

Self Assessment Summary 2015



ENRICH - EMPOWER - ENGAGE

Changing of Philosophy Regarding Self-Assessment

Over the years Northern California Child Development, Inc. (NCCDI), has conducted its self-assessments in a variety of ways ranging from utilizing federal monitoring tools to using Head Start materials specifically designed for self-assessment, most recently *Head Start Self-Assessment: Your Foundation for Building Program Excellence*. Regardless of the self-assessment instrument used, NCCDI has involved internal content area experts, staff, parents, Governing Board members, and community members to assist in the self-assessment process. While past self-assessments helped us identify policies and procedures that required revisions as well as staff training opportunities for reinforcement, the goal of the self-assessment process seemed focused on Head Start compliance rather than as a vehicle for program planning and goal development.

Since the release of the Head Start Act of 2007, the Office of Head Start has taken Head Start mandates that have always been in existence and reinvented them with an area of focus such as: ongoing monitoring, School Readiness, risk assessment, data systems, and Parent, Family & Community Engagement (PFCE). A significant shift began to take place in how programs were to view their operations. Programs could no longer simply focus on remaining in compliance with Head Start regulations, they now had to examine the overall direction and impact of their systems and services across all areas of operation in order to determine if the program was being effective. Effectiveness was to be measured not only in a program's ability to be in compliance but also against the program's self-developed goals.

Prior to the Head Start Act, data systems were predominantly considered a fiscal component. If someone asked for program data, you would provide them with your Program Information Report (PIR). In recent years, programs are now recognizing that data is everywhere. In fact, there is so much data available, the challenge programs face is determining what data is the most relevant to analyze in order to determine its program effectiveness. New data systems, such as School Readiness and PFCE have been created that not only inform programs on the progress of its students and families but also help programs measure the effectiveness of their staff. Risk assessment is now something that programs always have in the back of their minds when reviewing data and operations, because if you ignore what picture the data is painting, your program will be in jeopardy of the Designation Renewal System (DRS). Whereas monitoring used to be a once a year process as part of self-assessment, monitoring is now ongoing which has negated the need of self-assessment as a monitoring tool.

Therefore, we have changed the focus of our self-assessment process from one that asks the question, "Are we doing things right?" to a process that asks, "Are we doing the right things?" In order to answer the second question properly, we need to understand our data and the story it is telling us. As mentioned earlier, the amount of data available is staggering and if we examined every source of data during our self-assessment process the process would be never ending. Rather than overwhelm the Self-Assessment team with every source of data, we have identified specific sources of data that best represent the effectiveness of our program. Questions we asked ourselves included, "How can we better serve children and families in our community?", "Where are we at risk?", and "How can we improve or streamline operations?" By examining these questions we will be able to determine if we are using our human and financial resources to achieve our goals.

The Process

Directors and Managers will comprise the Assessment Team, focusing on areas in their own content area and assisting in the other content areas as well. In addition, staff, parents and Governing Board members will be invited to participate in the Strategic Planning session which is part of this process.

During the Assessment the Directors and Managers, acting as the review team leaders, will identify five data sources in their content area they wish to examine more closely. For each of the data sources

identified, the Director and Manager of that content area, will develop one to three outcomes they wish that data to show. The Assessment Team will then use the data sources identified as well as other data sources, if available, to determine if the desired outcomes were achieved. In cases where the data does not support the outcomes, the Assessment Team will develop an action plan(s) to achieve the desired outcome. For each of these action plans, we will determine the fiscal impact and incorporate those expenditures within the budget for the upcoming grant renewal. In addition, any training needs will be written into the Training and Technical Assistance Plan submitted with the grant renewal application. Once action plans have been drafted, the Assessment Team will meet with the Strategic Planning Committee to discuss the outcomes and share the available data. Together we will come to a consensus on the outcomes and identify any additional desired outcomes. We will review the proposed action plans and develop additional action plans for newly identified outcomes. At the completion of the Assessment and Strategic Planning, the Executive Director will finalize the summary of findings in a Self-Assessment Report, which will include action plans as approved by the Strategic Planning Committee. The Self-Assessment Report will be presented to the full Governing Board and Policy Council for their review and approval. Upon approval, the Executive Director will present the Self-Assessment Report and Strategic Plan to all staff at a general staff meeting. The Directors and Managers will be responsible for implementing action plans in their content area and report back to the Policy Council and Governing Board as the corrective action is implemented.

Organization of Findings

As described in the NCCDI Self-Assessment process, a group of NCCDI stakeholders including staff, parents, community members, policy council and governing board members were invited to conduct the NCCDI Head Start & Early Head Start annual Self-Assessment. The Self-Assessment team identified desired outcomes within the following 6 component areas:

- Health ,Nutrition, and Safety
- School Readiness and Head Start & Early Head Start Comprehensive Services
- Parent, Family, and Community Engagement
- Eligibility, Recruitment, Selection, Enrollment, and Attendance
- Fiscal Management
- Human Resource Management

The analysis began with identifying 3 to 5 desired outcomes or in each of the above areas. For each desired outcome the team identified specific data sources that would help us determine if we were effectively achieving the outcome. As this was the first year of conducting this process in this manner we set the desired outcomes to be something that we knew we had not yet achieved so we would have something to work toward during the upcoming year. As we examined the current data in relation to our desired outcomes we identified several barriers for each outcome that either was or potentially could prevent us from reaching that outcome. For each barrier, we then formulated action steps to overcome those obstacles. Each action step was assigned to a responsible person and designed with specific, measurable, reasonable, and timely results. Over the next year, the team will meet on a quarterly basis to review the progress of the action steps. Once all the steps for a desired outcome have been completed we will review the data again to see if we met the goal we had set. If so, great, we will continue to monitor that goal throughout the remainder of the year. If the set goal was not met, we need to ask questions such as, “Do we need more time to assess?”, “Was the goal realistic and achievable?”, “Have we identified more barriers that we did not anticipate?” We will then reassess and revise our action steps accordingly.

The results of the Self-Assessment are presented by program component areas. Each component area contains a summary statement on the desired outcomes, the data sources reviewed, findings that the data revealed and an action plan to achieve the outcomes over the next year.

Program Component Area: Health, Nutrition, and Safety

Desired Outcomes
<p>As part of NCCDI's commitment to physical and mental wellness and safety for all children in our care and all staff in our employment, we have identified the following desired outcomes:</p> <ul style="list-style-type: none"> • 100% of all center based safety concerns and repairs are addressed within a reasonable time, not to exceed 30 days. • MSDS binders are current for all hazardous products used in the classroom. • Absences and removal from Center-based services due to lack of immunizations or completed physicals is reduced from prior year. • Health, Nutrition, and Safety manuals are updated within 30 days of notification of changes in NCCDI policies, Head Start Performance Standards, and other Federal, State and Local regulations.

Data Analysis	Action Plan
<ul style="list-style-type: none"> • List of emergency repair vendors has not been kept updated. • Staff purchased hazardous supplies without acquiring MSDS information. • Doctors are not completing CHDP form entirely. Although notified of omission, not all parents are going back to doctor to have entire CHDP completed. • Differences between State immunization schedule and California Community Care Licensing requirements. • Health manual has not been updated to reflect current practices and Accreditation standards. • Lack of on-boarding process as part of new hire orientation (see Human Resource Management). 	<ul style="list-style-type: none"> • Health & Safety Director and Maintenance staff will create list of preferred vendors to contact for emergencies including but not limited to the following types of repairs: electrical, plumbing, pest control, etc. • Health & Safety Director will create list of all hazardous products approved for purchase. Any items not listed must be approved for purchase by Director prior to purchase. • Send letter to parents informing them of incomplete items on CHDP. Family Advocates case manage with parents to get form completed. • Health & Safety Director train ERSEA staff on State immunization and licensing requirements so ERSEA staff can identify missing or upcoming immunizations at time of application intake and inform parent. • Update Health manual and train staff on update during pre-service.

Data Sources:

Work orders, monthly Safety Inspection Checklists, list of emergency repair vendors, MSDS binders, attendance reports, monthly monitoring reports, State immunization schedule, CHDP forms, California Community Care Licensing regulations, Health manual.

Program Component Area: School Readiness & Comprehensive Services

Desired Outcomes

As part of NCCDI's commitment to provide all children with a safe, nurturing, engaging, and age appropriate learning environment that promotes School Readiness and successful transition from Early Head Start to Head Start or from Head Start to Kindergarten, we have identified the following desired outcomes:

- Early Head Start Policies and Procedures Manual is updated within 30 days of notification of changes in NCCDI policies, Head Start Performance Standards, and other Federal, State and Local regulations.
- Maximize utilization of Early Head Start center-based slots so that 100% of children enrolled within that option are working, seeking work, or going to school.
- Segregate DRDP data of Early Head Start English language learners and children enrolled in their first, second, or third year to better understand the impact of those factors on children's progress in meeting School Readiness goals.
- Increase percentage of Early Head Start parents whose children are referred to Part C to accept referral for assessment.
- Implement Practice Based Coaching and Teacher Learning Communities within Early Head Start program.
- Increase average program CLASS score in Instructional Support to a 5.0.
- 100% of Head Start teachers are CLASS reliable and incorporating CLASS benchmarks into curriculum and weekly lesson plans.
- 83% of Head Start children are Mastering cognitive learning domain outcomes.
- 80% of Head Start children enrolled in our behavior class option (Stepping Stones) will show an 65% improvement in the domain of social emotional development.
- 80% of Head Start families whose children are enrolled in our behavior class option (Stepping Stones) will implement visual aid of family rules and routines.
- 100% of Head Start teachers will be trained as ECERS assessors and all classrooms will score a 6 or higher in every ECERS measure.

Data Analysis	Action Plan
<ul style="list-style-type: none"> • EHS Center Base waitlist consists of children that are not in need of full day services. • EHS parents are not keeping employment or school schedules to show need for full day services. • Reports from CCR Analytics currently does not segregate data into English Language Learners or by years in program. • Staff do not fully understand in take process of Part C organization to share with parents. • Need to discuss implementation with newly assigned ECE Specialist. • Recent CLASS monitoring results in Instructional Support were a 3.7. • Currently 90% of teaching staff is CLASS reliable. • Data from 3rd Assessment not yet available. Will measure growth in domains described above when available. 	<ul style="list-style-type: none"> • Families must provide employment verification, work or school schedules prior to being placed on full-day waitlist. • Families that do not regularly provide employment verification, work or school schedules will be transitioned to home base. • Request CCR Analytics to prepare reports providing requested information. • EHS Director will contact Part C organization for pre-service training for all EHS staff on disabilities and their intake process. • Staff will be trained on strategies to assist parents in better understanding the importance of catching delays in the first 3 years in the hope more referrals will be processed. • EHS Mentor Teacher will make a list of needed equipment for PBC and TLC groups. EHS Director will meet with Executive Director about needs. • Continued CLASS training with heavy focus

	<p>on Instructional Support and integrating CLASS into curriculum and weekly lesson plans.</p> <ul style="list-style-type: none">• Analyze DRDP data from 3rd Assessment once received from CCR Analytics. Develop 2015-16 training plan for staff based on results.
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Data Sources:

Early Head Start Policies and Procedures Manual, employment verification, school registration, DRDP Assessments, CCR Analytics reports, Part C referrals, waitlist report of children by age, CLASS scores, ECERS Assessments.

Program Component Area: Parent, Family and Community Engagement

Desired Outcomes

As part of NCCDI's commitment offers parents and families opportunities for support and growth so that they can identify their own needs, interests and strengths, and become productive community members, we have identified the following desired outcomes:

- Establish an intensive parent training program focused on top 5 priority needs according to the Parent Interest Needs Survey (PINS).
- 85% of families will indicate on Family Outcomes Survey they were at least satisfied with the services they received based on the 5 priorities per their PINS.
- 80% of families will achieve one of their set goals.
- 25% of Policy Council members (or number of other parents equal to that amount) will regularly attend or sit on a community based organization or council.
- Increase average monthly attendance at each local parent group meeting by 5%.
- Align NCCDI's Parent, Family, and Community Engagement Framework with county-wide Strengthening Families initiative as being implemented by First Five of Tehama.
- NCCDI staff participation with 100% of organization Boards and committees that support enrolled families throughout Tehama County and provide hyperlinks to those organizations through our website.
- Engage 50% of families on waitlist by providing them with resources and access to training opportunities.

Data Analysis	Action Plan
<ul style="list-style-type: none"> • PINS is very lengthy and responses don't provide information on what topics are most important to families. • Majority of parents who identify specific training topics they desire don't attend training opportunities when provided. • Initial information received on Strengthening Families appears to be redundant with our PFCE Framework. • Parent surveys reveal top reasons for lack of attendance at local parent group meeting times are day and time meetings are held and meetings are too mundane. • Only a few staff serving on multiple Boards and/or committees. • Don't have a complete list of local organizations that provide services to our families and many of those that we are aware of we have not fostered a partnering relationship with. • Information on website constantly changes and requires continuous updating. 	<ul style="list-style-type: none"> • Measure parent experience with NCCDI services through evaluation tool aligned with PINS. • Subscribe to CCR Analytics Family Outcomes Survey. • Identify resources in community to provide follow-up workshop series in training areas provided at Parent Choice Conference. • Meet with Strategies and First 5 Tehama to discuss our PFCE Framework and how it can be aligned with Strengthening Families. • Develop a list of local organizations that provide services to our families. • Identify staff who should be involved with various local organization boards and/or committees. • Engage local organizations and invite their representatives to our family service staff meetings. • Visit key organizations on a quarterly basis to report back to them how families they have referred are doing. • Contact organizations listed on our website on quarterly basis to ensure information on our website is up to date.

Data Sources:

Parent Interest Needs Survey, CCR Analytics Family Outcomes Survey, Tehama 211 database, Policy Council roster, family goals, sign in sheets from local parent group meetings, PFCE Framework, Strengthening Families Framework, NCCDI waitlist

Program Component Area: Eligibility, Recruitment, Selection, Enrollment & Attendance

Desired Outcomes
<p>As part of NCCDI's commitment to provide services to eligible children and families, serve children of families of the highest need, and enroll children in an option that meets the needs of the child and family, we have identified the following desired outcomes:</p> <ul style="list-style-type: none"> • Implement absence policy that meets requirements of various programs administered by NCCDI and reduce overall absenteeism by 25%. • 85% of classrooms reporting attendance and providing notes as necessary in Child Plus on a weekly basis. • Increase percentage of over income families referred to other programs and increase number of referrals received from other programs. • Increase number of families on waitlist by 10%. • Increase utilization of electronic applications and enrollment forms. • Increase percentage of Early Head Start infants able to transition as toddlers at an age appropriate time through proper staggering of ages within both classrooms.

Data Analysis	Action Plan
<ul style="list-style-type: none"> • Differing absence policies for to meet different program requirements make it confusing for parents and staff. • Computer connections reported by staff are inconsistent and slow making it difficult for staff to access Child Plus. • ERSEA staff does not have understanding of other programs (private and government funded) and what services they provide. • Majority of referrals come only from Department of Social Services and School Readiness Program. • We do not have technology in place to enable electronic signatures on enrollment and application forms. • Classrooms have children enrolled too close in age making it difficult to transition infants to toddler classroom. 	<ul style="list-style-type: none"> • Implement universal absence policy that meets various program requirements in one policy. • Revise case management process for dealing with absenteeism. • Computer consultant will investigate causes of slow connections. • Train staff on proper note documentation in Child Plus regarding attendance. • ERSEA staff will engage with other pre-k and child care programs in order to provide over income families and other waitlisted families different options for services. ERSEA staff can also share NCCDI services so that other programs can refer to us if we can better meet that family's needs. • Make contact with local service organizations and train them on referral process. • Procure technology to enable electronic signatures on enrollment and application forms. • Prior to selection of a child in EHS for a specific program option, ERSEA will communicate with EHS Director about specific needs of the center (age, location, etc.)

Data Sources:

Attendance policies, attendance reports, waitlist, enrollment reports.

Program Component Area: Fiscal Management

Desired Outcomes

As part of NCCDI's commitment to ensure appropriate control of federal funds and organizational resources, we have identified the following desired outcomes:

- Reduce number of timecard exceptions within payroll system by at least 30%.
- Reduce negative year to date variances of all budgeted line items to \$500 or less.
- Complete annual inventory of all classrooms prior to the end of the school year.
- Fiscal Policies and Procedures are updated within 30 days of notification of changes in NCCDI policies, Head Start Performance Standards, and other Federal, State and Local regulations.
- Fiscal staff receive at least 4 hours per month of in-house training and training on any changes in Office of Management and Budget and Head Start regulations.

Data Analysis	Action Plan
<ul style="list-style-type: none"> • Computer connections reported by staff are inconsistent and slow making it difficult for staff to enter time. • Fiscal policies related to timely completion of timesheets not being followed consistently. • Staff not trained in updates to payroll system. • Fiscal Officer not meeting with Site Supervisors on consistent basis to discuss Center budget reports. • Site supervisors not trained in how to submit budget revisions to cover negative variances. • Fiscal Policies & Procedures do not currently address budget revisions or recent changes in OMB Circulars. • No set schedule to complete inventory. • Site Supervisors need training in organizing and conducting inventory of their Centers. • Loss or disposal of assets not conducted correctly. • No set schedule for regular training of fiscal staff. 	<ul style="list-style-type: none"> • Computer consultant will investigate causes of slow connections. • Fiscal Officer and Executive Director will work with management and Site Supervisor staff to determine best suited policies for fiscal and staff to ensure as timely completion of timesheets as possible. • Emails will be sent to all employees when ADP makes changes to the payroll system and will go over changes at monthly Site Supervisor meetings. • Fiscal Director will attend Site Supervisor meetings on a quarterly basis to go over Center budgets and provide budget training. • Update Fiscal Policies & Procedures Manual. • Create inventory schedule for Centers. • Training of Site Supervisors in organizing and conducting inventory of their Centers. • Training will be provided to all staff for correct procedures in reporting disposal or loss of assets. • Organize weekly fiscal staff meetings to discuss & schedule potential training.

Data Sources:

Timecard exception reports, budget vs. actual reports, inventory listing, Fiscal Policies & Procedures.

Program Component Area: Human Resource Management

Desired Outcomes

As part of NCCDI's commitment to recruit and retain qualified staff, we have identified the following desired outcomes:

- Employee Handbook and Human Resource manuals are updated within 30 days of notification of changes in NCCDI policies, Head Start Performance Standards, and other Federal, State and Local regulations.
- Employee turnover is reduced by 10% and data is collected identifying reasons for vacancy.
- Implement a Succession Planning Program.
- 100% of center based and home base staff have a written professional development plan.
- 50% of new Head Start teachers will obtain an AA/AS degree within 3 years of hire.
- 100% of new Head Start site supervisors will obtain a BA degree within 2 years of hire.
- 50% of Teacher Assistants with a development plan will reach at minimum an Associate Teacher Permit within 2 years of employment.
- A percentage of NCCDI's Training & Technical Assistance budget for education assistance will be made available to positions other than those required to meet specific degree requirements.
- 80% of employees will receive performance evaluation within one month of the due date.
- 80% of staff will achieve all goals written in their performance evaluation during the evaluation period.
- Create policies & procedures for new hire on-boarding process with 80% of new staff surveyed stating that on-boarding process and new hire orientation was satisfactory.

Data Analysis	Action Plan
<ul style="list-style-type: none"> • Lack of detailed tracking system for reasons of employment termination. • Competition with other hiring programs and lack of opportunities for advancements within NCCDI and/or stagnant pay. • Lack of computer skills or access to NCCDI computers. • Lack of follow through by management in completing performance evaluations. • 90 day probationary evaluations not completed timely or at all. 	<ul style="list-style-type: none"> • Prepare employee turnover report presented to governing board with reasons for turnover. • Develop formal succession training plan. • Complete most recent wage comparability study. • Identify key staff for succession and mentoring and develop a succession training plan for each position. • Offer computer literacy training and training on specific software applications. • Present quarterly reports Governing Board identifying delinquent performance evaluations.

Data Sources:

Employee Handbook, ADP Payroll System, personnel files, professional development files, wage comparability study, T&TA budget, performance evaluations, new hire orientation manual.