

Northern California Child Development, Inc. Tehama County Head Start/Early Head Start Program

Self-Assessment Report

Date: 2016

Section 1. Introduction

Program description

Northern California Child Development, Inc. (NCCDI) is a single purpose agency operating Head Start and Early Head Start through center-based and home-base 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. While some of its 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 2015 was 345; 242 Head Start and 103 Early Head Start.

NCCDI has four broad goals for our five year project period:

- Goal 1: NCCDI will expand its presence throughout the community to educate and engage residents, business and other organizations on the importance of early childhood education, and to garner their support so that all families in Tehama County with children age 0-5 have access to early childhood education services.
- Goal 2: NCCDI will enhance its staff development and facilities to improve the quality of staff and environments in order to maximize their potential to prepare children for school with a solid foundation for learning.
- Goal 3: NCCDI will establish school readiness goals that support children's individualized learning and implement teaching practices that progress children toward desired outcomes and prepare children for transition in the next stage of their education.
- Goal 4: NCCDI will engage with families to support their child's education, family growth, and involvement in their community.

Context for Self-Assessment

1. Prior to this year's Self-Assessment, our management team began by reviewing last year's Self-Assessment report, including our evaluation of last year's process. Last year's Self-Assessment had the following recommendations:
 - Commitment to physical and mental wellness and safety for all children in our care and all staff in our employment.
 - 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.

- Commitment to provide parents and families opportunities for support and growth so that they can identify their own needs, interests and strengths, and become productive community members.
 - 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.
 - Commitment to ensure appropriate control of federal funds and organizational resources.
 - Commitment to recruit and retain qualified staff.
2. We have been recruiting for a Governing Board Member with a fiscal background for the past nine months. While we have spoken to a number of potential members, we have not yet found a person willing to make a commitment. The management team decided that during Self-Assessment, we'd like to meet with some of our current Board Members to evaluate a Governing Board recruitment practices.
 3. We then reviewed the summaries of the data that we collected through ongoing monitoring and the results of our federal reviews that took place over the past year. We noticed that there was inconsistency in how case management was being conducted as part of our ongoing monitoring throughout the year. We decided to take a good look at our case management procedures during Self-Assessment.
 4. We have also been tracking our progress towards our school readiness goals and CLASS observation results. We want to take a look at progress for the year during Self-Assessment and ask ourselves whether we are satisfied with our progress and whether we need to revise our goals.
 5. In January 2016, we entered into an Enrollment Plan phase after having 4 consecutive months of under enrollment. We would like to take a look at the results of the Enrollment Plan thus far and compare it with enrollment data for children enrolled in our Head Start and Early Head Start programs.
 6. We then prioritized the above items for the Self-Assessment team to consider:

Subgroup	Questions to Consider
Governing Board Recruitment	<ul style="list-style-type: none"> • What skills and qualities of a candidate would benefit our Board? • How can we make candidates want to be part of our Organization? • Can our current members clearly explain our Mission and the benefits of our programs to the community? • What questions should we ask potential candidates and what questions should we be prepared to answer? • What is the Executive Directors roles in recruiting potential Board members?

	<ul style="list-style-type: none"> • What action steps should our Board Recruitment procedures include?
Case Management	<ul style="list-style-type: none"> • Are our current Case Management procedures effective? • How do Family Advocates and Teaching staff share information regarding a family? • Do our current Case Management forms contain enough or too much information? • Do Case Management notes give someone new or from the outside a clear picture of the family? • How effective as been our training plan regarding Case Management? • How often are Case Management notes reviewed? • How is Case Management shared with families?
Supervision Corrective Action	<ul style="list-style-type: none"> • Have all supervision corrective action steps been implemented? • Have implemented corrective action steps been effective? • Have there been any changes to the submitted corrective action?
Facilities Maintenance / Safety Corrective Action	<ul style="list-style-type: none"> • Have all facilities maintenance corrective action steps been implemented? • Have implemented corrective action steps been effective? • Have there been any changes to the submitted corrective action?
School Readiness	<ul style="list-style-type: none"> • Have there been any changes to School Readiness Goals? • How do child outcomes for children enrolled in home base or combination classrooms compare with the outcomes for children enrolled in our center-based programs? • How would implementing the new DRDP-2015 tool and DRDP-Tech enable us to analyze the outcomes of infants and toddlers by differing age groups? • What progress have we seen in relation to changes in classroom management and lesson plans and School Readiness Goals? • What progress have we seen in relation to our CLASS scores? What have we done in the past year to improve these scores? How effective has our professional development been in this area?
Enrollment	<ul style="list-style-type: none"> • Have all enrollment plan action steps been implemented? • Have implemented action steps been effective? • Have there been any changes to the submitted enrollment plan? • What is our average enrollment over the months since Enrollment Plan went into effect? • How does enrollment look for next program year?

Section 2. Methodology

Date	Action	Purpose
3/18/16	Complete Self-Assessment: Your Annual Journey	<ul style="list-style-type: none"> • Become oriented on new Self-Assessment tool.
3/22/16 – 3/29/16	Management Team Meeting	<ul style="list-style-type: none"> • Developed Self-Assessment Plan with tasks and timelines. • Based on the data reviewed, the following subgroups were recommended for Self-Assessment: <ul style="list-style-type: none"> ○ Governing Board Recruitment ○ Case Management ○ Supervision ○ Facilities Maintenance; Safety ○ School Readiness ○ Enrollment • Identified potential internal and external team members.
3/29/16	Email with Self-Assessment Plan showing tasks and timelines to Governing Board and Policy Council Members	<ul style="list-style-type: none"> • Reviewed last year's evaluation, tentative schedule, and key focus areas for this year's Self-Assessment. • Recruited Governing Board and Policy Council members for Self-Assessment Team. •
4/5/16	Recruitment and orientation of team members	<ul style="list-style-type: none"> • Submitted Self-Assessment plan to Governing Board Committee and Policy Council Committee and obtained approval. • Formed Self-Assessment team. Oriented team members.
4/5/16 – 4/19/16	Self-Assessment team meetings	<ul style="list-style-type: none"> • Self-Assessment team met to discuss focus areas, including exploring system issues, examining progress on goals and objectives, and formulating discoveries into common themes, and make recommendations for Self-Assessment report.
4/21/16 & 4/27/16	Governing Board and Policy Council Meetings	<ul style="list-style-type: none"> • Discussed plan and obtained approval from entire Governing Board and Policy Council based on Committee recommendations.
4/27/16 – 5/31/16	Development of Self-Assessment report	<ul style="list-style-type: none"> • Develop report. Share with and obtain approval from Governing Board and Policy Council. Submit to Regional Office.

Section 3. Key Insights

Strengths

- ✓ NCCDI has a quality Mentor Coaching program that provides high level training and mentoring for its education staff. NCCDI has on staff certified CLASS trainers and all teachers are either CLASS reliable or working towards it. Other programs in our region have contacted us to provide trainings to their staff in CLASS and on other topics.
- ✓ Revisions to our Supervision policies, training, and practices developed as part of corrective action from our Environmental Health and Safety Review have been well implemented throughout our programs as documented by onsite observations, by both staff as well as outside observers.
- ✓ Implemented Board Math instead of using calendars in our Head Start classrooms and embedding the math board concepts throughout all areas of the classroom environment have led to a 31% growth in outcomes in the area of Cognition and General Knowledge on this year's mid-year assessment compared to last year's mid-year assessment.
- ✓ Implementing the DRDP-2015 in our programs this year along with the utilization of DRDP-Tech in our Early Head Start program has significantly improved our ability to measure progress on outcomes for EHS children. Utilizing both tools in Early Head Start we are now able to group children by age at the beginning of the year and keep them in that same cohort throughout the year enabling us to have more valid data when reviewing our goals.
- ✓ Revised lesson plans that implement CLASS, clearly defined activity objectives, and CLASS language strategies have resulted in all DRDP outcomes improving by a minimum of 15% from the fall assessment to the mid-year assessment.
- ✓ Parent participation in family literacy activities has increased by 58% over the past three years. Parent participation in Budgeting workshops this year nearly tripled from participation last year.

Systemic Issues

- ✓ Need to create and implement a formal recruitment plan for Governing Board members.
- ✓ Need to review and revise our case management forms and procedures and provide training to staff to ensure case management is occurring consistently throughout the program.
- ✓ Need to have better communication and follow through on maintenance issues. Need to improve monitoring of maintenance work orders and daily/monthly safety checklists.
- ✓ Need to incorporate Family goals from Parent, Family, and Community Engagement (PFCE) Framework as they relate to School Readiness into Head Start and Early Head Start School Readiness goals.
- ✓ Need to review recruitment practices as well as current program options and revise as necessary to ensure full enrollment for the 2016/17 program year prior to December 2016.

- ✓ While CLASS scores continue to remain near or above the National Average, our aggregate average scores in each domain are not increasing as expected. This is due to turnover at the Teacher and Teacher Director positions as a result of staff achieving their professional development goal of obtaining a Bachelor's Degree but our inability to pay high enough wages in comparison to the K-12 system or other jobs available in the County that require a BA degree regardless of the field. Therefore, we are constantly having to train new teaching staff on CLASS.

Progress on Goals and Objectives

Goal	Status
<p>NCCDI will expand its presence throughout the community to educate and engage residents, business and other organizations on the importance of early childhood education, and to garner their support so that all families in Tehama County with children age 0-5 have access to early childhood education services.</p>	<p>We have developed a new Mission Statement and revised our website. We also have developed other forms of social media that include Facebook, Instagram and Pinterest. While we have not reached our objective of meeting with all identified service organizations and businesses to share information about our programs, we have met with some and are scheduled to meet with others in the near future. We have not yet reached our goal of raising \$50,000 in private donations nor have we increased overall revenue by \$1 million dollars. However, we did receive \$1,300 in donations thus far this year, and we are partnering with Tehama County Community Action Agency to host a fundraiser in October 2016 that will directly benefit our Head Start and Early Head Start Programs. In addition, we have acquired two small contracts and significant expansion of our State Pre-K contract (that also serves Head Start eligible children) that total \$227,261 and have enabled us to serve an additional 10 children.</p>
<p>NCCDI will enhance its staff development and facilities to improve the quality of staff and environments in order to maximize their potential to prepare children for school with a solid foundation for learning.</p>	<p>Currently all teaching staff in Head Start and Early Head Start have a professional development plan on file. We are working to implement a professional development plan for Family Advocates and Home Visitors. We have promoted two staff members to management positions and a number of Teachers have been promoted to Teacher Directors as well as Teacher Assistants being promoted to Teacher. We have two Teacher Directors that are certified CLASS trainers as well as our Mentor Coach and all Teachers are either CLASS reliable or working towards becoming reliable. We are implementing new maintenance procedures to ensure that maintenance and repairs are done in a timely manner. We have</p>

	<p>also applied for Program Improvement Funds to replace deteriorating floors that we have been unable to complete out of our base Head Start funding.</p>
<p>NCCDI will establish school readiness goals that support children’s individualized learning and implement teaching practices that progress children toward desired outcomes and prepare children for transition in the next stage of their education.</p>	<p>In Early Head Start, we have 6 School Readiness Goals broken down into 6 different age groups thus creating a total of 36 School Readiness Goal categories. As of our 2nd Assessment for Early Head Start we expect to meet our school readiness goals in 83% of those age group categories. Because the data can now be easily segregated in those age categories with DRDP-2015 and DRDP-Tech, we can also identify which areas we may have difficulty achieving our goal. Of the remaining 17% where we may fall short of our goal, the areas of Approaches to Learning and Cognition and General Knowledge have been identified as areas to focus training on for the next program year.</p> <p>In Head Start, we have 7 School Readiness Goals. As of our 2nd Assessment, in 5 of the 7 goals we had either met our goal or based on the growth from the first to second assessment we expected to meet our goal by the third assessment. In the areas of Approaches to Learning and Visual & Performing Arts, we were not on pace to meet our goal for those areas, but we have not yet received the data from our third assessment to determine if we met the goal or not.</p>
<p>NCCDI will engage with families to support their child’s education, family growth, and involvement in their community.</p>	<p>Number of people interacting with our Facebook page increased from 852 people engaging in content in 2014/15 to 3,732 people engaging in 2015/2016. On our website we averaged 342 unique visitors and 1,706 page views each week this year. Parent participation in family literacy activities has increased by 58% over the past three years. Parent participation in Budgeting workshops this year nearly tripled from participation last year. This year’s Parent Choice Conference was attended by 56 parents and featured workshops on Cooking with Kids, Couponing, Family Budgeting, Period of PURPLE Crying, Immigration, Time Management, Parenting, and Preparing for College (Financial Aid Edition). At the end of our program year, we send out a parent survey. The most recent results we have are from the survey completed in May 2015. 247 parents completed the survey, and overwhelmingly found that our services are very helpful. 96% found our services very helpful to their</p>

	children, 89% reported the programs very helpful to themselves personally, and 87% found our programs very helpful for their families.
--	--

Section 4. Recommendations

These recommendations encompass the categories of progress on program goals and objectives, systemic issues, and/or innovations.

- Work with the Governing Board to create a Governance Committee who will be responsible for creating a Board Recruitment Plan as well as reviewing and revising the Governing Board bylaws.
- Review and revise case management forms and procedures that establish clear guidance on how case management should be conducted and how it should be documented. Provide training to Teachers, Home Visitors, and Family Service staff on new case management forms and procedures at Pre-service training in August.
- Ensure monitoring procedures are implemented and followed to ensure maintenance order and daily/monthly safety checklists are completed timely and issues are addressed by Supervisor.
- Have Early Head Start Director, Head Start Director, and Family & Community Outreach Director meet with Early Childhood Education Specialist to review PFCE and School Readiness Goals in order to incorporate family goals related to school readiness into our School Readiness Goals.
- Follow progress on Enrollment Plan and determine effectiveness of action steps. In addition, monitor enrollment for the 2016/17 program year prior to submission of 2016/17 grant application to determine if we are having difficulty in fully enrolling any approved program options. If so, present findings to Policy Council and Governing Board to receive approval to reduce slots and/or convert slots to Early Head Start.
- Continue to advocate at local level, state level, and national level for increased funding for early childhood education programs in order to hire and retain qualified teaching staff and inform them of the impact increasing the minimum wage is having on non-profits that operate grant funded programs. Complete wage and benefits survey to compare wages of teaching staff to similar programs/organizations.