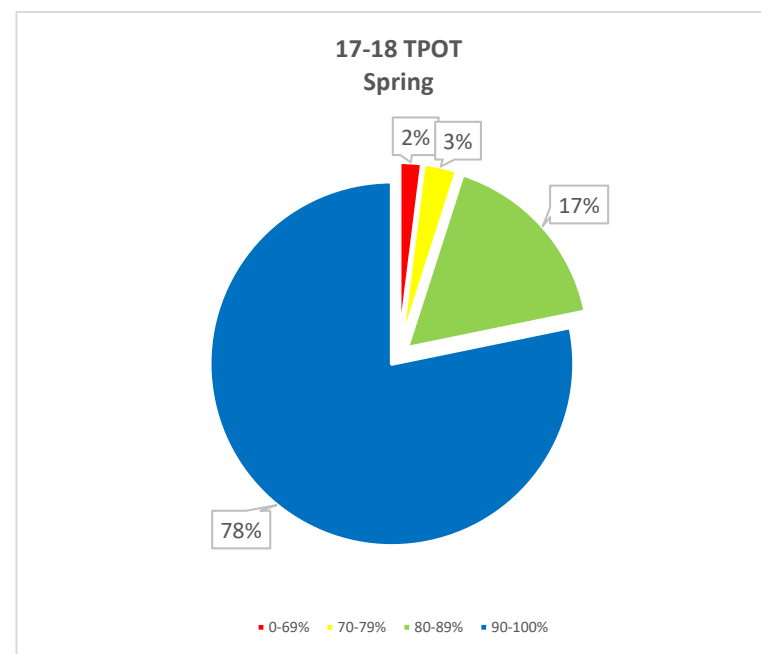
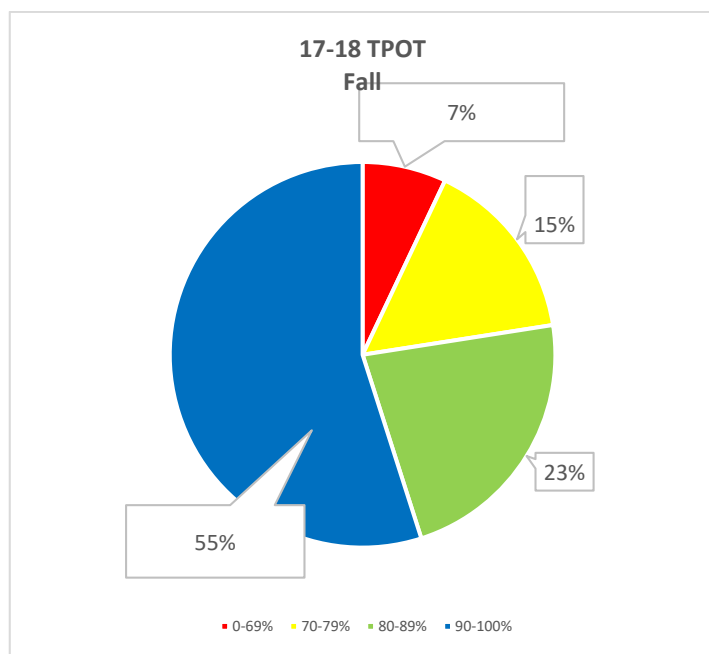
2017-2018—Early Head Start

The Pyramid Infant-Toddler Observation Scale (TPITOS) is an assessment instrument designed to measure the fidelity of implementation of practices associated with the Pyramid Model in infant and toddler care settings. The purpose of the TPITOS is to provide a classroom snapshot of the adult behaviors and classroom environment variables that are associated with supporting and promoting the social-emotional development of infants and toddlers. Our goal each year is to increase the % of classrooms scoring in the 90th percentile (indicated in blue) at the beginning of the school year by increasing the implementation of teacher and behavior support practices.



2017-2018—Preschool Head Start

The Teaching Pyramid Observation Tool (TPOT) is used across all Head Start and Pre-K classrooms to measure implementation of teaching and behavior support practices associated with *The Pyramid Model for Promoting Social Emotional Competency in Infants and Young Children*. *The Pyramid Model* includes teaching practices to support the social-emotional competence of all children, the provision of targeted supports for children at-risk, and the inclusion of individualized interventions for children with persistent challenging behavior. Our goal each year is to increase the % of classrooms scoring in the 90th percentile (indicated in blue) at the beginning of the school year by increasing the implementation of teacher and behavior support practices.



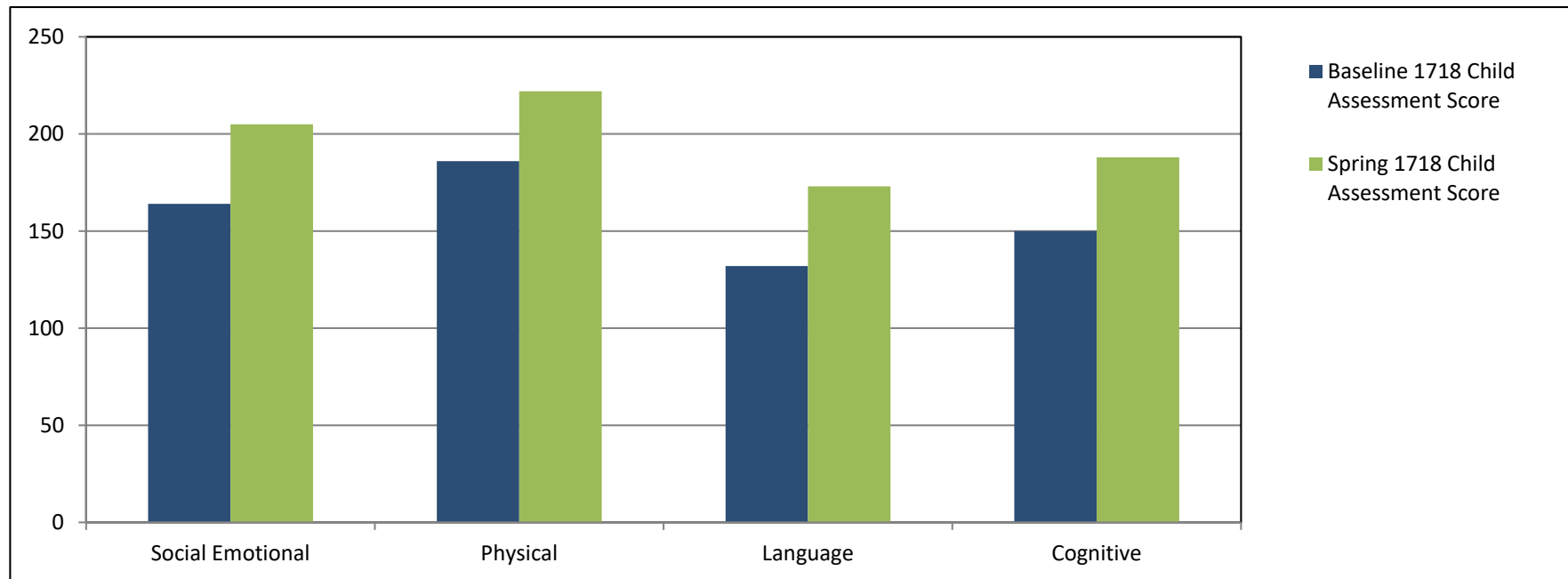
Performance and Growth Comparative Report

The Performance and Growth Comparative Report shows change over time. Teachers and administrators use the report to examine movement between checkpoint seasons for development and learning gains. For the first checkpoint season, it is reasonable to expect children to be demonstrating skills at the lowest end of the color band for their age or class/grade. By the last checkpoint season, it is reasonable to expect children to be demonstrating skills at the highest end of the color band for their age or class/grade. Teachers use this information to adjust their instruction to meet the individual needs of each child.

Growth can also be measured using raw scores. To calculate an area raw score for a child's knowledge, skills, and behaviors, Teaching Strategies GOLD[®] sums the ratings entered for each child, based on their skills, knowledge, and behaviors, for each item (objectives/dimensions) in that area. Unlike Performance Reports, which are tied directly to widely held expectations; Development and Learning Gains Reports can show outcomes independent of these expectations. This enables administrators and teachers to demonstrate any gains children make over time. Thus, children who begin with developmental or other delays can still show gains toward meeting widely held expectations. The goal is to document the benefit children receive by receiving services in our program.

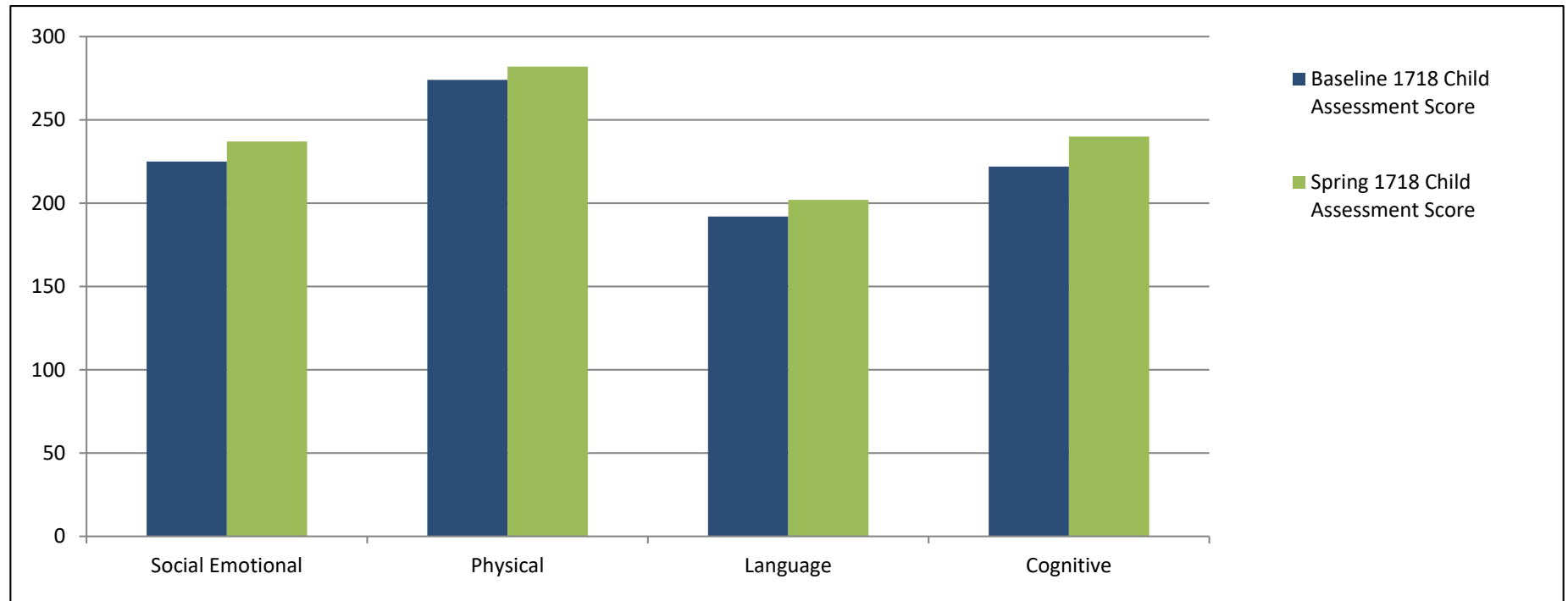
Performance and Growth Comparative Report Birth - 1 yr olds

	Social Emotional	Physical	Language	Cognitive
Baseline 1718 Child Assessment Score	164	186	132	150
Spring 1718 Child Assessment Score	205	222	173	188



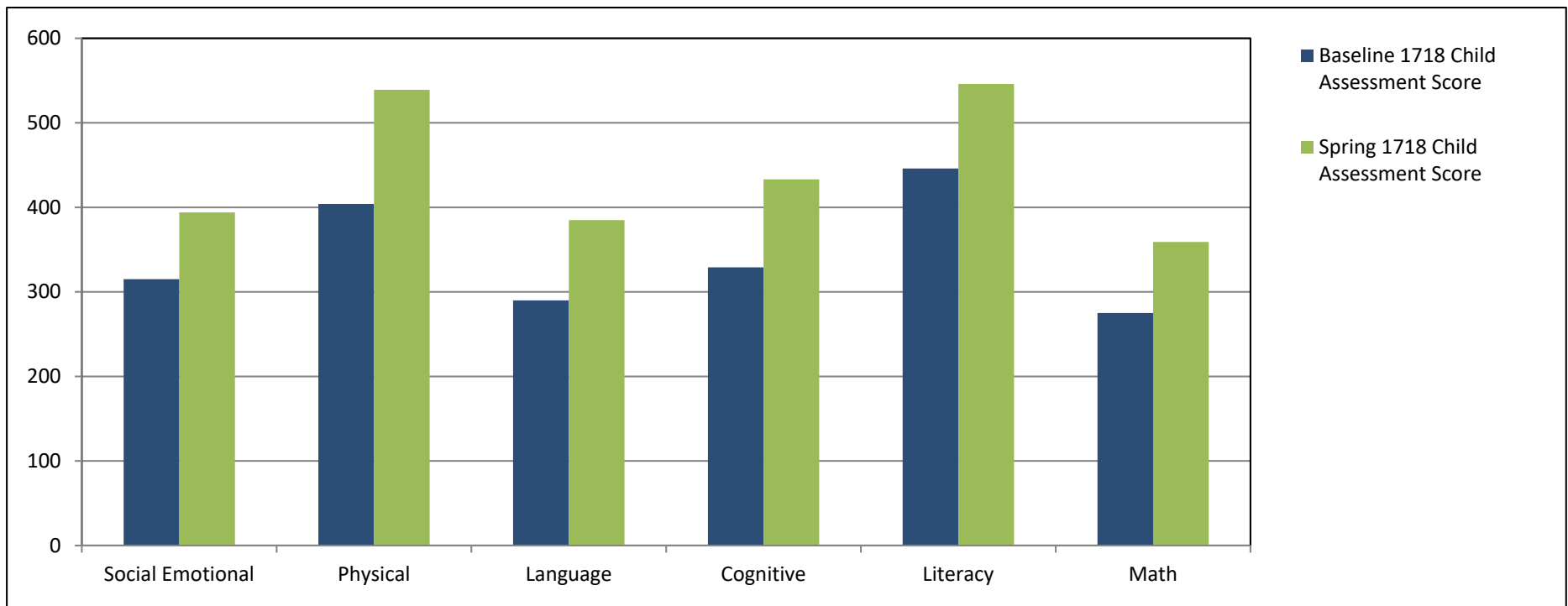
Performance and Growth Comparative Report 1-2 yr olds

	Social Emotional	Physical	Language	Cognitive
Baseline 1718 Child Assessment Score	225	274	192	222
Spring 1718 Child Assessment Score	237	282	202	240



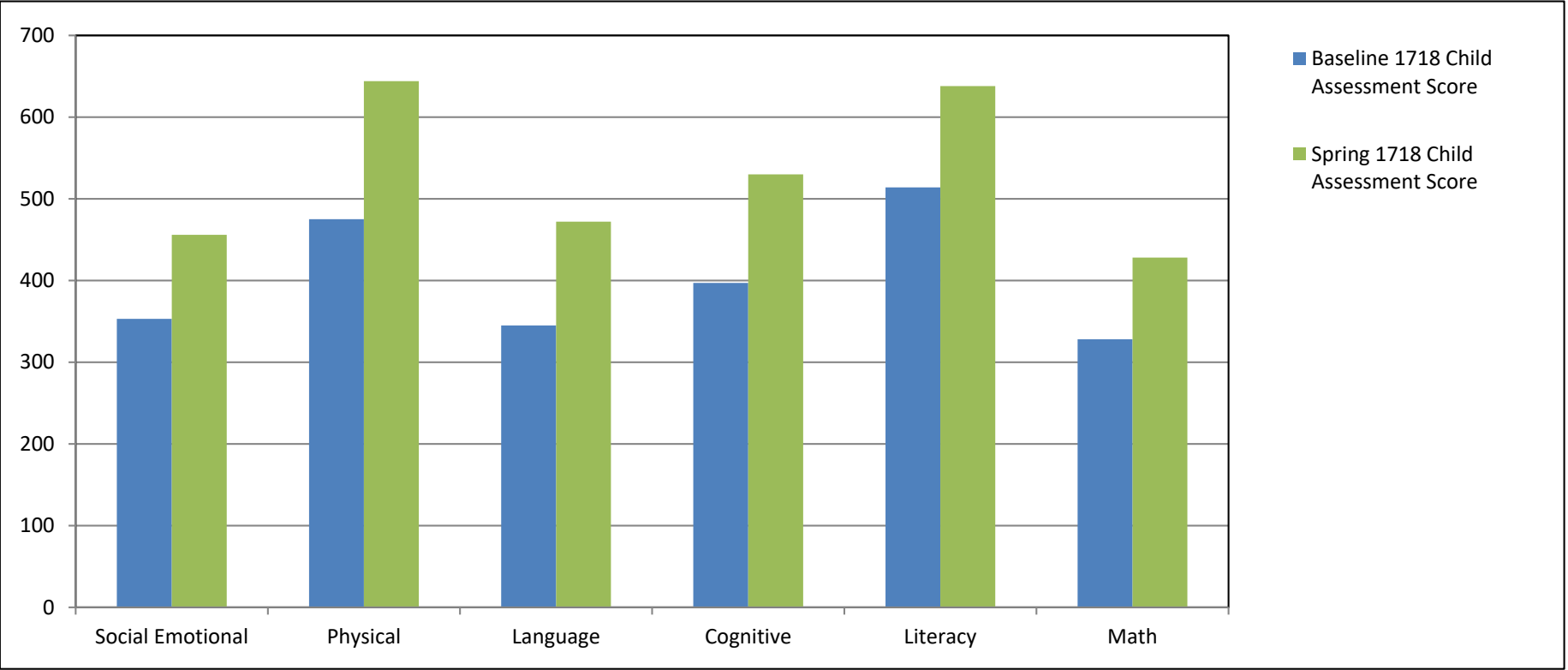
Performance and Growth Comparative Report 2-3 yr olds

	Social Emotional	Physical	Language	Cognitive	Literacy	Math
Baseline 1718 Child Assessment Score	315	404	290	329	446	275
Spring 1718 Child Assessment Score	394	539	385	433	546	359



Performance and Growth Comparative Report 3 yr olds

	Social Emotional	Physical	Language	Cognitive	Literacy	Math
Baseline 1718 Child Assessment Score	315	404	290	329	446	275
Spring 1718 Child Assessment Score	394	539	385	433	546	359



Performance and Growth Comparative Report 4 yr olds

	Social Emotional	Physical	Language	Cognitive	Literacy	Math
Baseline 1718 Child Assessment Score	353	475	345	397	514	328
Spring 1718 Child Assessment Score	456	644	472	530	638	428

