

# DULUTH HEAD START SELF-ASSESSMENT ANALYSIS

February 23, 2012

## Program Strengths:

## Program Weaknesses:

<b>• Program Governance</b>	
<ul style="list-style-type: none"> <li>• Governing Board participation is strong with ISD 709 Education Committee chair serving on Policy Council.</li> <li>• Policy Council members are active on the council, understand their rights and responsibilities and serve on many program sub-committees.</li> </ul>	<ul style="list-style-type: none"> <li>• None noted.</li> </ul>
<b>• Management Systems</b>	
<ul style="list-style-type: none"> <li>• Strong Planning Team participation.</li> <li>• Child Plus database continues to respond to our reporting needs.</li> <li>• Strong fiscal support from grantee (ISD 709).</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of males/fathers on Planning Team.</li> <li>• Moving ongoing monitoring issues to action could be smoother.</li> <li>• Advocates need technology upgrades to move to less paper.</li> </ul>
<b>• Fiscal Integrity</b>	
<ul style="list-style-type: none"> <li>• Excellent tracking of expenditures with our system of checks and balances.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to notify State and Federal Head Start program officers of changes in positions: Superintendent, Assistant Superintendent, Executive Assistant and Policy Council Chair.</li> <li>• Need to organize inventory of equipment.</li> </ul>
<b>• ERSEA</b>	
<ul style="list-style-type: none"> <li>• Using Child Plus database means less paperwork, better data management including ability to use reports for ongoing monitoring.</li> <li>• Making recruitment process more streamlined.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand community awareness of Head Start in places not typically serving Head Start eligible families.</li> <li>• Work on sending recruitment flyer to all SLCSS for mailing to MNFIP recipients.</li> <li>• Need to generate new enrollment point sheet to include type of income verified for eligibility and include a list of automatic qualifiers.</li> </ul>
<b>• Child Health and Safety</b>	
<ul style="list-style-type: none"> <li>• We have dedicated additional staff time to track and follow up on health requirements.</li> <li>• Children's Dental Services has expanded their care to include a dentist to serve Head Start in our schools in Duluth.</li> </ul>	<ul style="list-style-type: none"> <li>• Current forms no longer ask for parent's hospital preference in case of an emergency.</li> <li>• Diapering procedure needs updating.</li> <li>• A separate vision and hearing screening procedure is needed.</li> </ul>

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## Program Strengths:

## Program Weaknesses:

### • Family and Community Engagement

<ul style="list-style-type: none"> <li>• Strength based Family Partnership process is in place.</li> <li>• Families report feeling welcome in Head Start.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to make greater efforts to insure all parents are informed about mental health consultants and their services.</li> </ul>
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### • Child Development and Education

<ul style="list-style-type: none"> <li>• Our data system and use of excel for charts and graphs makes accurate and efficient aggregated reports.</li> <li>• Our coordinator team, Planning Team and Education Advisory Committee comprises an effective system of analyzing child outcomes and using them in program planning.</li> <li>• Collaboration with Early Childhood Special Education.</li> <li>• Minnesota Reading Corps Tutors do frequent progress monitoring of children and adjust interventions accordingly.</li> <li>• All staff has had initial cultural competency training.</li> <li>• We hire interpreters as needed for dual language learners.</li> <li>• Alignment of school readiness goals, curriculum, assessment, state, LEA, Head Start child development and early learning framework is detailed and complete.</li> <li>• Literacy scores surpassed MRC state scores.</li> </ul>	<ul style="list-style-type: none"> <li>• In process of adopting and training on new curriculum for state funded program options.</li> <li>• Need to beef up math and science awareness with materials, and trainings.</li> <li>• In process of continued training on the ongoing assessment in observation and documentation.</li> <li>• NOTE: we may need to look at how we categorize our ongoing assessment/benchmark items to match our school readiness goals for the next year. This will make a very clear correlation of child outcomes and school readiness goals.</li> </ul>
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### • Child Development and Disabilities

<ul style="list-style-type: none"> <li>• Staff has an understanding and application of universal design/modifications to meet individual needs; timely follow-up on concerns; support from ECSE through collaboration; IEP goals addressed in lesson planning and daily schedule.</li> <li>• Parents involved with referral process. Good communication with Head Start and</li> </ul>	<ul style="list-style-type: none"> <li>• Issues with transportation for children with a disability.</li> <li>• Communicate with ECSE regarding time children receive during the Head Start day.</li> <li>• Staff awareness of inclusion, universal design and differentiated instruction in general and with ECSE collaboration.</li> </ul>
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## Program Strengths:

## Program Weaknesses:

ECSE staff receive progress notes; advocacy and support, attend parent meetings and trainings.	
<b>• Child Development and Mental Health</b>	
<ul style="list-style-type: none"><li>• Reflective practice</li><li>• In-services addressing mental health.</li><li>• Availability of mental health consultants.</li><li>• Second Step curriculum.</li><li>• Social-emotional resources and materials.</li><li>• Highly qualified and sensitive staff.</li><li>• Family Advocate support.</li><li>• Parent trainings by mental health consultants.</li><li>• Pre-service on health.</li></ul>	<ul style="list-style-type: none"><li>• Some parents unaware of mental health consultant services.</li><li>• Some staff is unclear about referral process.</li></ul>