Self Assessment 2026

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Self-Assessment Process Description

Purpose of the Self-Assessment

The annual Self-Assessment is a structured process used by Northern California Child Development, Inc. (NCCDI) to evaluate program performance, measure progress toward strategic goals, and identify opportunities for continuous improvement. The process supports NCCDI's commitment to maintaining high-quality services for children and families while ensuring compliance with Head Start Program Performance Standards and program planning requirements.

The Year Three Self-Assessment focused on reviewing progress toward the organization's strategic goals across four key program areas: Professional Development & Management (PDM), Education & Child Development, Family & Community Partnerships, and Health. The goal of the process was to determine whether current strategies are effectively addressing organizational priorities and community needs, and to identify recommendations that will guide planning for the upcoming program year.

Participants

The Self-Assessment process included participation from NCCDI leadership and management staff representing the program areas under review. Program teams responsible for each goal area participated in structured discussions to evaluate goal progress, review program data, and identify areas for improvement.

Participants included:

- Executive Leadership
- Program Managers and Coordinators
- Education Leadership Staff
- Family Engagement Leadership
- Health and Nutrition Staff
- Professional Development and Administrative Leadership

Each program area team reviewed its goals collaboratively to ensure that multiple perspectives—including leadership, program operations, and direct service considerations—were incorporated into the evaluation.

Self-Assessment Methodology

The Self-Assessment used a Strategic Goal Review and Scoring Tool designed to guide discussion and provide a consistent evaluation framework across program areas.

Each goal was evaluated across seven criteria:

- Ongoing Organizational Need
- Impact

- Clarity and Measurability
- Strategic Alignment
- Return on Effort
- Root-Cause Effect
- Forward Priority

Each category was scored on a 1–5 scale, with scores combined for a total possible score of 35 points per goal. Teams discussed guiding questions related to each category before agreeing on a score and documenting evidence or observations supporting their assessment.

This structured scoring process ensured that the review focused not only on whether activities occurred, but also on whether the goals were addressing root causes, producing measurable outcomes, aligned with program priorities, and worth the resources required to sustain them.

Data Sources Reviewed

Program teams reviewed multiple sources of program data and documentation during the Self-Assessment process, including:

- ChildPlus program data and reports
- PIR indicators and program performance metrics
- Family Partnership Process data
- Parent Satisfaction Survey results
- PINS and community assessment information
- Monitoring and compliance documentation
- Training and professional development records
- Program calendars and activity tracking

Use of Self-Assessment Findings

Findings from the Self-Assessment will be used to guide Year Four program planning and improvement activities. Recommendations identified through this process will inform strategic goal refinement, program improvement priorities, staff training and professional development planning, monitoring and data system improvements, and resource and staffing considerations.

The results of the Self-Assessment will be shared with both the Governing Board and Policy Council, who share responsibility for reviewing program performance and supporting program improvement efforts.

Executive Summary

The Year Three Self-Assessment reviewed progress across four major program areas: Professional Development & Management (PDM), Education & Child Development, Family & Community Partnerships, and Health. Each strategic goal was evaluated using a structured scoring rubric that examined organizational need, impact, clarity and measurability, strategic alignment, return on effort, root-cause impact, and forward priority. Scores ranged from 1–5 across seven categories for a total possible score of 35.

Overall, the assessment found that most goals remain highly relevant and aligned with both community needs and Head Start program priorities. Many goals are producing measurable outcomes for children, families, and staff. At the same time, the assessment identified several areas where implementation systems, staffing capacity, and data infrastructure require strengthening in order to sustain progress and improve consistency across sites.

Program Area Performance Overview

Program Area	Number of Goals	Priority Trend	Primary Recommendation
Professional Development & Management	2	Medium Priority	Revise / Continue
Education & Child Development	3	High Priority	Continue with system improvements
Family & Community Partnerships	4	High Priority	Continue
Health	3	Mixed Priority	Continue / Revise & Elevate

Key Strengths Across the Program

Strong Family Engagement Systems

The Family & Community Partnerships program area demonstrated the strongest overall performance. All four goals scored between 30 and 33 out of 35, indicating strong alignment with program priorities and measurable outcomes for families. Parent advocacy activities, including Advocacy Day participation and legislative engagement through Policy Council, demonstrate that families are developing leadership skills and participating in broader community efforts. Core engagement structures such as the Family Partnership Process, home visits, and family goal-setting continue to produce meaningful outcomes.

Expanded Professional Development and Leadership Capacity
Professional development systems across the organization have expanded significantly. Coaching capacity has increased, staff are accessing more training opportunities, and professional learning partnerships are supporting staff education and career advancement. Technology tools such as SharePoint and emerging learning management systems are beginning to improve communication, training coordination, and access to program resources.

Improved Governance Engagement
The program has also strengthened governance participation. The appointment of a new Executive Director and increased Governing Board engagement have improved meeting participation, training attendance, and overall governance stability. These changes have helped strengthen program oversight and leadership alignment.

Key Challenges Identified

Direct Service Implementation Gaps
While many systems are functioning well administratively, implementation at the classroom and direct service level is not always consistent. Staff have requested additional curriculum-specific training and clearer guidance regarding classroom implementation expectations. Coaching and monitoring systems exist but require stronger follow-through and verification mechanisms to ensure practices are consistently applied.

Data Infrastructure Limitations
Several program goals are limited by incomplete data systems. In some cases, reporting tools do not provide the information needed to monitor compliance or track outcomes effectively. Strengthening reporting tools and improving access to program data will allow leadership teams and site supervisors to better monitor program performance.

Staffing and Capacity Constraints
Across multiple program areas, leadership staff and site supervisors are responsible for numerous monitoring, coaching, and compliance duties. These responsibilities create capacity constraints that can limit consistent implementation of program goals. Addressing staffing needs and ensuring adequate support for monitoring and coaching functions will be essential for sustaining progress.

Program-Wide Themes
Three themes emerged consistently across all program areas and should guide planning for the upcoming program year.

- Systems have been established, but verification and follow-through must be strengthened to ensure consistent implementation.

- Staffing capacity significantly influences the program's ability to implement and sustain strategic goals.
- Strong data infrastructure supports stronger outcomes; improving reporting systems will enhance program monitoring and decision-making.

Direction for Year Four Planning

- Strengthen monitoring and verification systems across education and program management.
- Invest in data infrastructure improvements and reporting tools.
- Expand coaching and curriculum-specific training opportunities for teaching staff.
- Maintain strong family engagement and advocacy activities that demonstrate measurable impact.
- Evaluate staffing models to ensure adequate capacity for monitoring, coaching, and family support.

Overall Program Conclusion

The Year Three Self-Assessment confirms that NCCDI's program goals remain strongly aligned with Head Start performance standards, community needs, and the organization's strategic priorities. The majority of goals across all program areas are performing at a high level and are producing measurable outcomes for children, families, and staff.

The assessment also highlighted several opportunities for improvement. These primarily relate to strengthening data infrastructure, increasing staffing capacity in key areas, and ensuring that established systems are implemented consistently at the site and classroom level. Addressing these structural challenges will allow the program to move from partial implementation toward fully sustainable systems that support long-term program quality.

Overall, the findings demonstrate that NCCDI is making meaningful progress toward its strategic goals while remaining responsive to the evolving needs of children, families, and the broader community. The recommendations identified through this assessment will guide Year Four planning and help ensure that program improvements continue to strengthen service quality, family engagement, and organizational effectiveness.

Governing Body & Policy Council Review

The results of the Year Three Self-Assessment will be presented to both the Governing Board and the Policy Council for review and discussion. In accordance with Head Start Program Performance Standards, the Governing Board and Policy Council share responsibility for reviewing the findings of the Self-Assessment and supporting the development of program improvement strategies.

Feedback from both governing bodies will be incorporated into program planning for the upcoming year. The final Self-Assessment report and Year Four program improvement priorities will be maintained as part of NCCDI's program planning and monitoring documentation.

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Enrich Children's Lives. Empower Parents. Engage Our Community

Certification of Self-Assessment Completion

This report documents the completion of NCCDI's annual Self-Assessment process for Program Year Three. The Self-Assessment included participation from program leadership, management staff, and key stakeholders who reviewed program data, evaluated progress toward strategic goals, and identified areas for improvement.

The Governing Board and Policy Council acknowledge receipt and review of the findings outlined in this report and support the implementation of the recommendations and planning priorities identified for the upcoming program year.

Governing Board Chair Signature: Tina E Hale Date: 3/24/26

Policy Council Chair Signature: Dena Blaine Date: 3/19/26

Executive Director Signature: [signature] Date: 3/19/26

Professional Development & Management (PDM)

Year Three Self-Assessment – Summary

Goal	Total Score	Priority	Recommendation
Goal 1: Professional Development, Leadership & Technology	27.5 / 35	MEDIUM–HIGH	Revise
Goal 2: Governance, Oversight & Compliance Systems	26 / 35	MEDIUM	Continue & Revise

Goal 1: Professional Development, Leadership & Technology – 27.5 / 35

This goal continues to address a significant organizational need: strengthening staff development systems, leadership capacity, and modernization of program technology. Teachers continue professional growth through TLC trainings, conferences, and professional development plans aligned with evaluations. Governance training has been implemented in the program calendar, a new Executive Director has begun leadership transition work, and the organization has made progress implementing its five-year IT plan. Improvements in technology use are visible through increased communication tools, SharePoint referral systems, and fewer requests for IT support. The organization is also piloting Udemy as a Learning Management System to centralize training.

Despite these improvements, the team identified areas where the goal lacks structure or clarity. Timelines and benchmarks are inconsistent in some areas, particularly around succession planning and staff wellness initiatives. There is currently no formal succession planning framework, and responsibility for that work remains unclear. Additionally, technology standards and policies have not been fully developed, making it difficult to measure how consistently systems are used across the organization.

Key recommendations for Year Four:

1. Develop and formalize a succession planning framework that defines leadership pipelines and assigns oversight responsibility.
2. Establish technology usage standards and policies so adoption and effectiveness can be measured program-wide.
3. Continue piloting and evaluating the Udemy Learning Management System to determine long-term viability.
4. Identify consistent tracking tools such as Microsoft Planner or Power BI to measure timelines, training completion, and leadership development outcomes.

Goal 2: Governance, Oversight & Compliance Systems – 26 / 35

This goal focuses on strengthening governance structures, program oversight, and compliance systems. The need for this work remains strong. Progress has been made through leadership expansion, the appointment of a new Executive Director, and the development of a more engaged Governing Board. Meeting participation has improved, quorum challenges have decreased, and board training engagement has increased.

However, the team noted that a clear monitoring framework has not yet been fully established. Without a defined system for compliance monitoring and quality assurance, some issues continue to require ongoing intervention. Areas such as safety preparedness, including lockdown and active-shooter training, remain incomplete or under-resourced. While several components of this goal are functioning well, others require further development in order to fully address the systems issues identified.

Key recommendations for Year Four:

5. Develop and implement a formal program monitoring and compliance framework, potentially integrated with Microsoft Planner.
6. Establish a Quality Assurance Team responsible for consistent monitoring and follow-up across program areas.
7. Prioritize safety preparedness training, including lockdown and active-shooter protocols.
8. Continue strengthening Governing Board and Policy Council engagement through ongoing training and recruitment.

Cross-Cutting Themes

Two themes emerged across the Professional Development and Management goals and should guide planning for the next program year.

1. Systems and structure are the primary drivers of progress. Across both goals, the team identified that improvements occur when clear systems are in place. Technology tools such as SharePoint and emerging training platforms have improved communication and efficiency, while stronger governance practices have increased participation and accountability. However, several systems remain incomplete, particularly succession planning, program monitoring frameworks, and program technology standards. Establishing clear processes and ownership will be critical to sustaining progress.

2. Measurement and tracking tools need to be strengthened. Both goals highlighted challenges with defining success and consistently tracking outcomes. Without clear benchmarks, timelines, and reporting systems, it is difficult to demonstrate impact or ensure consistency across departments. Expanding the use of structured tracking tools—such as Microsoft Planner, Power BI dashboards, or centralized training systems—would improve organizational visibility and allow leadership teams to monitor progress more effectively.

Strengthening these cross-cutting systems will allow both goals to move from partial implementation toward sustainable organizational practices that support leadership development, governance stability, and operational efficiency.

Education & Child Development

Year Three Self-Assessment – Summary

Goal	Total Score	Priority	Progress on Current Objectives
Goal 1: Meaningful Integration of School Readiness	24 / 35	**HIGH**	2.75 / 5
Goal 2: Continuous Quality Improvement	28 / 35	**HIGH**	4 / 5*
Goal 3: Professional Development	29 / 35	**HIGH**	4 / 5

**Goal 2 direct service rating is 4/5 with current extra staffing; 3/5 if additional staff are reduced.*

Goal 1: Meaningful Integration of School Readiness – 24 / 35

All three continuing priority objectives remain relevant and in progress. Systems for school readiness alignment, data review, and stakeholder engagement are in place at the administrative level and moving forward. The primary challenge is translating administrative gains into consistent classroom-level practice. Staff are completing assessments and receiving trainings, but follow-up to verify understanding and application is insufficient. Centers are not on the same page about how school readiness and the DRDP are communicated to families. Teaching staff have consistently requested Creative Curriculum training that has not been delivered, and report confusion about how Creative Curriculum and CLASS work together in the classroom. Site Supervisor coaching is happening but lacks the verification and follow-through needed to drive lasting change at the direct service level.

Key recommendations for Year Four:

- Develop Year 4 objectives with direct input from classroom-level staff.
- Deliver Creative Curriculum training that staff have repeatedly requested.
- Create a simple, consistent tool for staff to use when communicating school readiness and DRDP information to families.
- Establish accountability structures for Site Supervisors to coach, model, and verify implementation – not only facilitate trainings.

Goal 2: Continuous Quality Improvement – 28 / 35

Monitoring systems are centralized and functional. Reporting to Policy Council and Governing Board is more regular and data-informed. The realignment of the leadership team has improved coordination and begun to address oversight gaps. The goal is strongly aligned with program priorities and is foundational to all other goals. The most significant ongoing gap is at the direct service level: staff do not consistently understand the referral and follow-up process, and communication after a concern is flagged is insufficient. The goal statement itself is convoluted and does not clearly communicate its focus – the objectives are clearer than the goal. Extra staffing is a critical factor: the direct service team rated this goal at 4/5 with current staffing and 3/5 without it, underscoring how dependent monitoring capacity is on maintaining classroom support.

Key recommendations for Year Four:

- Rewrite the goal statement for clarity and plain-language accessibility.
- Develop a step-by-step process guide for teaching staff on what to do when a concern is identified, and provide training on the purpose behind each step.
- Improve communication loops so staff know what happens after something is flagged or completed.
- Protect current extra staffing levels in the budget and document their impact on planning time and service quality.
- Add program support staff capacity to sustain leadership monitoring responsibilities without burnout.

Goal 3: Professional Development – 29 / 35

Professional development systems have meaningfully expanded. Coaching capacity has grown, training is more data-aligned, and the PD funds and partnerships objective is fully met. Stipends, pathway incentives, and outside agency trainings are active and effective, and staff are being supported in continuing their education. The area of greatest concern is the gap between training delivery and classroom application – there is no current mechanism to verify that what is taught in trainings is being used in classrooms. Individual coaching is insufficient, training groups are too large, and curriculum-specific training that staff have consistently requested has not been delivered. Leadership staff are overextended carrying PD responsibilities alongside compliance and monitoring – this goal is under-resourced relative to its scope.

Key recommendations for Year Four:

- Add a Year 4 objective for dedicated program support staff capacity for professional development under the Child Dev. & Health Manager.
- Formalize Practice-Based Coaching (PBC) with a structured system and a monitoring tool that the full team can access.
- Deliver Creative Curriculum and 2nd Step training that staff have repeatedly requested.
- Reduce training group sizes where feasible in direct response to staff feedback.

- Develop a Site Supervisor coaching observation tool to verify that in-classroom coaching is occurring.

Cross-Cutting Themes

Three themes run consistently across all three goals and should be addressed at the program level in Year Four:

1. Follow-through and verification. Systems are in place but accountability loops are incomplete. Across all three goals, the gap between what is expected and what is consistently happening at the classroom level is the primary barrier to progress. Site Supervisors coaching, modeling, and checking work, not just attending meetings, is the missing link.

2. Staff requests that have gone unmet. Across goals 1 and 3, staff have consistently asked for Creative Curriculum training, smaller training groups, and more individual coaching. These requests appear across multiple objectives and assessment cycles and represent a clear, actionable gap.

3. Capacity constraints. Leadership and Site Supervisors are stretched across all three goals. Extra classroom staffing is protecting planning time for direct service staff, but leadership-level PD and monitoring responsibilities are not adequately staffed. Adding dedicated program support staff is the highest-leverage investment the program can make in Year Four.

Family & Community Partnerships

Year Three Self-Assessment – Summary

Goal	Total Score	Priority	Recommendation
Goal 1: Families as Advocates & Leaders	31 / 35	**HIGH**	Continue
Goal 2: Positive Parent-Child Relationships	33 / 35	**HIGH**	Continue
Goal 3: Family Connections to Peers & the Community	32 / 35	**HIGH**	Continue
Goal 4: Family Engagement in Transition	30 / 35	**HIGH**	Continue

Goal 1: Families as Advocates & Leaders– 31 / 35

This goal is performing at a high level. Parent and staff advocacy is active and producing measurable outcomes – Advocacy Day at the Capitol in both 2024 and 2025, Policy Council legislative positions, AB1930 advocacy, and a social media campaign to preserve Head Start funding. PINS data and community assessment findings confirm the ongoing need for structured advocacy support. The goal's emphasis on building long-term leadership rather than one-time participation is the right approach. The primary ongoing challenge is maintaining advocacy momentum across the full program year and balancing staff workload when organizing activities.

Key recommendations for Year Four:

- Maintain the annual advocacy calendar with at least two identified activities and build in planning time early in the year to prevent last-minute workload pressure on staff.
- Continue developing parent leadership skills through PINS-informed advocacy planning and Policy Council capacity building.
- Leverage social media platforms to sustain advocacy visibility and engagement between major events.

Goal 2: Positive Parent-Child Relationships – 33 / 35

This is the highest-scoring goal across the Family & Community Partnerships area, reflecting the strength and maturity of the Family Partnership Process, home visits, and family goal-setting structures. Parent engagement is measurably increasing, and father involvement has grown in 2025. The goal is

producing positive and lasting outcomes for children and families. The primary area for continued attention is father and father-figure engagement – the program has made meaningful progress but acknowledges this requires ongoing, intentional outreach. PIR data, family goal records, and home visit participation confirm sustained impact.

Key recommendations for Year Four:

- Continue the Family Partnership Process as the central structure for parent engagement, with particular attention to individualized family goals.
- Sustain and expand father engagement strategies – including Dadurdays, PINS goal setting, and connection to the Parent Engagement Coordinator.
- Continue tracking PIR data and family goal completion as the primary evidence of impact.

Goal 3: Family Connections to Peers & the Community – 32 / 35

This goal is strong and well-structured, with consistent monthly events providing a reliable framework for family connection and peer relationship building. Field trips, Family Connections, PCC, Sports Night, and Dadurdays are all active and valued by families. The goal's scores across all seven categories are high, reflecting that the team sees it as clearly defined, strategically aligned, and producing meaningful outcomes. The addition of a new question on the 2025 Parent Satisfaction Survey will improve outcome measurement going forward. The primary ongoing challenge is helping families who are less comfortable with new social situations feel welcome and supported in participating.

Key recommendations for Year Four:

- Maintain the monthly Family Connections structure and continue offering diverse event types to reach families with different interests and comfort levels.
- Use the new Parent Satisfaction Survey question to track engagement trends and inform Year Four event planning.
- Consider intentional strategies to support family members who are newer or less socially connected in building peer relationships – such as buddy pairing or welcome activities at events.

Goal 4: Family Engagement in Transition – 30 / 35

This goal is well-established and consistently performing. Staff support families during transitions through goal setting, referrals, and community partnership events, and the program has increased its collaborating partners in 2025 to support smoother handoffs. The goal is clear, measurable, and strongly aligned with program and community priorities. The two primary ongoing challenges are supporting families who are hesitant to be open about their needs, and ensuring that staff remain current on the community resources available to refer families to. These are inherent tensions in this type of work rather than failures of implementation.

Key recommendations for Year Four:

- Continue building and maintaining community partnerships, with attention to staff staying current on resource availability and referral processes.
- Develop a simple tool or system for staff to track and share updated community resource information across sites.
- Continue tracking Parent Satisfaction Survey data and family goal completion as the primary measures of transition support effectiveness.

Cross-Cutting Themes

Three themes are consistent across all four Family & Community Partnerships goals and should be considered in Year Four program planning:

1. All four goals are performing at a high level and should continue. Scores range from 30 to 33 out of 35, all are High priority, and the team's recommendation across every goal is Continue. This is a well-functioning program area with strong community alignment and consistent family impact.

2. Staff workload and capacity are a consistent background concern. Across Goals 1, 3, and 4, the team notes that staff must balance organizing and supporting program activities alongside other responsibilities. This is currently manageable but should be monitored, particularly as the program expands event offerings and community partnerships.

3. Data collection is improving and should be prioritized. The addition of a new Parent Satisfaction Survey question for Goal 3, expanded use of PIR data for Goal 2, and PINS-informed planning for Goals 1 and 4 reflect a program that is actively strengthening its ability to measure family engagement outcomes. Continuing to build and systematize this data infrastructure will support stronger self-assessment and program planning in Year Four.

Health

Year Three Self-Assessment – Summary

Goal	Total Score	Priority	Recommendation
Goal 1: Mental Health	31 / 35	**HIGH**	Continue
Goal 2: Physical & Oral Health	20 / 35	**MEDIUM***	Revise & Elevate
Goal 3: Nutrition	26 / 35	**MEDIUM**	Continue

*Goal 2's score reflects implementation gaps, not the importance of the goal content. Physical and oral health compliance is a non-negotiable Head Start standard.

Goal 1: Mental Health – 31 / 35

This is the strongest-scoring goal in the Health program area, and for good reason. The team speaks with clarity and urgency about the ongoing need for mental health support. Post-COVID behavioral complexity has increased across the program, and the infrastructure being built – Behavior Specialists, Mental Health Consultants, a uniform behavior planning process, and the Pyramid Model implementation – is producing measurable results. Fewer behavior plans, more oversight, and more educational staff in classrooms all reflect real progress. The team scored Root-Cause Effect at 3/5, honestly acknowledging that mental health needs require constant attention and will never be fully 'solved' – a realistic and self-aware assessment. The team also noted clearly: if this goal is paused, systems will fall apart and everyone will burn out.

Key recommendations for Year Four:

- Stay the course on Pyramid Model implementation – Year 1 of a 5-year plan is in progress; consistency is essential.
- Continue the scheduling planning with Mental Health Consultants to develop the specialized plan for 25–26.
- Monitor Behavior Specialist capacity across sites and flag any centers where demand is outpacing support.

Goal 2: Physical & Oral Health – 20 / 35

This goal has the lowest score of any goal across all program areas assessed, and the team's notes explain why honestly and specifically. The core problem is not that the goal is unimportant – it is a non-negotiable Head Start standard – but that the systems needed to implement it are not yet working. The 90-Day Health Determination report in ChildPlus does not surface the 90-day data. I Am Moving, I Am Learning! has not been implemented company-wide. No training has been provided for it. Site supervisors do not have consistent access to the data they need. The Health and Mental Health

Advisory Committee met once. The absence of a social worker position is a recurring gap that adds to site supervisors' plates and limits parent support. The team's recommendation – Revise and Elevate – is exactly right: the goal needs structural investment before it can perform at the level it needs to.

Key recommendations for Year Four:

- Fix the ChildPlus 90-Day Health Determination report so it displays usable 90-day data. This is the single most important systems fix for this goal.
- Share the "File Review Monitoring" document in Health & Nutrition on SharePoint with site supervisors and incorporate it into onboarding and regular monitoring.
- Develop and deliver training on I Am Moving, I Am Learning! and build it into the company-wide program calendar.
- Schedule remaining Health and Mental Health Advisory Committee meetings on the Master Calendar for the full year – not just one meeting.
- Explore the feasibility of a social worker position or a community partner who can provide the one-on-one family support that site supervisors cannot sustain alone.

Goal 3: Nutrition – 26 / 35

The Nutrition goal is performing at a medium level and producing genuine outcomes – children are more interested in food, Grow It, Like It, Try It! engaged classrooms meaningfully, and Taster Tuesdays are being built in as a sustainable successor. The team's candor is valuable here: one Nutrition Coordinator for nine centers and over 100 families is a large reach, the five-year referral reduction target is difficult to measure given annual student turnover, and the increase in Registered Dietitian referrals signals growing rather than decreasing need. Strategic alignment scored 3/5 because the team honestly noted that the current resources and goal structure don't fully match what the program can realistically deliver. The recommendation is Continue, with strengthening.

Key recommendations for Year Four:

- Revise the five-year referral reduction target to reflect annual measurement cycles – track referral data year over year rather than across a five-year cohort.
- Formalize the training tracking sheet for center-specific nutrition trainings and use it consistently from the start of the program year.
- Plan for the end of Grow It, Like It, Try It! funding in July 2026 – ensure Taster Tuesdays are implemented and supported at all centers before funding ends.
- Explore community garden or produce access opportunities to address the root cause of families lacking access to healthy food options outside classroom hours.
- Identify whether additional Registered Dietitian support or trained site staff could extend the Nutrition Coordinator's reach.

Cross-Cutting Themes

Two themes run clearly across the Health program area and should inform Year Four planning:

1. Staffing and resource gaps are the primary barrier to implementation. Across all three goals, the team identified under-resourcing as a real constraint: the absence of a social worker, one Nutrition Coordinator for nine centers, and Mental Health Consultant capacity varying by site and situation. These are not minor operational details – they are the difference between a goal that works and one that struggles. Year Four planning should include an honest inventory of what each goal requires to function and where current staffing falls short.

2. Data infrastructure needs investment across the Health area. Goal 2 cannot track 90-day health compliance because the report doesn't work. Goal 3 cannot demonstrate trend data because referral numbers fluctuate monthly without a clear tracking system. Goal 1 has the strongest data infrastructure – behavior plans, PIR, and ChildPlus reports – and it also has the strongest scores. The correlation is not a coincidence. Building better data tools and report access for Goals 2 and 3 is a prerequisite for improvement.

Self-Assessment: Strategic Goal Review & Scoring Tool

Goal: _____ Team Leads:_____

Team Members: _____

Each section is scored **1–5,** where:

1 = very weak 3 = mixed 5 = very strong
Teams should **discuss the guiding questions first**, then agree on a score.

Ongoing Organizational Need

- What problem was this goal originally meant to solve?
- Does that problem still exist today?
- Has the issue changed?
- Are staff, families, or partners still experiencing it?
- What data confirms this need?

Score (1–5): _____

Evidence / Notes:

_____

_____

_____

_____

Impact

- What has changed since this goal was implemented?
- Would things be worse without it?
- Are we seeing measurable improvements?
- Are results sustainable?
- Is it moving the needle?

Score (1–5): _____

Evidence / Notes:

Clarity & Measurability

- Do we know what success looks like?
- Could it be interpreted differently?
- Do we have data to prove success?
- Are benchmarks or timelines defined?
- Would an outsider understand this goal?

Score (1–5): _____

Evidence / Notes:

Strategic Alignment

- Does it support current priorities?
- Does it fit funding and staffing realities?
- Does it match community needs?
- Would we still write this goal today?
- Is it moving us forward?

Score (1–5): _____

Evidence / Notes:

Return on Effort

- How much time and resources does it take?
- Are the results worth it?

- Could resources be better used elsewhere?
- Is it under or over resourced?
- Is it stretching staff thin?

Score (1–5): _____

Evidence / Notes:

_____

_____

_____

_____

Root-Cause Effect

- Does it fix systems or just symptoms?
- Are problems recurring?
- Would issues return if removed?
- Does it create lasting improvement?
- What would solving the root cause look like?

Score (1–5): _____

Evidence / Notes:

_____

_____

_____

_____

Forward Priority

- Is this still urgent?
- Are there bigger needs now?
- Does it compete with more critical goals?
- Will it matter in 12 months?
- What happens if we pause it?

Score (1–5): _____

Evidence / Notes:

Add all seven scores: _____ **/ 35**

Priority Guide

28–35 = High priority. 20–27 = Medium priority. Below 20 = Low priority.

Recommendation:

- **Continue** – Goal is relevant and working
- **Revise** – Goal is important but needs refinement
- **Elevate** – Goal needs more focus or resources
- **Retire** – Goal is no longer a priority or problem is resolved

Rationale: