



ADMINISTRATION FOR
CHILDREN & FAMILIES

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Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Brad LeMaster

Gateway Community Services Organization, Inc.

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West Liberty, KY 41472 - 2146

From: Responsible HHS Official

Date: 06/05/2019

Dr. Deborah Bergeron

Director, Office of Head Start

From April 29, 2019 to May 3, 2019, the Administration for Children and Families conducted a Focus Area 1 (FA1) monitoring review of the Gateway Community Services Organization, Inc. Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures and the assessment criteria used to understand grantee progress for each performance measure. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Dr. Calvin Moore, Regional Program Manager

Mrs. Charlene Engle, Chief Executive Officer/Executive Director

Mrs. Martina Roe, Head Start Director

Glossary of Terms

Area of Concern	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



Program Design and Management

Program Design

Does the grantee's program design and structure take into account community strengths and needs?

Monitoring Results:

- The grantee described how the program took into account various characteristics such as ethnicity, language, disabilities, mental health, children in foster care, homelessness, and working families when designing the program. 1302.11(b)(1)
- The grantee described how the program selected option(s) and a location to meet the needs of children and families. 1302.20(a)(1)

Program Management

Does the grantee have an approach for providing effective management and oversight of all program areas and fiduciary responsibilities?

Monitoring Results:

- The grantee discussed how the program, in collaboration with the governing body and the policy council, develops goals for the provision of program services. 1302.102(a)
- The grantee described the process for monitoring program performance and using program data to evaluate progress and risk, and to inform continuous improvement in all program service areas. 1302.102(b)
- The grantee discussed how the program plans to supervise staff and provide feedback to inform professional development opportunities and continuous program improvement. 1302.101(a)(2)
- The grantee described the process for using child-level assessment data and other program data to direct ongoing program improvement. 1302.102(c)(2)(ii)
- The grantee discussed how program leadership communicates progress to the program staff, policy council, and governing body. 1302.102(d)
- The grantee discussed how the program ensures budget and staffing patterns support provision of a full range of services. 1302.101(a)(3)

Program Governance

Does the grantee maintain a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees?

Monitoring Results:

- The grantee described the composition of the governing body and policy council and the grantee's strategy for leveraging their expertise. 1301.2(a)-(b); 1301.3(c)
- The grantee described how the governing body and policy council are equipped to meet their roles and responsibilities and to provide effective oversight. 1301.5



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

Does the grantee's approach to school readiness align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and State early learning standards?

Monitoring Results:

- The grantee described how the program plans to align with the expectations of receiving schools, the HSELOF, and the State early learning standards. 1302.102(a)(3)
- The grantee described how the program plans to support successful transitions for children and their families moving out of Early Head Start. 1302.70(a)
- The grantee described why the program chose its curriculum, how it is responsive to the needs of the children, and how the curriculum will help the program meet school readiness goals. 642(f)(3)
- The grantee described how the program supports parents as their children's lifelong educators. 1302.34(a)

Effective and Intentional Approach to Teaching Practices

Does the grantee have strategies to ensure teaching practices promote progress toward school readiness?

Monitoring Results:

- The grantee described the program's strategies for ensuring teaching practices are responsive to and build on the developmental progressions of children. 1302.31(b)(1)(ii)
- The grantee discussed the program's strategies for providing nurturing and responsive environments for children including ensuring environments are communication and language-rich, promote critical thinking and problem solving, and encourage children's engagement. 1302.31(b)(1)(i)
- The grantee described the program's strategies to ensure the full inclusion of children with disabilities. 1302.61(a)
- For dual language learners, the grantee discussed its strategies to support bilingualism and biliteracy. 1302.31(b)(2)

Supporting Teachers in Promoting School Readiness

Does the grantee have an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness?

Monitoring Results:

- The grantee described the qualifications required for managers and staff, and how staff currently meet those requirements. 1302.91(a)
- The grantee described how the program assists education staff in using data to individualize learning experiences to improve outcomes for all children. 1302.92(b)(5)
- The grantee described how the program identifies strengths and areas of needed support, and determines which staff would benefit from intensive coaching for all education staff. 1302.92(c)(1)

Home-based Program Services

Not Applicable.



Designing Quality Health Program Services

Child Health Status and Care

Does the grantee have an approach for ensuring the delivery of high-quality health services?

Monitoring Results:

- The grantee described the program's strategy for effectively monitoring and maintaining timely information on children's health status and care, including ongoing sources of health care, preventive care, and follow-up. 1302.42(a); 1302.42(b)(1)(i); 1302.42(c)-(d)
- The grantee described how the program leverages the expertise of the Health Services Advisory Committee (HSAC), including Head Start parents, health professionals, and community members to learn about and support each child's physical and mental health needs. 1302.40(b)
- The grantee described how the program secured a mental health consultant to implement strategies to support children with mental health and social and emotional concerns. 1302.45(b)(1)

Health and Safety Practices

Does the grantee implement a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks?

Monitoring Results:

- The grantee described the program's approach for ensuring routine safety in the learning environment (indoor and outdoor facilities, equipment, and materials). 1302.47(b)(1)(ix); 1302.47(b)(2)(v)
- The grantee described the program's strategy for training staff on safety practices and procedures. 1302.47(b)(4)
- The grantee described how the program plans to ensure all staff abide by the program's standard of conduct. 1302.90(c)
- The grantee described the program's process for ensuring all staff have background checks, including the timeliness of the background checks. 648A(g)(3)



Designing Quality Family and Community Engagement Program Services

Family Well-being

Does the grantee have an approach for collaborating with families to support family well-being?

Monitoring Results:

- The grantee described the approach for supporting family goal setting and tracking family strengths, needs, and progress toward goals. 1302.52(c)(3)
- The grantee described the strategies for obtaining resources that support family well-being, either within the program or through community partnerships. 1302.53(a)(1)

Strengthening Parenting and Parent-Child Supports

Does the grantee have an approach for providing services that strengthen parenting skills?

Monitoring Results:

- The grantee described how the program plans to support parents in strengthening parenting skills and if they plan to use a parenting curriculum. 1302.51(a)



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

ERSEA

Does the grantee have strategies to identify and enroll children and families in the community most in need of services?

Monitoring Results:

- The grantee described how the program's recruitment strategy reflects the grantee's understanding of the characteristics and needs of the community's eligible children and families. 1302.13
- The grantee described how the program designed the selection criteria to identify and meet the needs of families most in need and described the program's plan for maintaining full enrollment. 1302.14(a)(1); 1302.12(i); 1302.15(a)

Fiscal Infrastructure, Capacity, and Responsiveness

Do the grantee's fiscal officer and the fiscal member or the advisor to the governing body have the qualifications needed to provide grant oversight?

Monitoring Results:

- The grantee described the qualifications (experience and education) of the fiscal officer primarily responsible for the grant award(s). 1302.91(c)
- The grantee identified the member or the advisor to the governing body with a background and expertise in fiscal management or accounting and how the program uses his or her expertise. 642(c)(1)(B)

Does the grantee have a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives?

Monitoring Results:

- The grantee described the budget development process. 642(c)(1)(E)(iv)(VII)(aa)-(bb); 642(c)(2)(D)(iii)-(iv); 75.308



Program Highlights

Program highlights include information about your program's unique or innovative service delivery.

Child Health Status and Care

The grantee's Health Services Advisory Committee (HSAC) was instrumental in reducing absenteeism and the percentage of children with health-related diseases. The grantee recognized a need to reduce the number of absences in its Head Start and Early Head Start programs because attendance consistently fell below 80 percent each month. An analysis of its 2013 to 2014 data found the reason for the absences were due to health-related conditions: 6 percent were due to contagious diseases, 6 percent related to mental health concerns, 9 percent were due to head lice, and 6 percent were related to contagious diseases. For the past 2 years, the grantee's attendance has consistently remained over 86 percent as a result of the changes made by the HSAC.

In an effort to address these concerns, the grantee felt its HSAC could be instrumental in reducing the number of families experiencing health-related issues affecting children's attendance. The program intentionally recruited specific community professionals for its HSAC who could work with and educate families and staff, such as a pediatrician who is knowledgeable in treating childhood diseases, a pediatric dentist, and a Registered Nurse, in addition to other community professionals and a Registered Dietitian.

For the past 2 years, these HSAC members have committed to educating the staff and parents on combating and preventing childhood diseases and illness. Each month, a member of the HSAC provides a "Hot Topic" session to families. They also provide written information on ways families can prevent these illnesses, including universal precautions and sanitation methods. In addition, the professionals are available to meet one-on-one with parents to provide direct services and advice. These efforts have resulted in a significant decrease in the number of child absences related to head lice from 9 percent from 2013 to 2014 to 4 percent from 2018 to 2019. In the same time period, mental health and contagious disease related absences have decreased from 6 percent to 4 percent, and dental related absences have decreased from 6 percent to 3 percent.

In addition, for the 2015 to 2016 school year, the grantee identified four children with obesity. The HSAC committee's Registered Dietitian agreed to work personally with the children and families to provide direct services. Two of the families agreed to work with the Dietitian and the other two families received services from other resources. The grantee's 2016 to 2017 health data showed a decrease in weight for the two children receiving direct services from the HSAC Dietitian from an average BMI of 28.6 in 2016 to 26.8 in 2019.

Strengthening Parenting and Parent-Child Supports

For the past 3 years, the grantee struggled with parent participation in Early Head Start (EHS) in two of its most rural counties, Bath, with an enrollment of 16, and Menifee, with an enrollment of 8. Both areas had no more than two parents in attendance at each of the monthly parent meetings. Through its data, the grantee learned transportation and childcare were the barriers to parent attendance at these meetings.

In an effort to address the low attendance, the grantee entered into a collaboration with the local public school district's grant through the Born Learning Academy to provide educational opportunities for EHS parents. Through this grant, the grantee was given free space for training and parent activities throughout the two counties, a paid dinner for families who attend, transportation for families who need it, and free childcare.

The training provided through the Born Learning Academy collaboration addressed topics of interest to the parents such as enhancing parenting skills, early childhood development, financial literacy, higher education, car seat and home safety, and the importance of immunizations. The collaboration also provided the grantee an opportunity to engage parents in its parenting curriculum.

As a result of the grantee's Born Learning Academy initiative, 10 to 20 parents from these counties now attend parent meetings each month. Survey data showed parents found the educational opportunities beneficial to their families.

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