



## *Northern California Child Development, Inc.*

### **SELF-ASSESSMENT 2017/2018**

#### **SECTION 1. INTRODUCTION**

##### **Program description**

Northern California Child Development, Inc. (NCCDI) is a non-profit agency operating Head Start and Early Head Start in Tehama County through center-based, family child care, home-base, and locally designed options. Our program has sites in each of the larger populated municipalities in Tehama County, as well as serving families in more rural communities through home visitation and family child care. While some of our classrooms are located at local public schools, most of our classrooms are located on commercial and private property. The program has strong ties to its local communities. Total enrollment for FY 2017 was 323; 212 Head Start and 111 Early Head Start.

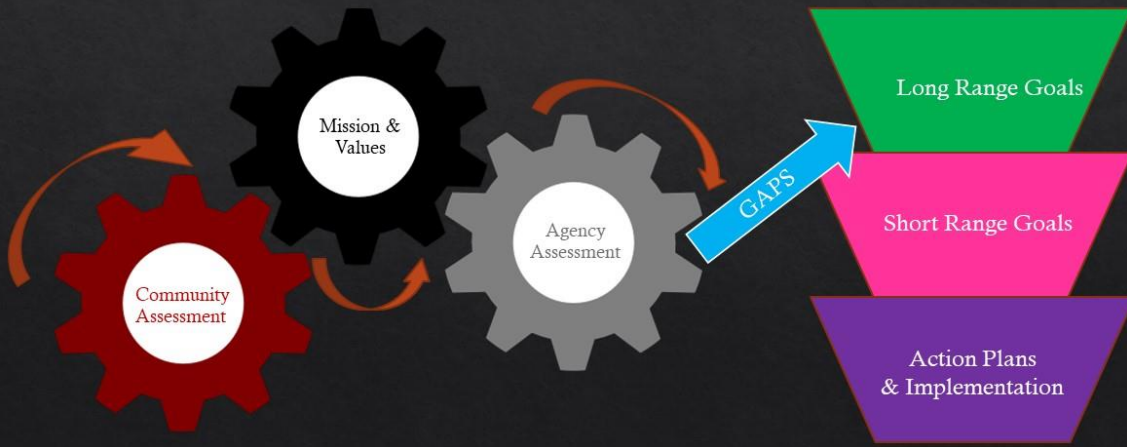
##### **Context for Self-Assessment**

1. Prior to this year's Self-Assessment, NCCDI's management team began reviewing last year's Self-Assessment process, FY2018 Head Start Monitoring Protocols, and version 3 of the Head Start Grant Application Instructions with Guidance for a baseline application.
2. In November 2017, members from community partner agencies, NCCDI's Head Start Policy Council, Governing Board, and key staff were invited to participate in a series of self-assessment and strategic planning meetings beginning in December.
3. At the first meeting, the Strategic Planning Team received an overview of the Head Start Management Systems Wheel and a summary of Community Assessment data. Data collected from NCCDI program operations and data from community partners were also shared with the Team. Each subsequent meeting focused on needs identified from the community assessment and/or different systems identified on the wheel.

##### **Purpose & Overview**

- ✓ Draft resolution and decisions on key questions and strategy for NCCDI's Head Start/EHS program planning and goals
- ✓ Create a big picture, realistic, measurable and coordinated work plan
- ✓ Gain excitement and engagement from NCCDI Governing Board, Policy Council, and community partners
- ✓ Build momentum and buy-in to have the greatest possible impact in the field

# STRATEGIC PLANNING PROCESS



Utilize information and data from our Community Assessment, Agency Assessment and other data sources that align with our organization’s mission and values to identify strengths and gaps and develop goals for the upcoming year(s).



Provide organization staff support and other resources to conduct activities that will lead to desired outcomes that will enable us to measure the success of our short-term and long-term goals. All activities, outcomes, and goals must be aligned with the needs of the community and vision & mission of the organization.

## SECTION 2. KEY INSIGHTS

### COMMUNITY ASSESSMENT

Always keep in mind the demographics of the population we serve:

- ✓ Age of parents is between 21-39 years of age.
- ✓ Large majority are married.
- ✓ Average household is between 3-5 family members.
- ✓ Hispanic families make up a significant portion of the population we serve.

Data from community assessment filtered into the following areas of focus:

- ✓ Parent Engagement
- ✓ Employment & Housing
- ✓ Safe Communities
- ✓ Health Services
- ✓ Child Care
- ✓ Education

Using community assessment data, the Team identified gaps in meeting community needs and developed program goals to address these gaps.

PARENT ENGAGEMENT	
Community Assessment Data	<ul style="list-style-type: none"> <li>• Most parents do not help in their child’s classroom and are not involved in their child’s school at all.</li> <li>• Parents do not use a class phone tree, even when available.</li> <li>• Children need to be involved in youth activities other than just sports.</li> </ul>
Barriers to Engagement	<ul style="list-style-type: none"> <li>• Scheduling conflicts.</li> <li>• Shift work – meeting childcare needs of non-traditional employment.</li> <li>• Motivation (knowing vs. doing)</li> </ul>
Provide & Promote Events that meet a need	<ul style="list-style-type: none"> <li>• Prioritizing families in need for opportunities</li> <li>• Are non-Hispanic &amp; Hispanics going to the same events?</li> <li>• Parent Choice Conference – what changes can we make?</li> <li>• Empower parents to advocate for low/no cost participation in non-sport activities.</li> <li>• Need more art and faith-based activities in Tehama County</li> </ul>
Build Effective & Healthy Relationships	<ul style="list-style-type: none"> <li>• Relationships with staff.</li> <li>• Parent leadership at Centers.</li> <li>• Turnover of staff during year.</li> <li>• Parent connections to Educators.</li> <li>• Parent connections to educators.</li> <li>• Differences between Centers (FD vs. PD)</li> <li>• Educators get parents more involved</li> </ul>
Better Methods of Communication	<ul style="list-style-type: none"> <li>• More tech-based forms of communication.</li> <li>• Do parents feel welcome in classroom?</li> <li>• Can Phone Trees be more effective?</li> </ul>
EMPLOYMENT & HOUSING	
Community Assessment Data	<ul style="list-style-type: none"> <li>• Most family household income is less than \$50,000 per year.</li> <li>• Most families rent their home and feel housing is affordable.</li> <li>• There are more homeless families than the community is aware of.</li> </ul>

Qualified workforce	<ul style="list-style-type: none"> <li>• Issues with job training quality.</li> <li>• Not enough qualified applicants for jobs that are available.</li> </ul>
Availability of affordable childcare	<ul style="list-style-type: none"> <li>• Parents with full-time work can't afford quality child care</li> <li>• Families do not access CCRE or FCHEN</li> <li>• Lack of available low/no cost child care slots</li> <li>• Fear of immigration status</li> </ul>
Response to Homelessness	<ul style="list-style-type: none"> <li>• Homeless Project – shelters in TC</li> <li>• Unsheltered vs. Sheltered Homeless</li> </ul>
Barriers to Stable Employment	<ul style="list-style-type: none"> <li>• Working multiple part-time jobs in lieu of one full-time job.</li> <li>• Part-time jobs have no benefits</li> <li>• Needs vs. wants (quality of life) and living within one's means.</li> </ul>
Barriers to Stable Housing	<ul style="list-style-type: none"> <li>• High deposits are more than monthly rent.</li> <li>• Access to SHHIP resources (fees and credit check).</li> </ul>
<b>SAFE COMMUNITIES</b>	
Community Assessment Data	<ul style="list-style-type: none"> <li>• Most people feel safe in their neighborhood after dark.</li> <li>• People would like a Neighborhood Watch Program in their community.</li> <li>• Differences of opinion between non-Hispanic and Hispanics on use, #, and safety of parks. All agree parks need to be better maintained.</li> </ul>
Public Work Need Initiatives	<ul style="list-style-type: none"> <li>• Walkable cities – more bike paths/sidewalks</li> <li>• Parks need more stuff for young kids</li> <li>• Infrastructure – Street lights, sidewalks, road lines</li> <li>• Lack of resources to maintain parks</li> </ul>
Barriers to Park Use	<ul style="list-style-type: none"> <li>• School playgrounds used instead</li> <li>• Homeless / people with Mental Health issues live in parks</li> <li>• Drug use in parks</li> <li>• Current users don't respect the parks and those that want to use them.</li> <li>• Fear perpetuates crime.</li> </ul>
Community Pride Initiatives	<ul style="list-style-type: none"> <li>• Take Back the Neighborhood</li> <li>• ID Parks, Neighborhoods, and schools located in dangerous areas</li> <li>• Alternatives to Neighborhood Watch such as social media outreach.</li> <li>• Promote more use of parks for large community events.</li> <li>• Use volunteers to help with clean up and maintenance of parks.</li> </ul>
<b>HEALTH SERVICES</b>	
Community Assessment Data	<ul style="list-style-type: none"> <li>• Many families change doctors regularly as physicians leave the area</li> <li>• Most families receive their healthcare services in Tehama County</li> <li>• Almost all families are satisfied with their current healthcare provider.</li> </ul>
Lack of Access to Walk-in Clinics	<ul style="list-style-type: none"> <li>• Families use the Emergency Room as their health provider</li> <li>• You must be a patient at Lassen Medical to receive services</li> <li>• To be admitted at St. E's, referral must be from doctor affiliated with Dignity Health</li> </ul>
Lack of and Turnover of local Physicians (Specialists)	<ul style="list-style-type: none"> <li>• Need for specialists in Tehama County (e.g. Neurologists)</li> <li>• Doctors, especially specialists, in Tehama County are not accepting new patients</li> <li>• Community assets insufficient to attract/retain medical providers</li> <li>• Results in families traveling long distances and having to wait months to receive specialized dental care</li> </ul>

Seasonal Job Reliance  
 Transitioning off aid to Self-Reliance  
 Bedroom Community – Non-permanency of renters vs. owners

Quality of Care	<ul style="list-style-type: none"> <li>• Doctors have quota of daily patients resulting in brief examinations limited only to purpose of visit</li> <li>• Lack of comprehensive well-child check-ups (infant development screenings, infant health &amp; vision, etc.)</li> <li>• No continuity of care due to doctors leaving area</li> <li>• Lack of consumer choice due to availability of providers, availability of insurance carriers</li> </ul>
Insurance Barriers	<ul style="list-style-type: none"> <li>• Lack of insurance carriers accepted in Tehama County</li> <li>• No HMO's in Tehama County</li> <li>• Misunderstanding of insurance benefits by both consumer and physician billing</li> <li>• Medi-Cal does not cover adult glasses</li> <li>• No insurance, except Medi-Cal, covers Mental Health services without a medical diagnosis</li> <li>• Families that lose insurance benefits due to job loss or other reason choose not to seek needed medical services</li> </ul>
<b>CHILD CARE</b>	
Community Assessment Data	<ul style="list-style-type: none"> <li>• Factors in selecting child care are quality, speed of enrollment, and cost</li> <li>• Most families are not familiar with Child Care &amp; Referral (CCRE)</li> <li>• Limited options available for child care, especially for infants/toddlers</li> <li>• While full-day care is a high need, there is also a need for part-day care</li> </ul>
Lack of slots available	<ul style="list-style-type: none"> <li>• Need for more full-day and non-traditional hour child care</li> <li>• Need more child care slots for infants/toddlers</li> <li>• All programs, including CCRE, have long waitlist</li> <li>• Lack of quality child care available in Central Tehama</li> </ul>
Child Care Policy	<ul style="list-style-type: none"> <li>• Need birth to five licenses for facilities</li> <li>• Child care is not a high priority for policy makers</li> </ul>
Affordability & Income Eligibility of Child Care	<ul style="list-style-type: none"> <li>• Families incur transportation costs to child care providers outside of areas they live and work</li> <li>• Many families that qualify for Early Head Start don't qualify for Head Start or other services when they are ready to transition</li> <li>• Parent working full-time making minimum wage or working less than full-time making more than minimum wage can not afford child care but make too much to be income eligible for subsidized child care services</li> <li>• Families that pay for child care have to settle for less quality child care</li> </ul>
Quality of Child Care	<ul style="list-style-type: none"> <li>• T-K provides a convenient option for child care, but is not age appropriate or specialized to meet the needs for many children</li> <li>• Cost of quality for providers is difficult to sustain as passing the cost on to the consumer is either prohibitive or not allowed</li> <li>• How do consumers define quality compared to providers (QRIS)</li> </ul>
Community Awareness & Education	<ul style="list-style-type: none"> <li>• Respite care</li> <li>• Lack of understanding by community and consumer regarding subsidized child care programs</li> <li>• Unless in the "system" for low-income families, there is little awareness or understanding of CCRE</li> <li>• Current location of CCRE and lack of marketing result in little accessibility by the public</li> </ul>

EDUCATION	
Barriers to College	<ul style="list-style-type: none"> <li>• College equals debt as more people do not qualify for financial aid</li> <li>• Class time schedules often do not fit student schedules due to work or child care providers</li> <li>• Shasta College has done little outreach within Tehama County outside of their Tehama Campus</li> </ul>
Lack of Life Skills / Problem Solving	<ul style="list-style-type: none"> <li>• High schools have lessened importance on or eliminated classes that focus on basic life skills</li> <li>• Basic life skills and self-reliant skills need to start at an earlier age and continue through high school</li> <li>• Struggles for young families are compounded due to a lack of self-reliant skills</li> <li>• Lack of Parent Education as Children Grow Older</li> <li>• Young people not prepared for adulthood due to lack of experiences and opportunities to learn from mistakes provided by parents</li> </ul>
Promotion of Higher Education	<ul style="list-style-type: none"> <li>• Schools place too much focus on college being the ultimate goal</li> <li>• Vocational schools are portrayed as failure</li> <li>• High schools do not have trade certification programs thus students have limited access/options to vocational schools</li> </ul>
Hispanic Community Outreach and Education	<ul style="list-style-type: none"> <li>• Language barrier prevents many Hispanic adults from enrolling in programs to earn a high school diploma or equivalent</li> <li>• What programs are available to support Hispanic students and their families</li> </ul>



System	Questions to Consider
LEADERSHIP & GOVERNANCE	<ul style="list-style-type: none"> <li>• How do you know that Governing Board &amp; Policy Council members are knowledgeable about their roles and responsibilities as Head Start program leaders?</li> <li>• What information gets communicated between Governing Board &amp; Policy Council and key management staff to support program decision making?</li> <li>• How are Governing Board &amp; Policy Council members involved in decision making outside of regular meetings?</li> </ul>
DATA & EVALUATION	<ul style="list-style-type: none"> <li>• How do we collect and use data to inform ongoing monitoring and continuous improvement?</li> <li>• How are staff utilized in our data management process?</li> <li>• What chosen methods for data collection and analysis are used to determine impact?</li> <li>• How does our approach to data management support the availability, usability, integrity, and security of data?</li> </ul>
FACILITIES	<ul style="list-style-type: none"> <li>• How does our system for managing and monitoring facilities and learning/working environments ensure that we meet health and safety requirements?</li> <li>• How do our indoor and outdoor learning/working environments support the needs of children, families, and staff?</li> <li>• How is facilities management addressed from the perspectives of program planning and fiscal management?</li> </ul>
TRAINING & PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• How do our training and professional development plans address the knowledge and skills needed to meet our program's goals and objectives?</li> <li>• In addition to T/TA resources (regional T/TA and national centers), how are T/TA funds being used to access additional professional development resources?</li> <li>• How are staff trained / engaged in ongoing monitoring efforts?</li> </ul>
COMMUNICATION	<ul style="list-style-type: none"> <li>• How does ongoing monitoring inform our program operations, planning process, and continuous quality improvement?</li> <li>• How are results of our ongoing monitoring shared with staff and program leadership?</li> </ul>
RECORDKEEPING & REPORTING	<ul style="list-style-type: none"> <li>• How does our recordkeeping and reporting system use technology to manage information?</li> <li>• How does our reporting system provide program leadership with key information to make decisions in a timely and thorough manner?</li> <li>• How does our recordkeeping and reporting system generate real-time reports that improve program services?</li> </ul>
HUMAN RESOURCES	<ul style="list-style-type: none"> <li>• What is our process for hiring and on-boarding staff?</li> <li>• How do we ensure that staff members have the appropriate credentials and have acquired the needed competencies to fulfill their job responsibilities?</li> <li>• How does our program promote retention?</li> </ul>

## DECISION MATRIX

	Least Critical to Families	Most Critical to Families
Most Capable to Deliver	4. Reduce, Restructure or Remarket	1. Protect and Expand
Least Capable to Deliver	2. Reduce or Eliminate	3. Build or Improve Internally

### Program Option Challenges

HOME BASE	<ul style="list-style-type: none"> <li>• Parent cancellations make it difficult to meet mandated number of home visits (both HS and EHS)</li> <li>• Serving children in foster care add complexity as kids transition between foster parents and biological parents (both HS and EHS)</li> <li>• Excessive travel time especially when caseloads are spread out by geography (both HS and EHS)</li> <li>• Home Base recruitment is hard when families want center-based services</li> <li>• Not always able to place families with a Home Visitor that is best suited to deal with family dynamics.</li> <li>• Home Visitors have difficulty focusing home visit on child development/education services when family is in crisis (EHS)</li> <li>• Area and our home is not safe environment for home visitor</li> <li>• Home Visitation requires special skills and passion in working with families that is difficult to find within staff.</li> <li>• Parent engagement is challenging due to instability of family or household.</li> <li>• Staff training more focused on center staff than Home Base services</li> <li>• Child focus curriculum vs. parent focused curriculum</li> <li>• Difficulty finding staff able to meet the Home Visitation Certification.</li> <li>• Availability of vans for home visitors, especially when in need of repair</li> <li>• EHS Home Base schedule is longer than EHS Center-based schedule which harms morale of staff</li> </ul>
FULL DAY	<ul style="list-style-type: none"> <li>• Difficult to schedule parent conferences due to parent availability</li> <li>• Happy Trails is located in a higher income area, with eligible families living across town making transportation difficult and State Pre-K/T-K located on schools in the area they live a more convenient option</li> <li>• Increase in minimum wage has made less of the population eligible for both Head Start and State Pre-K</li> </ul>



	<ul style="list-style-type: none"> <li>• Children with Center staff more hours than they are with their family</li> <li>• Staff on floor more hours resulting in less prep time and down time</li> <li>• State regulations for school cut-off date prevent children from transitioning from an EHS Center to a full-day Head Start classroom</li> <li>• Staff get discouraged by lack of parent engagement in classroom and at meetings due to parent schedule</li> <li>• Parents of children in full-day have less opportunity to volunteer in classroom, creating pressure on staff for inability to generate in-kind match at same level as other options</li> <li>• Staff must meet both Head Start &amp; State Pre-K regulations causing confusion, heavier workload, and staffing issues</li> </ul>
INCLUSION	<ul style="list-style-type: none"> <li>• Changes in Special Education administrative staff at TCDE</li> <li>• TCDE only provides transportation to Berrendos for Special Education services unless specifically written in IEP</li> <li>• TCDE's process to determine eligibility for IEP takes too long for NCCDI's enrollment needs, especially when utilizing slots for over income children</li> <li>• Lack of speech and language therapists in area have drastically changed how those services are provided and don't meet the needs of children</li> </ul>
EARLY HEAD START	<ul style="list-style-type: none"> <li>• Lack of EHS classrooms for demand of center-based services</li> <li>• No funding for new EHS classrooms or convert HS classrooms to EHS</li> <li>• Lack of qualified staff at time of hire due to infant/toddler courses not being part of core classes at colleges.</li> <li>• Difficulty in meeting training needs of staff who serve specific age groups as training is not based on various Infant/Toddler developmental stages but more as a one size fits all</li> <li>• Hours of service and staff schedules don't always meet parents need</li> </ul>
FAMILY CHILD CARE	<ul style="list-style-type: none"> <li>• Community culture of Rancho Tehama is unique</li> <li>• Parent engagement in Rancho Tehama is difficult</li> <li>• Rancho Tehama is isolated, also FCC providers are isolated from NCCDI staff and resources (lack of internet, etc.)</li> <li>• Serving dual language learners when FCC staff are not bilingual</li> <li>• Recruitment in Rancho Tehama area, Home Base and FCC competing</li> <li>• Meeting Performance Standards as they relate to FCC (e.g. Monitoring)</li> <li>• Setting clear expectations and chain of communication FCC and NCCDI</li> <li>• Lack of understanding Head Start enrollment process by FCC staff</li> </ul>
STEPPING STONES	<ul style="list-style-type: none"> <li>• Referring agencies and others don't understand what services Stepping Stones provide resulting in a lack of referrals.</li> <li>• Losing children to State Pre-K/T-K as they transition out of Stepping Stones looking for full-day services</li> <li>• Stepping Stones model requires staff with unique skill set and passion for risk taking which is difficult to recruit</li> <li>• Retention of staff with education/experience in Mental Health and ECE</li> <li>• Lack of research based assessment that collects data on family growth</li> <li>• Lack of slots for children needing Stepping Stones services</li> <li>• Balancing requirements for full-enrollment vs. enrolling Stepping Stones with children truly in need of those services</li> <li>• Learning as we go in implementing ACES within this option to overcome difficulty in building relationships with families that score high on ACES</li> </ul>

### **SECTION 3. PROGRAM GOALS**

Program Goals developed through process of self-assessment and strategic planning based on data from community assessment, community partners, and NCCDI operations:

- 1) Parent Engagement – Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school.
- 2) Employment & Housing – Build effective partnerships between workforce and housing resources in Tehama County that create economic self-sufficiency and a high quality of life for families we serve.
- 3) Safe Communities - Bring individuals, agencies and organizations together to develop principles of practices in community safety and crime prevention in communities where families we serve live.
- 4) Health Services – Build effective partnerships with local healthcare providers to make healthcare affordable, high quality, and accessible for families we serve.
- 5) Child Care – Advocate at local, state, and national levels to ensure Tehama County has accessible, affordable, and high-quality child care that meets the needs of families and prepares children for school.
- 6) Education - Provide parents opportunities to complete a college education or career training and to equip them to be an engaged, self-sustained citizen.
- 7) Governance – Create a culture of effective program governance and practices.
- 8) Program Services – Provide program services and options that meet the most critical needs of the community and that NCCDI is most capable to deliver.
- 9) Communication – Maintain a variety of social media outlets that effectively communicate with families we serve and the greater community.
- 10) Facilities – Maintain quality facilities that provide healthy and safe environments for children and staff.
- 11) Human Resources – Provide NCCDI’s programs with well-trained and well-motivated employees.
- 12) Technology – Invest in reliable technology that supports staff and program needs.
- 13) Community Engagement – Engage with community partners resulting in positive family outcomes.
- 14) ERSEA - Create awareness of the impact severe chronic absenteeism has on child outcomes.
- 15) Program Management – Maintain a positive culture as organization leaders.