

Northern California Child Development

2023 Annual Self-Assessment Results and Improvement Plan

Governance-Inadequate-Adequate

- Review and update Governing Board Bylaws Sec. 642 [42 U.S.C. 9837]
- The PC approves and submits decisions about identified programs activities to the Governing Board. The PC participates in program level decisions. Sec. 642 [42 U.S.C. 9837]

Program Planning-Inadequate-Adequate

- Using program evaluation tools-be data driven (PS 1302.101)
- Service area plans (PS 1302.102 b)
- Parent surveys (1302.102 b (2) i)
- Self-assessment addresses cultural competency

ERSEA-Inadequate-Adequate

- 100% full enrollment (PS 1302.15a)
- Maintaining 10% disabilities (PS 1302.14 b)

Human Resources-Inadequate

- Staff annual evaluations (PS 1302.90 a)
 - Timing of evaluations

Parent Engagement and Family Partnerships-Adequate-Good

- Establish and maintain a Health Services Advisory Committee that meets a minimum of twice a year. (PS 1302.53)

Health-Mental Health-Nutrition-Inadequate-Adequate

- Services are supported by a licensed or certified mental health professional or resource who assist their program with providing timely and effective identification and intervention of children with mental health concerns. (PS 1302.45)

School Readiness-Inadequate-Adequate

- School readiness goals are supported by program, staff, parents and community representatives (PS 1302.102(a)(3))

CLASS-Inadequate

- HS teaching staff do not have professional development plans with a CLASS affiliated goal. (PS 1304.16; 1302.92b)

In the 2021-22 program year, NCCDI moved to a new self assessment tool developed by the City of New York Administration for Children’s Services (ACS) and Department of Education. This new assessment tool covers not only the structural quality of administrative and other key program policies and procedures, it also assesses areas similar to the Environmental Rating Scale and fills the gap with Office of Head Start’s Monitoring Protocols. It has now evolved into New York City Program Quality Assessment (NYC PQA).

The NYC PQA is a 8 point rating scale with descriptors for 1 (inadequate), 3 (adequate), 5 (good) and 7 (excellent). The rating levels were determined by early care and education experts in late 2006 and have recently been reviewed, revised, and vetted by NYC ealy learning professionals. This thorough review and consensus reaching process among experts in the field confers the NYC-PQA with high content validity. It is currently intended for program self-assessment.

- Level 1- inadequate- indicates that the program does not meet all the basic program requirements
- Level 3- adequate- indicates that the progam meets all the basic program requirements
- Level 5- good- indicates that he program operates at a quality level above program requirements
- Level 7- excellent- indicates that the program operates beyond the quality level above program requirements

In addition to providing a useful measure of program quality, the NYC-PQA also enables programs to appreciate areas in which they are strong and in which they need improvement. Thus, it is also a useful tool for the development of program improvement plans and developing program goals.

AREAS OF STRENGTH:

Parent Engagement and Family Partnerships

Score 4

NCCDI works with families to provide referrals, resources, and services that address family needs and conduct follow-ups that determine accuracy of services received. The program makes provisions for mental health services for families and staff. NCCDI continues to work towards increasing family’s access to materials, services and activities critical to family literacy development for example literacy activities for families, training on school home connection, and education and self-sufficiency and financial literacy. Transition planning for infants, toddlers and families enrolled begins at least six months prior to a child's 3rd birthday to ensure appropriate placement. Children who are moving on to Transitional Kindergarten or Kindergarten also have transition planning. Head Start teachers meet with local TK-Kindergarten teachers to case manage children entering into the public school system. Parents also receive a portfolio to give to their teacher which contains the child’s various assessments.

Potential Opportunities:

- Health Services Advisory Committee

AREAS OF GROWTH:

Health, Mental Health, and Nutrition ↓

Score 2

NCCDI takes steps to ensure that each child with a known, observable, or suspected health, dental, or developmental problem receives further diagnosis diagnostic testing; examination; treatment from a licensed or certified health care professional and follow up plan. The program involves parents or legal guardians to ensure that children with identified concerns have been referred and receive the appropriate services, if needed. The health tracking system is embedded into ChildPlus and is used to ensure that children are kept up to date with ongoing health services. NCCDI's Early Head Start programs provide infants daily opportunities to move freely under adult supervision including tummy time when awake. Children ages 12 months or older receive at least 60 minutes, with at least 30 minutes structured, of physical activity daily. The program has designed and implemented a nutrition program that meets the individual needs and feeding requirements of each child, including dietary, medical and disability needs. It is demonstrated, through documented evidence, that a registered dietician is contracted to support NCCDI's programs and its respective content areas. NCCDI takes the safety of its parents and their children very seriously and ensures that children are released only to a parent, legal guardian, or other individuals as designated in writing by parent or legal guardians.

Potential Opportunities:

- Mental health support services and classroom behavior management

Governance ↑

Score: 2

In the area of Governance, NCCDI scored as inadequate. This stemmed from the governing board and parent policy council written bylaws not being reviewed, and if necessary updated, annually.

Possible Solutions:

- Review and update Governing Board Bylaws; per Governing Board bylaws, bylaws should be reviewed and updated in October of every odd numbered year.
- PC approves and submits decisions about identified program activities to the Governing Board.

Program Administration and Planning ↓

Score: 2

In the area of Program Administration and Planning, NCCDI's annual self-assessment, in the past, was not conducted using all available resources and was not informed by parents on the Parent Policy Council or the Governing Board. The self-assessment does not address cultural competency or Diversity, Equity and Inclusion (DEI). Also, program service area plans are more than one year old (fiscal year) and have not been reviewed or updated.

Possible Solutions:

- Using program evaluation tools
- Update and utilize service area plans
- Complete and utilize parent surveys
- Self-Assessment needs to address cultural competency

ERSEA 

Score: 2

Head Start and Early Head Start programs were under enrolled 4 or consecutive months, a violation in terms of OHS' Full Enrollment Initiative. However, NCCDI was able to maintain 97% or higher enrollment and achieved full enrollment later in the program year.

Possible Solutions:

- 100% full enrollment
- Using flags to denote children and families for intervention and prevention services
- Maintaining 10% disabilities

Human Resources 

Score: 1

Not all NCCDI staff receive annual written evaluations.

Possible Solutions:

- Staff annual evaluations
 - Timing of evaluations

School Readiness 

Score: 2

NCCDI's HS and EHS programs use School Readiness goals to track the development of served children. A team is in place to review the goals and meets 4 times per year. However, the team consists mainly of the Education Services Manager and Site Supervisors. Each program uses curriculum to fidelity (Head Start uses High Scope and Early Head Start uses Creative Curriculum). School Readiness goals are supported through DRDP results. These results are shared with Policy Council and Governing Board 3 times per year.

Possible Solutions:

- Integrate teaching staff, parent and community involvement in school readiness team.

CLASS 

Score: 1

CLASS helps to assess the quality of the interactions between staff and students, students to students, and staff to staff. The areas of focus are: Emotional support, Classroom organization, Instructional support. As staff become increasingly aware of CLASS and the impacts of their

interactions, students then begin to have deeper and more meaningful learning experiences. A classroom who scores in the high range for CLASS interactions is a safe and secure environment where children can express their ideas and emotions and begin to effectively problem solve both independently and as a team. These children are provided many opportunities to reach their higher order thinking skills and develop a strong vocabulary.

Possible Solutions:

- Utilize professional development plans to track progress of Head Start teaching staff's knowledge and integration of CLASS
- Include at least one or more CLASS affiliated goals in Head Start teacher professional development plans