



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

Mrs. Rose Vigil
Board Chairperson
Rocky Mountain SER/Jobs for Progress, Inc.
3555 Pecos St.
Denver, CO 80211

From: Responsible HHS Official

Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

 10/24/11

Date

Overview of Findings

From 3/20/2011 to 3/25/2011 and from 11/4/2011 to 11/5/2011, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Rocky Mountain SER/Jobs for Progress, Inc. Head Start program. 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 Mrs. Rose Vigil, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, your Head Start program was found to be out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Each area of noncompliance identified in this report should be corrected within 120 days following receipt of this report.

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.

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

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:

Ms. Debbie Hedin, Regional Program Manager
Ms. Courtney Parker, Policy Council Chairperson
Mr. Christopher Anderson, CEO/Executive Director
Ms. Judy Lopez, Head Start Director

Overview Information

Review Type: *First Year*
Organization: *Rocky Mountain SER/Jobs for Progress, Inc.*
Program Type: *Head Start*
Team Leader: *Mr. John Vaughn*
Funded Enrollment HS: *2276*
Funded Enrollment EHS: *Not Applicable*

Area of Strength

The grantee implemented an innovative approach to develop awareness and appreciation of art and its application to Child Development using the Picturing America series. Picturing America was fully implemented in the classroom and at monthly Family/Community Nights for parents and children to discover artwork through conversation and hands-on activities.

The Picturing America Resource Book was used by staff to plan the parent-child hands-on activities. A picture was selected from those provided, and discussion was held around the picture in each classroom throughout the month and at the Family/Community Nights. Teaching staff explained and shared information about the work of art and the artist.

Hands-on activities were tied to the Head Start Child Development and Early Learning Framework, and parents and community members shared in the development of the lesson plans. Through the use of the Picturing America series, the grantee was able to implement an art curriculum and family/community activity to foster appreciation of art, culture, and family-community bonding.

New Area of Noncompliance Determinations

At least one area of noncompliance was documented at Rocky Mountain SER/Jobs for Progress, Inc. Head Start program.

Applicable Standards	Program Type	Status
1301.31(a)	HS	Noncompliance
1304.50(d)(1)(xi)	HS	Noncompliance
1304.51(b)	HS	Noncompliance
642(d)(2)(A-B, D)	HS	Noncompliance
644(a)(2)(A-B, D-F)	HS	Noncompliance

PART 1301 - Head Start Grants Administration

1301.31 Personnel policies.

(a) Written Policies. Grantee and delegate agencies must establish and implement written personnel policies for staff, that are approved by the Policy Council or Policy Committee and that are made available to all grantee and delegate agency staff. At a minimum, such policies must include:

The grantee did not implement its written personnel policies for staff. The grantee did not follow its written personnel policies related to providing an opportunity for staff members to appeal decisions regarding their terminations. In an interview, two former Head Start staff members stated they wrote letters to the Human Resource Director stating a concern regarding their terminations by their immediate supervisor. A review of the Employee Handbook found--under Communication/Problem Solving--it instructed employees to follow this process for a grievance: "If the solution offered by the supervisor is not satisfactory, or if it is inappropriate to go to your supervisor, then you are encouraged to take the problem to your department Director. If the problem still cannot be resolved, employees may submit their concern to the Human Resources Director who will coordinate a resolution with the appropriate member of Senior Management."

In an interview, the Human Resources Director stated he did not respond to written letters of concern from former Head Start employees regarding coordinating resolution with a member of Senior Management. He also stated Colorado was an "at will" State, and Head Start employees were able to be terminated with or without cause, with no right to appeal.

The grantee did not implement its written personnel policies regarding staff appeal of terminations; therefore, it was not in compliance with the regulation.

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies

1304.50 Program Governance.

(d) The Policy Council or Policy Committee.

(1) Policy Councils and Policy Committees must work in partnership with key management staff and the governing body to develop, review, and approve or disapprove the following policies and procedures:

(xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the grantee or delegate agency.

The grantee did not ensure its Policy Council worked in partnership with key management staff and the governing body to approve or disapprove decisions to hire or terminate any person working primarily for the Head Start program of the grantee. A review of the Policy Council meeting minutes from January through August 2010 found the Policy Council approved hires

and terminations after the decisions were made by the grantee. A review of a list of five terminated employees found they were terminated before the terminations were approved by the Policy Council on August 7, 2010.

In an interview, the Vice-Chair of the Policy Council stated the Policy Council did not approve hires and terminations until after employees were hired or terminated. She further stated there was no discussion at the meetings regarding the reasons for terminations. She also said she requested information about the reason for a termination at a meeting and was told by the Head Start Director it was a privacy issue, and they were not able to discuss it, so Policy Council members never questioned terminations. In terms of whether the Policy Council was made aware of the names of new hires and terminated employees before Policy Council meetings, she stated the members received the names for the first time at the meetings and were asked by the Head Start Director to approve the hires and terminations, which, in most cases, already took place.

During an interview, the Area Manager for the Pueblo/SOCO area of Rocky Mountain SER Head Start stated the Policy Council approved hires and terminations at its regularly scheduled meetings, which might occur after the hires or terminations took effect. A review of the August 29 and November 14, 2009 and January 30, June 5, and August 7, 2010 Rocky Mountain SER Head Start Statewide Policy Council meeting minutes found the Policy Council approved a list of new hires and terminations at each meeting without discussion.

The grantee did not ensure the Policy Council approved decisions to hire or terminate persons working primarily for the Head Start program before hiring and termination actions were completed; therefore, it was not in compliance with the regulation.

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies

1304.51 Management Systems and Procedures.

(b) Communications - general. Grantee and delegate agencies must establish and implement systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community.

The grantee did not implement systems to ensure timely and accurate information was provided to staff. In an interview, a member of the Board of Directors stated the Board received a complaint from a former Head Start employee and took no action to address or resolve the issue. He also stated the Board of Directors did not seek additional information regarding the hiring or termination of Head Start employees since it believed it had no authority regarding personnel decisions.

In addition, interviews with and a review of complaint letters from two former staff members provided evidence Head Start leadership staff did not respond to the letters, which contained allegations of unfair termination. The Human Resources Director confirmed the grantee did not communicate with either former staff member after receiving the letters.

The grantee did not implement systems to ensure it provided timely and accurate information to staff; therefore, it was not in compliance with the regulation.

Head Start Act**Sec. 642. POWERS AND FUNCTIONS OF HEAD START AGENCIES. [42 U.S.C. 9837]****(d) Program Governance Administration-**

(2) CONDUCT OF RESPONSIBILITIES- Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including--

(A) monthly financial statements, including credit card expenditures;

(B) monthly program information summaries;

(D) monthly reports of meals and snacks provided through programs of the Department of Agriculture;

The grantee did not ensure the sharing of accurate and regular information for use by the Policy Council, about program planning, policies, and Head Start agency operations, including monthly financial statements and credit card expenditures, monthly program information summaries, and monthly reports of meals and snacks provided through programs of the Department of Agriculture. A review of Policy Council meeting minutes from August 2009 to August 2010 found meetings were held every other month, and there was no evidence monthly financial, program, or meal-and-snack reports were shared with the Policy Council members in the months they did not meet. In an interview, the Policy Council Vice-Chair confirmed Policy Council members did not receive reports from Head Start in the months in which they did not meet.

The grantee did not share required monthly reports with the Policy Council; therefore, it was not in compliance with the regulation.

Head Start Act**Sec. 644. [42 U.S.C. 9839]****(a)**

(2) Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

(A) The total amount of public and private funds received and the amount from each source.

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

(D) The results of the most recent review by the Secretary and the financial audit.

(E) The percentage of enrolled children that received medical and dental exams.

(F) Information about parent involvement activities.

The grantee did not make available to the public a report published at least once each fiscal year disclosing all required information from the most recently concluded fiscal year. A review of the Rocky Mountain Service, Employment and Redevelopment 2009 Annual Report--the only annual report available for review--found the grantee did not include the total amount of public and private funds received and the amount from each source; an explanation of expenditures and the proposed budget for the fiscal year; results of the most recent review by the Secretary and the financial audit; percentage of enrolled children receiving medical and dental examinations; and information about parent involvement activities. In an interview, the Statewide Head Start Director stated the required elements were provided to the Central Office but were not included

in the report.

The grantee did not ensure its 2009 Annual Report to the Public disclosed all required information or publish a report disclosing all required information from the most recently concluded fiscal year; therefore, it was not in compliance with the regulation.

Timeframe for Corrective Action

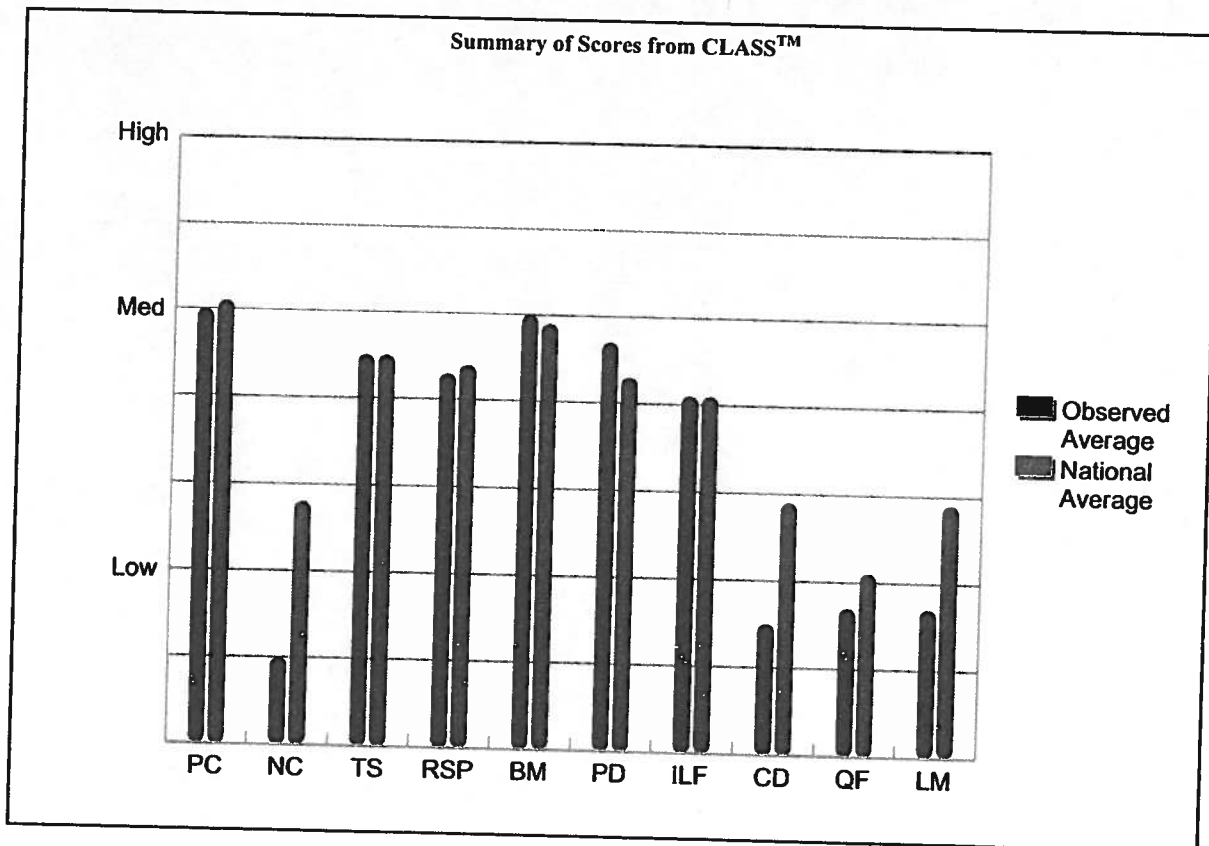
The area(s) of noncompliance cited in this report must be corrected within 120 days of the receipt of this report. Pursuant to Section 637(2)(C) of the Head Start Act, a grantee that fails to correct an area of noncompliance within the prescribed time period will be judged to have a deficiency that must be corrected within the time period required by the responsible HHS official.

— END OF REPORT —

Results from CLASS™ Observations conducted at Rocky Mountain SER/Jobs for Progress, Inc.

The following information represents the results of the preschool classroom observations with the Classroom Assessment Scoring System™ (CLASS™) which were conducted concurrent with your triennial review. The team observed 7 classrooms. These results are for your information and you are welcome to use this report in your quality improvement efforts if you find it helpful. This information is only representative of those classrooms where the CLASS™ observations took place.

The CLASS™ tool looks at 10 dimensions of teacher-student interactions and states those observed interactions on a seven point scale. The table on this page provides you with the average scores across the preschool classrooms observed in your program and the national average from a large study of early childhood classrooms. The chart on the next page will show the aggregate scores from all of your evaluated preschool classrooms along each of the ten dimensions, with a summary of the comments for each of these areas.



Results from CLASS™ Observations conducted at Rocky Mountain SER/Jobs for Progress, Inc.

Summary of Comments from Classroom Observations		
Dimension	Score	Summary
Positive Climate (PC) <ul style="list-style-type: none"> · Relationships · Positive Affect · Positive Communication · Respect 	5.0	In classrooms, there were some examples, but not consistent ones, of: (a) positive relationships, positive communication, and respect between teachers and children; and (b) teachers and/or children displaying positive affect.
Negative Climate (NC) <ul style="list-style-type: none"> · Negative Affect · Punitive Control · Sarcasm/Disrespect · Severe Negativity 	1.0	In classrooms, there were few examples of displays of strong negative affect by teachers and children. When incidents arose, they were well managed by both teachers and children; There were no examples of: (a) punitive control by the teachers; and (b) sarcasm/disrespect and severe negativity by teachers and children.
Teacher Sensitivity (TS) <ul style="list-style-type: none"> · Awareness · Responsiveness · Addresses Problems · Student Comfort 	4.5	In classrooms, there were some examples, but not consistent ones, of: (a) teachers' awareness of children's needs and abilities, responsiveness to children, and ability to address problems as they arose; and (b) children's comfort.
Regard for Student Perspectives (RSP) <ul style="list-style-type: none"> · Flexibility and Student Focus · Support for Autonomy and Leadership · Student Expression · Restriction of Movement 	4.3	In classrooms, there were some examples, but not consistent ones of: (a) teachers' flexibility and support of children's autonomy and leadership; and (b) children's focus and expression. At times, teachers did restricted children's movement.
Behavior Management (BM) <ul style="list-style-type: none"> · Clear Behavior Expectations · Proactive · Redirection of Misbehavior · Student Behavior 	5.0	In classrooms, there were some examples, but not consistent ones, of: (a) teachers having clear behavior expectations, being proactive, having low reactivity, and providing redirection of misbehavior; and (b) children's compliance. Some misbehavior that disrupted the classroom environment was observed.
Productivity (PD) <ul style="list-style-type: none"> · Maximizing Learning Time · Routines · Transitions · Preparation 	4.7	In classrooms, there were some examples, but not consistent ones, of: (a) teachers maximizing learning time, having clear routines, facilitating brief transitions that provided learning opportunities, and being prepared for activities; and (b) children being offered choices when finished and understanding routines.
Instructional Learning Formats (ILF)	4.1	In classrooms, there were some examples, but not consistent ones, of: (a) teachers effectively facilitating activities,

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Results from CLASS™ Observations conducted at Rocky Mountain SER/Jobs for Progress, Inc.

<ul style="list-style-type: none"> · Effective Facilitation · Variety of Modalities and Materials · Student Interest · Clarity of Learning Objectives 		providing a variety of modalities for learning, and conveying learning objectives to children; and (b) children showing interest in activities.
<p>Concept Development (CD)</p> <ul style="list-style-type: none"> · Analysis and Reasoning · Creating · Integration · Connections to the Real World 	1.5	In classrooms, there were few to no examples of teachers providing opportunities for children to analyze and reason, be creative, integrate new knowledge with previous knowledge, and make connections to the real world.
<p>Quality of Feedback (QF)</p> <ul style="list-style-type: none"> · Scaffolding · Feedback Loops · Prompting Thought Processes · Providing Information · Encouragement and Affirmation 	1.7	In classrooms, there were few to no examples of (a) teachers scaffolding children's learning, prompting their thought processes, providing information to further children's understanding, and encouraging/affirming children's interests and abilities; and (b) teachers and children participating in feedback loops.
<p>Language Modeling (LM)</p> <ul style="list-style-type: none"> · Frequent Conversation · Open-Ended Questions · Repetition and Extension · Self- and Parallel Talk · Advanced Language 	1.7	In classrooms, there were few to no examples of: (a) teachers asking open-ended questions and giving children time to respond, repeating and extending children's conversations using self and parallel talk, and promoting advanced language; (b) teachers and children participating in frequent conversations, including conversations between peers; and (c) children responding to teachers questions.

* - Low score suggests a developmentally appropriate learning climate that fosters students' well-being.

- High score suggests that this is an area that teachers could improve to create a more positive climate for students.