

Self-Assessment Report

Section I: Introduction

Program Description

North Early Learning Center Head Start is a single purpose agency operating Head Start through a center-based option, focusing on family well-being as a whole. The program services all of Orange County and has strong ties within the community. Total funded enrollment for FY 2021 is 239 slots. The program is looking at expansion and utilizing existing district owned property for future endeavors.

Current Program Goals (Funding Year 2015-2020)

- Ensure that children and families will be ready to succeed in Kindergarten and beyond by closing the achievement gap
- Establish a summer enrichment program to broaden the children's experiences that continue to support reading and math skills
- Establish community STEM partnerships that will lay the foundation for future opportunities

Context for Self-Assessment

1. Prior to FY 2020 Self-Assessment, our management team began by reviewing last year's Self-Assessment report, including our evaluation of last year's process. Last year's Self-Assessment had two key recommendations:
 - a. Developing a smoother process for student applications, in-take, document approval, orientations, and transportation tag pick-up
 - b. Develop a plan for more program awareness county wide
2. The management team reviewed the quarterly summaries of the data that we collected through ongoing monitoring and rolled them up into an annual summary. No area had cause for immediate actions, but some procedures were found that can be improved upon.
3. We have been tracking our progress towards our goals and objectives. We came up with the following items for the Self-Assessment team.
 - a. School Readiness as it relates to language and literacy
 - i. STAAR Scores for current 3rd graders that would have been a part of the Head Start program in 2015-2016 school year will be reviewed after administration of the assessment
 - ii. Progress in CLASS scores in the domain of Instructional Support will continue to be supported by professional development and CLASS assessments
 - iii. Professional Development has been more focused on individual growth to better identify and correct areas of struggle
 - b. Family and Community Partnerships (including LEA)
 - i. Increased departmental partnerships have created an engagement for families to address improved well-being and financial stability
 - ii. Continue to seek more opportunities for Fatherhood initiatives and male role models

- iii. Maintaining continuous connection with community partners allows our program to have a mutual partnership that address both party’s needs.
- c. Attendance and Absenteeism
 - i. Absenteeism is a continued process and effort. The program has been able to achieve an average of 90% throughout the year with the procedures that are in place.
 - ii. Child outcomes are continuing to show progress in the areas of math and literacy
- d. Safety
 - i. Building improvements and procedures have increased the overall safety of students, parents, and staff.

Section II: Methodology

January 7 – 17, 2020	Recruitment of Self-Assessment Team	<ul style="list-style-type: none"> • Identified potential internal and external team members • Mailed letters and requested response from potential team members for commitment to SA team
January 23, 2020	Orientation of SA team members	<ul style="list-style-type: none"> • Oriented team members of SA process
January 30, 2020	Deep Dive and Categorizing Recommendations	<ul style="list-style-type: none"> • Gallery walk was performed to address all department areas of the program’s strengths and growth areas • Entire SA team participated in a collaborative understanding of all focus areas and organized ideas into growth areas, recommendations, and common trends
February 6, 2020	Development of Self-Assessment Report was presented to SA team and Policy Council	<ul style="list-style-type: none"> • Developed report shared with SA team and Policy Council in order to obtain PC approval

Section III: Key Insights

Strengths

- ✓ Experience rooms are a positive impact on student behavior and engagement
- ✓ Waitlist maintains program enrollment sufficiently

- ✓ Sensory room and cool down loft are available to all students with additional needs
- ✓ Community health partnerships continue to thrive
- ✓ District nutrition partnerships continue to provide special dietary needs, as well as nutritional menus
- ✓ Transition services are maintaining a smooth crossover from program to public school
- ✓ Qualified staff throughout the program is ongoing

Challenges

- Increased absences due to transportation issues
- Documentation of pick-up and drop-off procedures
- Appropriate center materials in place after a rotation
- Young and inexperienced parents that do not know the importance of vaccinations
- Enrolling students with out-of-state Medicaid
- Program awareness throughout the county
- Usage of ChildPlus data across the program
- Fluency of application and in-take process
- Out-of-district transportation
- Parent workshop attendance
- Quality substitutes in the absence of instructional staff
- Limited time to address coaching needs throughout the campus
- Supporting social skills within the classroom environment

Section IV: Recommendation

These recommendations encompass the categories to enhance goals and objectives, systemic issues, and/or innovations.

- Work with families to understand the transportation options and the importance of being available for their student
- Utilizing ChildPlus to electronically document the pick-up and drop-off of all students, which will ensure policies are being followed
- Designate an area to place age appropriate materials so that all staff will know where to find the materials in the next rotation
- Increase parent workshops and handouts to address the importance of vaccinations; include partnerships with local services that address these needs
- Increase parent awareness of the importance of updating Medicaid when transitioning state-to-state
- Utilize electronic billboard ads; use of flyers at events and community partner locations; implement a Head Start/Pre-K round-up that will include a vaccination station
- Increase the clean data going into ChildPlus by all departments, which will increase clean data reporting
- Implement procedures to address fluent application input and parent in-take utilizing ChildPlus
- Utilize Head Start vehicles for out-of-district pick-up and drop-off as needed

- Include activities, make-and-takes, and student involvement with the parent workshops as needed; align parent workshops with PFCE and program goals; utilize multiple departments and community partners to address parent workshop needs
- Utilize substitute orientation to bring awareness of Head Start goals and expectations; implement user friendly lesson plans
- Implement procedures that will prioritize coaching needs
- Provide social-emotional support for students by demonstrating strategies in the classroom for teachers
- Utilizing CLI Engage for ongoing assessment and parent engagement curriculum
- Improve the connection between T/TA plan, PFCE plan, school readiness goals, program goals and objectives
- Increase peer instruction with staff led professional development
- Continue to improve facility to increase safety
- Continue to build experienced based lessons that are developmentally appropriate (STEM focused lessons)