SELF ASSESSMENT

2021-2022

Grant #04CH011701, Fiscal Year 3/5

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SELF ASSESSMENT

CONTEXT FOR SELF ASSESSMENT

The Charlotte County School Board conducts self-assessment activities annually in accordance with the Head Start Performance Standards. The purpose of the annual self-assessment is to evaluate the comprehensive early childhood services provided and to inform continuous quality improvement. Ideally, participants in the self-assessment process include leadership team members, staff, a school board representative, policy council members, parents and community partners. The team evaluates data from all content areas in the program using an objective, yet strength-based approach. Once all information is collected, collaborative inquiry is utilized to analyze data collected. Data sources reviewed by the self-assessment team include child and family outcomes data, professional development data, ongoing monitoring data, family and staff questionnaire results and more. Discoveries and recommendations from the self-assessment team will be used to inform program planning and continuous improvement. Specifically, a program improvement plan, which includes strengths and areas of need is generated.

SELF-ASSESSMENT METHODOLOGY

- Review SA process and plans with Policy Council. Seek input, include approved changes/suggestions in final methodology.

- Utilize data gathered throughout the year during the ongoing monitoring process
  - ➢ Child assessment data/School Readiness data
  - ➢ Family outcomes data
  - ➢ Health & safety data
  - ➢ HR trends/insights
  - ➢ Fiscal/Budget information
  - ➢ ERSEA related data
  - ➢ Program Information Report
  - ➢ FA 1 Monitoring Review results
  - ➢ Progress on Broad Goals

- Utilize information gathered from Family & Staff surveys

- Leadership Team members from each content area share data with stakeholder representatives. Discussions result in identification of program strengths, needs and specific suggestions for improvement.

- Director/Leadership collects all information gathered throughout the process to write the Self-Assessment Report and the Program Improvement Plan.

1. PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

• Evaluate the program's **ongoing monitoring system.** How does the program use data to identify program strengths and areas needing improvement? How does the program evaluate progress toward program goals and compliance with program performance standards?

• Evaluate the program's **professional development system.** How does the program support staff in setting individual professional development goals? How does the program provide staff with professional development opportunities to enhance their knowledge and skills within the scope of their job responsibilities? What is the program's system for succession planning?

• Evaluate the program's **governance & decision-making process.** How does the program involve the school board and policy council in decisions related to program design and implementation?

• Evaluate the program's **system for keeping families informed & involved in decision-making.** How are all families kept informed about program data, plans and decisions? How does the program involve all families in decision-making processes?

2. FISCAL INFRASTRUCTURE

• Evaluate the program's effectiveness in **developing budgets** that sustain management, staffing structures, and the delivery of services for enrolled children and families. What data does the program refer to when developing the budget? How is the budget considered when creating and updating BROAD Goals and action plans?

• Evaluate the program's ability to **implement a fiscal management system** that supports the organization's ongoing capacity to execute its budget over time and meet the needs of the organization. What is the monitoring system for ongoing utilization of funds?

3. HUMAN RESOURCE MANAGEMENT

• Evaluate the program's effectiveness in developing and implementing human resource practices to **secure and retain qualified employees.** What efforts does the program make or what systems are in place to attract qualified employees? What efforts does the program make or what systems are in place to retain qualified employees?

• Evaluate the program's process for ensuring compliance with federal and state **background checks.** How does the program monitor compliance with state and federal screening requirements?

• Evaluate the program's system for ensuring **new employees receive appropriate and adequate support** to fulfill job responsibilities. Describe the program's efforts to support staff health & wellness. How does the program provide ongoing support to staff who may be experiencing mental health or other challenges?

4. EDUCATION AND CHILD DEVELOPMENT SERVICES

• Evaluate the program's school readiness efforts in **alignment with the Head Start Early Learning Outcomes Framework (HSELOF), and Florida's Early Learning Standards.**

• Evaluate the program's teaching practices to ensure the **promotion of progress toward school readiness and high-quality learning experiences for children.** How does the program support individualized learning as it prepares children for kindergarten? What efforts does the program make to ensure teaching and learning are effective in preparing children for kindergarten?

• Evaluate the program's effectiveness in ensuring **teaching staff are prepared** to implement curriculum and support children's progress towards school readiness. Describe the program's coaching philosophy and policies.

5. HEALTH AND NUTRITION SERVICES

• Evaluate the effectiveness of the service area's ongoing monitoring procedures and practices in ensuring **children's health needs are identified and addressed** promptly. How

does the program ensure that all children are up-to-date on required health, dental & wellness guidelines and standards? What systems does the program have in place to support children in accessing well child and/or sick care?

• Evaluate the program's effectiveness to maintain and monitor **effective nutrition services** that meet nutritional needs and accommodate feeding requirements and allergies. How does the program maintain up-to-date, accurate information regarding children's nutritional needs? How does the program provide required nutrition to children?

6. SAFE LEARNING ENVIRONMENTS & ACTIVE SUPERVISION

• Evaluate the program's process for monitoring and maintaining **healthy and safe environments.** What policies are in place to ensure that children are healthy & safe during the school day? How are policies and procedures monitored for effectiveness? Describe the program's policies and procedures for ensuring children are always supervised and never left alone; include how staff are regularly trained in the area of active supervision.

7. MENTAL HEALTH AND DISABILITY SERVICES

• Evaluate the program's ability to promote **children's mental health** and to provide learning environments that support social and emotional well-being,

• Evaluate the program's ability to promote **family mental health** and social and emotional well-being

• Evaluate the program's ability to promote **staff mental health** and to provide work environments that support social-emotional well-being

What systems, policies and procedures are in place that support program-wide mental health and social-emotional wellness? Describe how the program makes ongoing efforts to promote mental health and expand capacity to provide program-wide support in this area.

8. FAMILY AND COMMUNITY ENGAGEMENT SERVICES

• Evaluate the program's ability to effectively establish a **positive goal-oriented relationship with families, impact family wellbeing and promote family engagement** in children's learning and development by first identifying areas of strength followed by opportunities for improvement.

Describe the program's system for setting and tracking individualized, relevant goals with families. What efforts does the program make to include families in their children's learning and to make them feel part of the "school family?"

9. ERSEA: ELIGIBILITY, SELECTION, ENROLLMENT, AND ATTENDANCE

• Evaluate the program's effectiveness in **enrolling children** who are categorically eligible or who meet defined income-eligibility requirements including at least 10% filled by children eligible for services under IDEA.

Describe the program's system for defining eligibility guidelines. How does the program ensure that only eligible children are enrolled, and that the most in need are given priority?

• Evaluate the program's system used to **monitor attendance data** to support families in promoting individual child attendance and inform program improvements where monthly attendance rates indicate systematic attendance issues.

What is the program's system for monitoring children's attendance? What policies are in place to support families with attendance issues? How does the program address families with chronic, unexplained/unexcused attendance issues?

2021-2022 ECP Improvement Plan

PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

Data, documents & evidence:

- Progress on Broad Goals – Meeting minutes; Updated action plans
- Ongoing Monitoring Matrix & guidance
- Training & Technical Assistance Plans
- IPDPs, ChildPlus PD tabs
- Data re: number of staff working toward credentials/degrees
- Policy Council folder in G-drive
- Website, newsletters, parent communication samples
- Policies & Procedures
- Staff & family surveys

STRENGTHS:

Strategic planning & ongoing implementation of Action Plans related to Broad Program Goals

Making data-informed decisions

Knowledgeable, engaged Policy Council

Improved professional development monitoring system

AREAS IN NEED OF IMPROVEMENT:

Planning/communication – Need to resume regular meeting schedule (program-wide)

Ongoing monitoring - Documentation organization/access; complete ongoing monitoring events as scheduled,

Communication - Sharing policies and procedures – clarity for staff/new staff; keep updated

Timely new staff training

FISCAL INFRASTRUCTURE

Data, documents & evidence:

- Budgets
- Policy Council Documentation

- LOAs
- Communication from OHS, HSES

STRENGTHS:

Knowledgeable, organized Fiscal Specialist

AREAS IN NEED OF IMPROVEMENT:

New fiscal team at the county level; different processes, expectations, etc

Response to delays of LOAs, funding availability

Impact of, and planning for staff raises

HUMAN RESOURCES

Data, documents & evidence

- job descriptions
- salary scale
- Memoranda of Understanding
- Employee contracts

STRENGTHS:

Supportive HR Dept

New, streamlined job descriptions

Significant salary increases for all employees

Employee Assistance Program benefit

Staff Wellness room at main center

AREAS IN NEED OF IMPROVEMENT:

Recruitment & retention of Early Head Start Caregivers

Available substitutes

Employee health benefit cost

EDUCATION & CHILD DEVELOPMENT SERVICES

Data, documents & evidence:

- Child screening & assessment data

- Daily Planning documents
- Staff & family surveys
- Staff Individual Professional Development Plans
- Training documentation
- Policies & Procedures

STRENGTHS:

Full implementation of Conscious Discipline

Significant improvement to Kindergarten Readiness Rates

Quality & quantity of classroom equipment, materials and supplies

AREAS IN NEED OF IMPROVEMENT:

Quality & quantity of child assessment data

Staffing of classroom positions

Time for Specialists to fully implement fidelity/coaching model

Provide new staff training in a timelier manner

Further support for classroom staff working with children exposed to trauma/experiencing significant behavior issues

HEALTH & NUTRITION SERVICES

Data, documents & evidence:

- ChildPlus health services reports
- Champ's café menus
- Policies & Procedures
- Content area forms
- Interagency agreements
- Family & Health Advisory documentation
- Staff & family surveys

STRENGTHS:

District food & nutrition services

Community Partnerships

School nurses at each site

AREAS IN NEED OF IMPROVEMENT:

On occasion, staffing challenges effected timely completion of requirements

Fulltime nurses needed at EC centers

SAFE LEARNING ENVIRONMENTS & ACTIVE SUPERVISION

Data, documents & evidence:

- Health & Safety checklist data
- Training documentation
- Policies & Procedures

STRENGTHS:

Facilities

Security upgrades and improvements district-wide

Maintenance & Operations dept, including custodial crews

Cleaning & sanitation supplies

AREAS IN NEED OF IMPROVEMENT:

Quality of custodial crews vary from site to site

Ensure all new staff receive timely training on Active Supervision

MENTAL HEALTH AND DISABILITY SERVICES

Data, documents & evidence:

- Policies & Procedures; forms
- IFSPs, IEPs, care plans and other individualized learning plans
- Referral documentation/meeting notes
- ChildPlus MH documentation
- Therapy/provider schedules/sign-in docs
- Memoranda of Understanding

STRENGTHS:

Relationship with LEA

Onsite/access to ESE staffing specialists, behavior specialists, school psychologists

AREAS IN NEED OF IMPROVEMENT:

Timely referrals by classroom staff

Further support for children exposed to trauma/experiencing significant behavior issues

Follow-through by MH Specialist

FAMILY SERVICES & COMMUNITY ENGAGEMENT

Data, documents & evidence:

- Childplus family services data
- Family goals data
- Parenting class documentation
- Parent Committee meeting documentation
- Family event flyers, sign-in, etc
- Volunteer training & hours documentation
- Family & Health Advisory agenda, minutes, decisions
- Memoranda of Understanding

STRENGTHS:

Baker Store (Helping Hands) "program"

Expert use of ChildPlus for data management

Partnership with CC Human Services

AREAS IN NEED OF IMPROVEMENT:

Staffing – advocates pulled into classrooms all year

Parent Committee participation

Ongoing training & support for new advocates (3/7 new hires)

ERSEA: ELIGIBILITY, SELECTION, ENROLLMENT, AND ATTENDANCE

Data, documents & evidence:

- Eligibility & Selection Criteria
- Eligibility & Selection point sheet
- Attendance documentation
- Enrollment forms/program
- Recruitment information/communication
- Relevant meeting documentation
- Policies & Procedures

STRENGTHS:

Attendance & enrollment data

Online enrollment

Knowledgeable Policy Council

AREAS IN NEED OF IMPROVEMENT:

NONE