

DAVIS HEAD START

NOVEMBER 19, 2024

Executive Summary of 2024-2025 Self-Assessment

Safety Systems:

Strengths:

- 1. Safety Preparedness:**
 - Staff are thoroughly trained and confident in handling safety concerns and incidents.
 - All teaching staff are certified in CPR and First Aid, with ongoing Safety Care training provided throughout the year.
- 2. Professional Development:**
 - Monthly in-service meetings offer regular professional development opportunities.
 - Staff have access to Canvas for reviewing safety training, orientation, and individualized training modules on safety topics.
- 3. Active Supervision:**
 - All staff are well-versed in active supervision protocols and understand its importance in ensuring child safety.
- 4. Parental Engagement:**
 - Parents appreciate the "Be There" activity on pedestrian safety.
 - DECA strategies help families address challenges at home.

Areas for Improvement

- 1. Policy and Procedure Awareness:**
 - Program policies and procedures are not widely known or utilized to their full potential.
- 2. Understanding of Self-Assessment:**
 - Not all staff understand the purpose of self-assessment and its role in guiding program direction.
- 3. Timeliness and Updates:**
 - Training modules require regular updates to reflect current policies.
 - Teachers need to complete the Health and Safety Checklist in a timely manner.
- 4. Communication and Inclusivity:**
 - Staff feel excluded from updates to safety policies and procedures.
 - Staff lack clarity on how to support children and families after completing a Youth Concern Reporting Form.
 - Parents desire better communication, particularly when their child is involved in incidents affecting staff.

Addressing Challenges

- 1. Policy and Procedure Training:**
 - Use monthly staff meetings to review and clarify policies and procedures.
 - Reformat policies and procedures to make them more user-friendly and accessible.
- 2. Self-Assessment Integration:**

- Share self-assessment findings with all staff and discuss their role in shaping five-year goals for the program.
- 3. **Enhanced Training Methods:**
 - Offer diverse training options, including one-on-one sessions and online modules, to reinforce safety protocols.
- 4. **Staff Inclusion and Feedback:**
 - Develop a platform for staff to submit suggestions about unaddressed safety concerns.
 - Convene focus groups with teaching staff to discuss and improve the Classroom Health and Safety Checklist process.
- 5. **Support and Communication:**
 - During child abuse training, guide staff through completing the reporting form and offer strategies to support families while maintaining confidentiality.
 - Increase transparency with parents about program curricula and child-staff interactions through activities like "Be There."

Dual Language Learners:

Strengths:

1. **Welcoming and Inclusive Environments:**
 - Classrooms are designed to be inviting for DLL children and families.
2. **Culturally and Linguistically Responsive Resources:**
 - Classrooms feature many bilingual books and family boards showcasing diverse families.
 - Learning Genie is widely appreciated by staff and parents for its classroom and parental support, with hopes for improved reliability in the future.
 - Spanish-speaking Home Visitors, Family Advocates, and classroom assistants play a crucial role in supporting children and families.
3. **Accessibility and Translation Services:**
 - Program orientations and assessments, including Brigance and TSG reports, are available in Spanish.
 - The Cultural Liaison provides essential support to staff and families.
4. **Peer and Parental Engagement:**
 - Children actively support their peers in learning Spanish, fostering a collaborative environment.
 - Parents praise the program for its impact on their children's English language development and for incorporating play-based learning approaches.

Areas for Improvement

1. **Classroom Materials and Visuals:**
 - Classroom labeling and visuals vary in quality—some are effective, while others need enhancement.
2. **Access to Interpreters and Tools:**
 - Staff would benefit from increased access to professional interpreters and more reliable translation tools, beyond Google Translate.
3. **Teacher Training:**
 - Additional training on supporting DLLs is needed for teachers, including strategies and resources for effective instruction.
 - New teacher orientation should include more comprehensive DLL training and information on available support systems.

Action Plan for Strengthening DLL Support

1. **Enhance Classroom Visuals and Materials:**
 - Conduct a review of classroom labeling and visuals to ensure consistency and inclusivity. Provide guidance and resources to improve areas needing attention.
2. **Expand Access to Interpretation Services:**
 - Explore partnerships or invest in advanced interpreting tools to provide more accurate and reliable translation services.
3. **Strengthen DLL Training:**
 - Offer targeted professional development for teachers on best practices for supporting DLLs.
 - Integrate DLL-focused modules into new teacher orientation to build confidence and awareness of resources.

Addressing Challenges:

- We are developing a new system in ChildPlus for supervisory classroom monitoring, aimed at enhancing our ability to address classroom compliance needs. This system will include monitoring and follow-up of classroom labeling to ensure required language labeling is consistently in place.
- Additionally, we will incorporate DLL training into the training plan for the upcoming school year.
- DLL procedures and training will also be integrated into new teacher training plans to ensure new staff are equipped with the knowledge and tools to effectively support DLL families.

Implementation of Conscious Discipline in classrooms, parenting curriculum and with employees:

Strengths:

1. **Parent Engagement and Outcomes:**
 - Parents in the program report successfully implementing Conscious Discipline strategies at home.
 - Family outcomes assessments show significant improvements from fall to spring in areas such as setting routines, managing behaviors, and building connections with their children.
 2. **Parent Connection to Community:**
 - DHS provides parents with information about local events and resources, fostering connections between families and the community.
 - Parents feel a sense of belonging within the DHS school community.
 3. **Staff Implementation of Conscious Discipline:**
 - Staff demonstrate strong skills in personal transformation and fostering unity, key components of Conscious Discipline.
 4. **Classroom Implementation and Child Outcomes:**
 - Observations indicate that classrooms are actively incorporating the Conscious Discipline curriculum, with most classrooms achieving mid-range levels (2-3 on the implementation scale).
 - Social-emotional skill development in children shows marked improvement from fall to spring.
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Areas for Improvement

1. **Parent Connection to Community:**
 - Some parents report barriers to community engagement, including mental health challenges, time constraints, and feelings of shyness or introversion.
 2. **Staff Turnover and Training Needs:**
 - High staff turnover necessitates ongoing training and reinforcement of Conscious Discipline strategies.
 3. **Family Outcomes:**
 - For the past three years, parents have reported lower starting points in areas such as managing child behaviors and building connections, requiring additional resources and support.
 4. **Increased Child Behavioral Needs:**
 - Fall assessments highlight a growing need for social-emotional skill development in children.
 5. **Classroom Implementation Variability:**
 - Teachers exhibit varying levels of proficiency in implementing Conscious Discipline strategies, highlighting the need for more targeted coaching and training.
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Suggestions for Improvement

1. **Enhancing Parent-Community Connections:**
 - Continue informing families about community events and opportunities.
 - Build connections within the Head Start community as a foundation for broader engagement after program completion.
2. **Expanding Parent Support:**
 - Integrate Conscious Discipline strategies into "Be There" events and other DHS activities to encourage use at home.
 - Offer in-depth Conscious Discipline classes for parents to deepen understanding and application of strategies.
3. **Supporting Staff Development:**
 - Prioritize ongoing training for new and existing staff to address turnover challenges.
 - Utilize in-service training cohorts focused on adult skill-building within the Conscious Discipline framework.
 - Continue implementing strategies such as CD-focused coaching, peer facilitation, and incorporating CD techniques into staff meetings (e.g., "Wish You Well").
4. **Addressing Child Behavioral Needs:**
 - Provide additional resources and support for classrooms to meet the increasing social-emotional needs of children, including coaching on CD strategies and access to SEL (Social-Emotional Learning) specialists.
5. **Promoting Lifelong Learning:**
 - Foster an environment of continuous improvement at DHS by embedding Conscious Discipline into the program culture for both staff and families.

Family Resource Support and Distribution Review:

Strengths:

1. **Resource Distribution and Documentation:**
 - Nearly all families reviewed received at least one resource, with clothing and food assistance being the most provided.
 - Referrals are tailored to family needs, well-documented, and easy to track when follow-up actions are recorded.
 - Bulk resource distribution to entire classes ensures equitable access to common needs.
 2. **Comprehensive Family Support:**
 - Family Advocates provide exceptional support, assisting families with documentation, vaccination compliance, health visits, and accessing specialized services such as IEP assistance.
 - Effective communication is maintained despite language barriers, ensuring that families remain engaged and supported.
 3. **Utilization of Key Resources:**
 - **WIC Usage:** 61% of families participate in WIC, with 34% identifying it as the most helpful resource.
 - **Service Requests:** High demand for English classes (14%) and community connections (15%) reflects evolving family priorities.
 4. **Identified Needs:**
 - Top family needs include parenting guidance, educational and employment assistance, and essential items such as clothing.
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Areas of Concern

1. **Documentation and Follow-Up:**
 - Follow-up documentation is inconsistent and difficult to locate.
 - Uncertainty exists regarding where and how resource-related actions are documented, including those shared via Learning Genie.
 2. **Support for Early Head Start Families:**
 - Early Head Start families demonstrate higher needs but receive fewer referrals compared to others.
 3. **Resource Distribution Consistency:**
 - Processes for distributing and documenting resources appear to vary across departments.
 - Not all staff are trained in a standardized approach, leading to inconsistencies in implementation.
 4. **Clarity and Awareness:**
 - Some staff notes lack detailed explanations, with incomplete checkboxes leading to ambiguity.
 - A significant portion of families (24%) are unaware of resources or unsure of what to request, and 13% report not utilizing community resources.
 - Staff familiarity with available resources is limited, with 64% expressing a need for additional training and 18% lacking awareness of available resources.
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Recommendations for Improvement

1. **Transparency and Access to Resources:**

- Increase visibility and accessibility of available resources by maintaining a comprehensive, up-to-date list of community offerings and benefits. This can be housed in resource binders in each classroom or an online staff portal.
- 2. **Standardization of Documentation Processes:**
 - Ensure all referrals are recorded as actionable items with clear follow-up steps.
 - Provide training on standardized resource documentation across all departments to ensure consistency.
 - Clarify documentation procedures for resources shared through platforms like Learning Genie.
- 3. **Enhanced Family Engagement:**
 - Host family services events during registration to introduce families to available resources and document initial needs.
 - Provide examples and guidance to help families better understand what resources to request.
- 4. **Improved Coordination and Communication:**
 - Strengthen collaboration between home visitors, classroom staff, and family advocates to streamline resource distribution and documentation.
 - Include a resource link in newsletters, directing staff to a centralized TEAMS folder with updated resources and FAQs.
 - Encourage staff to submit questions for inclusion in a dedicated FAQ section to enhance communication and clarity.
- 5. **Targeted Staff Training:**
 - Offer regular training sessions to increase staff awareness of available resources and referral processes.
 - Create in-service workshops to address gaps in knowledge and enhance resource distribution skills.