

DULUTH HEAD START SELF-ASSESSMENT
March 2018

DATA SOURCE	RISKS	ACTION NEEDED
CHILD OUTCOME SCORES	Fall below 85% overall proficiency on School Readiness Indicators. This is our goal from the District's World's Best Work Force.	
3 year olds vs 4 year olds	Both groups are making progress but instruction is difficult to differentiate with 3 year olds and 4 year olds in the same rooms.	<ul style="list-style-type: none"> • Investigate having at least 1-3 year old classroom.
1st Year vs 2nd Year in Head Start	Both groups score high on Social-Emotional skills and 2 nd year does well on Language and Literacy.	<ul style="list-style-type: none"> • Continue to enroll 3 year olds as the 2nd year is showing considerable growth.
Disability vs Non-disability	Children without a disability score higher than that of children with disabilities on all measures. Still we see gains for all children including those with disabilities.	<ul style="list-style-type: none"> • Continue to monitor the ratios of children with and without disabilities to balance the needs in classrooms.
White vs Non-white	We have a risk of contributing to the gap between whites and non-whites and risk missing the background knowledge we need to understand to lessen the gap. Differences have been noted in Social-Emotional, Language and Literacy and Cognition.	<ul style="list-style-type: none"> • We will reach out to African American community leaders. • We will hold a Focus Group with African American Parents and Grandparents, a Focus Group for American Indian Parents and Grandparents to seek advice about educating children of color and American Indian children. • Further, we will ask our Indian Education Director for guidance.

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<p>Boys vs Girls</p>	<p>Boys are showing lower results than girls are on all measures.</p>	<ul style="list-style-type: none"> • We will explore the possible trainings available to understand how to ensure we are teaching boys in their preferred modes. • We will encourage male volunteers to visit classroom. • We will seek funds to offer a Dad’s Group.
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<p>STAFF DEVELOPMENT</p>	<p>We risk noncompliance with Performance Standards as well as keeping up with the changing needs of the staff for training opportunities.</p>	<p>We have scheduled our staff trainings based on the data from our Self-Assessment and program timelines for training.</p>
<p>August 28</p>		<ul style="list-style-type: none"> • Engaging boys in the classroom • Pyramid model of Social-Emotional support
<p>August 29</p>		<ul style="list-style-type: none"> • Mandated trainings on health, safety, code of conduct, mandated reporting, parent involvement, food service standards, busing, releasing children to adults and other related Performance Standards. • Staff doing assessments trained on the new MRC assessment tool.
<p>October 5</p>		<ul style="list-style-type: none"> • PFCE training. Invite Policy Council parents to attend.
<p>October 29</p>		<ul style="list-style-type: none"> • Race/Privilege training
<p>November 2</p>		<ul style="list-style-type: none"> • SEEDS training for new staff
<p>December 7</p>		<ul style="list-style-type: none"> • Self-Care/Breakfast Meeting
<p>January 4</p>		<ul style="list-style-type: none"> • Mental Health
<p>February 1</p>		<ul style="list-style-type: none"> • Self-Assessment

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March		<ul style="list-style-type: none"> • Month long program wide Round-Up activities including Preschool enrollment at each site.
April 19		<ul style="list-style-type: none"> • Looking ahead to the details of the next 5-year grant.
May 3		<ul style="list-style-type: none"> • Race/Privilege Follow-up

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PARENT AND FAMILY ENGAGEMENT	We risk failing to meet the Performance Standards on PFC Engagement and failing to assist parents with goal setting, crisis management, etc.	
Head Start PFCE training in Chicago.		<ul style="list-style-type: none"> • Aggregating data from family outcomes. • Working less from a needs assessment base and more from strengths and challenges lens in our work with families.
Parents waiting outside classrooms not engaged with each other.	This is a lost opportunity to help parents connect with each other informally.	<ul style="list-style-type: none"> • Post a check in question outside classrooms where parents congregate to facilitate conversation and connection among parents.
Parents are interested in more events for the entire family.		<ul style="list-style-type: none"> • Race Car Rally-making cars from found and recycled objects • Messy Play Night • Gym Night • Picnic at the park