Moving Forward Head Start/Early Head Start Program

Self-Assessment Report

Date: 20XX

Section 1. Introduction

Program description

An original (1965) Head Start grantee, Moving Forward Head Start (MFHS) is a single purpose agency operating Head Start and Early Head Start through center-based and family child care options. The program has a site in a small city as well as sites in several rural communities. Many of its classrooms are in local public schools. The program has strong ties to its local communities. Total enrollment for FY 2014 was 422; 350 Head Start and 72 Early Head Start.

Moving Forward Head Start/Early Head Start Program has three broad goals for our five year project period:

- Goal 1: MFHS will increase child attendance and decrease absenteeism and tardiness so that all children will develop the habit of attending school regularly, leading to success in kindergarten and opening doors to college.

- Goal 2: MFHS will enhance its education services to improve the vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.

- Goal 3: MFHS will partner with families and work with community partners to support families' progress toward improved well-being and financial stability.

Context for Self-Assessment

1. Prior to this year's 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:

   - Allow more time at the end of the process when we bring our subgroups back together and meet again as the whole Self-Assessment team to consolidate and compare the insights from our different subgroups and see if we can identify some common themes that can lead to stronger recommendations.
   - Develop recommendations for innovations.

2. We updated our community assessment six months ago. The community assessment identified several new community agencies in the areas of mental health and family literacy. We held an initial meeting with these agencies. The management team decided that during Self-Assessment, we'd like to evaluate potential partnerships with each of these new agencies.

3. We then reviewed the quarterly summaries of the data that we collected through ongoing monitoring and rolled them up into an annual summary. We noticed that there were a number of safety issues that were uncovered as part of our ongoing monitoring throughout the year. None of them were serious and all of them were corrected immediately. However, the frequency raised concerns and we decided to take a good look at our safety procedures during Self-Assessment.

4. We have also been tracking our progress towards our goals and objectives on a quarterly basis. We want to take a look at progress for the year during Self-Assessment and ask ourselves whether we are satisfied with our progress and whether we need to revise our objectives.

5. Our family child care option is only two years old. We would like to take a look at child outcomes data for children enrolled in that option and compare it with child outcomes data for children enrolled in our Head Start and Early Head Start center-based options.

6. We then prioritized the items from our community assessment and ongoing monitoring summaries. We came up with the following items for the Self-Assessment team to consider:

Subgroup	Questions to Consider
School Readiness as it relates to language and literacy	• How can we improve child outcomes for language and literacy? • How do child outcomes for children enrolled in family child care compare with the outcomes for children enrolled in our center-based programs? • How are infants and toddlers, who are dual language learners, being supported in acquisition of their home language and English? • What progress have we seen in relation to our CLASS scores in the domain of Instructional Support? What have we done in the past year to improve these scores? How effective has our professional development been in this area?
Family child care	• How do child outcomes for children enrolled in family child care compare with the outcomes for children enrolled in our center-based programs? • Are environments developmentally and culturally appropriate for infants and toddlers?
Family and Community Partnerships (including LEA)	• What kind of results are we seeing for families in improved well-being and financial stability? • How is our Fatherhood Initiative progressing? What are the strengths and challenges? What might we want to change? • How well are our new partnerships to support families' progress toward improved well-being and financial stability working out?

Subgroup	Questions to Consider
	• What are the strengths and challenges of each of the partnership?
Attendance and Absenteeism	• Have our efforts to increase attendance and reduce absenteeism and tardiness been successful? • Has reduced absenteeism impacted our child outcomes? • Does improved attendance correlate with improved outcomes for individual children?
Safety	• Are there things that we need to do to strengthen our safety systems? • What might have caused the spike in playground incidents at two of our centers?

Section 2. Methodology

Date	Action	Purpose
x/xx/20xx	Meeting with governing body/Tribal Council and Policy Council	• Reviewed last year's evaluation, tentative schedule, and key focus areas for this year's SA. • Recruited governing body/Tribal Council and Policy Council members for Self-Assessment team.

x/xx/20xx	Management team meeting	• Developed SA plan with tasks and timelines.
		• Based on the data as summarized in the Summary of Progress on Goals and Objectives and Summary of Ongoing Monitoring forms, (See attached) recommended the following subgroups:
		   ○ school readiness; community partnerships (including with LEAs;
		   ○ family child care;
		   ○ attendance
		   ○ absenteeism; safety.
		• Identified potential internal and external team members (See attached list of team members.)

x/xx/20xx	Email with Self-Assessment plan showing tasks and timelines to governing body/Tribal Council and	Submitted document to governing body/Tribal Council and Policy Council members in preparation for joint meeting to review the

Date	Action	Purpose
	Policy Council members	plan.
x/xx/20xx	Joint meeting with governing body/Tribal Council and Policy Council	Discussed plan and obtained approval.
x/xx/20xx – x/xx/20xx	Recruitment and orientation of team members	Formed Self-Assessment team. Assigned team members to appropriate subgroups. Oriented team members.
x/xx/20xx – x/xx/20xx	Subgroup team meetings	Subgroups met to discuss their focus areas, including exploring systemic issues, examining progress on goals and objectives, and formulating discoveries to be shared with the entire Self-Assessment team.
x/xx/20xx – x/xx/20xx	Self-Assessment team meetings	Entire Self-Assessment team participated in two meetings to share discoveries from individual subgroups, organize them into common themes, and make recommendations for Self-Assessment report.
x/xx/20xx – x/xx/20xx	Development of Self-Assessment report	Develop report. Share with and obtain approval from governing body/Tribal Council and Policy Council. Submit to Regional Office.

Section 3. Key Insights

Strengths

- ✓ Our new family child care option is off to a strong start. We were pleased to see that our child outcomes for language and literacy for children enrolled in family child care were as strong as those for the children in our center-based program.
- ✓ Sixty-eight percent of our families report making progress on the goals set with their family service worker for this past year. This is up twenty percent from three years ago.
- ✓ Parent participation in family literacy activities was the highest in three years.

Systemic Issues

- ✓ Need to review and revise our emergency preparedness plans.
- ✓ Need to revise our staff orientation procedures to make sure that staff hired after preservice training receive all training provided during preservice, especially health and safety training and training on active supervision.

Progress in meeting our goals and objectives

Goal	Status
MFHS will increase child attendance and decrease absenteeism and tardiness so that all children will develop the habit of attending school regularly, leading to success in kindergarten and opening doors to college.	We have not yet reached our objective of reaching ninety-five percent in average daily attendance. However, since we incorporated the practice of talking to parents about the importance of attendance into our recruitment and home visiting protocols, we have seen a ten percent decrease in chronic absenteeism and tardiness except during the winter months when inclement weather impacts our attendance.
MFHS will enhance its education services to improve the vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.	• Child outcomes related to language and literacy have increased steadily over the past three years including those for dual language learners. • Program-wide CLASS scores for Instructional Support increased from 3.4 to 4.0 during this program year. • We think that both of these are due to our practice-based coaching initiative which focused on dialogic reading. We think the increase in child outcomes related to language and literacy is also a result of the increase in parent participation in family literacy activities.
MFHS will partner with families and work with community partners to support families' progress toward improved well-being and financial stability.	• Families are becoming more financially stable; there is an increase in the number of families reporting having bank accounts and full-time employment. • Eighty-five percent of the families in our program that qualify for earned income tax credit are receiving it. • Participation in fatherhood activities grew steadily

Goal	Status
	over the year. In a pre-post survey, fathers report that they are spending more time reading with their children.

Section 4. Recommendations

These recommendations encompass the categories of progress on goals and objectives, systemic issues, and/or innovations.

- Create a new program goal to support a culture of health and safety for children and staff.
- Revise orientation and staff training protocols and procedures to ensure that all staff, especially those hired after preservice, receive all necessary trainings and ongoing support.
- Contract with a playground safety inspector to assess several playgrounds with high number of incident reports.
- Capitalize on the interest families have shown in literacy by partnering with a local library and other community programs that promote literacy goals. Introduce a "read aloud to your children nightly" initiative.
- Develop an initiative to recognize the community partnerships that make a significant contribution to our goals related to family literacy and family financial stability and to our fatherhood initiative.