

Program Year

2020-2021

Self-Assessment Report

Self-Assessment Team Members

Supporting Cast

(involved in discussions outside of Self-Assessment day)

* Kerry Baughman, NMCAA Executive Director
* Program Coordinators and Coaches
* Site Supervisors
* Family Engagement Specialists
* Policy Council Members
* Board Members

Team Members by Focus Group

(in no particular order)

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| **PFCE/Technology** |
| * Katherine Kwiatkowski, Collaborative and EHS Center Based Manager
* Shannon Phelps, Early Childhood Programs Director
* Tara Riley, Program Services Coordinator
* Kerrigan Fitzpatrick, Early Head Start Socialization Specialist
* Paul Carpenter, IT Coordinator
* Eryn Krajewski, Policy Council Member
* Anna Olson, Head Start Teacher
 |
| **PFCE/Safety** |
| * Abria Morrow, Site Manager
* Stacey Parent, Mental Health and PFCE Manager
* Bethany Dugan, Collaborative Center Services Coordinator
* Brittany Tysick, Collaborative Center Family Services Specialist
* Tresha Schiemann, Recruitment & Heath/Family Engagement Specialist
* Brandy Keeney, Policy Council Chair
 |
| **Health** |
| * Alicia Temple, ERSEA and Health Manager
* Terri Schichtel, Site Supervisor
* Michelle Karns, Data Management Coordinator
* Betsy Rees, Human Resources Manager
* Rebecca Schichtel, Program Services Coordinator
* Heidi Flores, Collaborative Center Services Coordinator
* Stephanie Tysick, Collaborative Centers Family Services Specialist
 |
| **School Readiness Assessment** |
| * Corey Berden, Early Head Start Program Manager
* Kim Micham, Family Engagement Specialist
* Linda Kadlec, Early Head Start Child Family Specialist
* Chelsea Knoph, Early Head Start Lead Primary Teacher
* Meredith Gafill, Controller
* Kim Aultman, Director of Operations
 |
| **School Readiness Goals** |
| * Dru O’Connor, Education Coach and Disabilities Manager
* Marissa Larson, Early Head Start Coach
* Jason Paca, Recruitment and Health Specialist
* Molly Notenbaum, Site Supervisor
* Larisa Galnares, Family Engagement Specialist
* Kim Hagen, Site Coordinator
* Evie Hirdning, Early Head Start Child Family Specialist
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# Introduction

## Program Description

Northwest Michigan Community Action Agency (NMCAA) Head Start and Early Head Start Programs operate over a largely rural 10 county area in the upper northwest region of Michigan’s Lower Peninsula. Total program enrollment consists of 991 slots; 546 Head Start Center Based, 108 Head Start Collaborative Center, 18 Early Head Start Collaborative Center, 42 Early Head Start Child Care Partnership, 32 Early Head Start NMCAA Direct Operated Center Based, and 245 Early Head Start Home Based.

## Context for Self-Assessment

1. A complete needs assessment for NMCAA Early Childhood Programs was last conducted in 2017 and has received yearly updates since that time. 2021 updates to the needs assessment showed the following key findings:
	* Community health focuses throughout the 10 county area include:
		+ - Ensure a community that provides preventative and accessible mental health and substance abuse services
			- Address basic needs of living to create resiliency and promote equity
* From 2016-2019, population trends in NMCAA’s 10 county service area have remained relatively stable.
* From 2016-2019, each of the 10 counties in the NMCAA service area showed a decrease in the number of children, ages 0-5, living in households with incomes at or below 130% of the FPL, receiving food assistance. From 2019-2020 all of these counties, with the exception of Roscommon, showed a subsequent increase.
* Throughout the NMCAA service areas, the largest increases in children experiencing homelessness from school year 18-19 to school year 19-20 occurred in the following districts: Cadillac Area Public Schools, McBain Rural Agricultural, Bellaire Public Schools, Central Lake Public Schools, and Harbor Springs School District. The largest decreases occurred in: Kalkaska Public Schools, Leland Public School District, Roscommon Area Public Schools, Suttons Bay Public Schools, and Glenn Lake Community Schools.
* From 2016-2020, Grand Traverse County had the highest number of children in out of home care, followed by Wexford County. However, the rates of children in out of home care in these counties fell below the rates in Roscommon, Kalkaska, and Antrim Counties.
* The percent of children in Roscommon and Antrim Counties in special education was near the overall Michigan percentage, while the percent of children enrolled in special education in each of the other NMCAA service area counties fell below the Michigan percentage.
* In 2019, the majority of families in the NMCAA service area, were two parent households. The percentage of single parent households in Missaukee, Roscommon, and Wexford Counties were found to be 48.5%, 43.1%, and 42.8%, above the Michigan percentage of 40.6%.
* In the majority of households, with children ages 0-5, throughout the NMCAA service area, all able adults were employed in 2019.
* In each of the ten counties, the 0-5 population in 2019 was larger than the number of available child care slots and preschool slots combined
1. As a part of Self Assessment and as a continuation of our ongoing monitoring, our Mini Management team, Policy Council, and other agency staff reviewed progress on our program’s five year goals, including objectives and action steps set during last year’s self-assessment process. At that time, we noted that our year three objectives have been met.
2. Quarterly data from ongoing monitoring; including data related to child development and education, comprehensive services, ERSEA, program governance and leadership, health and safety, fiscal, and management systems; collected during the 2020-2021 program year was combined in an annual summary and evaluated.
3. After taking the above mentioned factors into consideration, the following items were chosen to take to the Self-Assessment team:

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| **Subgroup** | **Questions to Consider** |
| **PFCE/****Technology** | What might we consider for future technology use for Family Engagement?The future of Zoom- How do we maximize it’s use (meetings, observations, etc)?What might be important to include when we create guidelines for use moving forward? |
| **Health**  | How can we improve our BMI follow up completion rates for children ages 2 and up?How can we expand our in home nutrition supports? |
| **PFCE/Safety**  | How can we incorporate active supervision and safe environments in the home? |
| **School Readiness Assessment** | Is our current school readiness assessment system meeting the needs for our Home Based Early Head Start Program? (TS GOLD vs. DRDP) |
| **School Readiness Goals** | How do we engage families with school readiness goal 15A - children will notice and discriminate rhymes?How do we engage families with school readiness goal 20c - children will use play to increase their understanding of symbolic representation as it relates to correspondence and cardinality?Creating a school readiness committee - ideas generated on what should be the mission of the group |

# Methodology

An overview of the Self-Assessment process is outlined below.

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| **Date** | **Action**  | **Purpose** |
| 2/2021 | Community Needs Assessment Updated | * Used in ongoing program planning
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| 5/4/21 | Self-Assessment Planning at Mini Management Meeting | * Developed Plan for Self-Assessment
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| 5/13/21 | Self-Assessment Discussion at Policy Council | * Obtained approval of Self-Assessment plan
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| 6/10//21 | Self-Assessment Discussion at Policy Council | * Gathered input from Policy Council members on program strengths and focus areas
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| 6/10/20 | Sent updated Community Needs Assessment data to Policy Council members | * Received Policy Council thoughts and feedback on data and how it is applicable to programming (review of data pushed back to August 2021 meeting)
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| 5/4/21-6/15/21 | Data Discussions at Direct Supervisor Meetings | * Discussions and feedback regarding findings from ongoing monitoring to share at Mini Management meeting
* Compilation of findings from ongoing monitoring entered into Google Doc for sharing and discussion at 6/15/21 Mini Management meeting
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| 6/15/21 | Mini Management Meeting | * Finalized plans for Self-Assessment
* Reviewed data collected during ongoing monitoring over the program year
* Identified topics for Self-Assessment
* Identified further members for participation in the Self-Assessment process
* Divided Self-Assessment participants into subgroups
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| 6/24/21 | Emailed save the date information | * Included in this email was an overview of Self-Assessment
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| 7/7/21- 7/9/21 | Emailed Official Self-Assessment Invitations and information for review to Subgroups | * Sent out official Self-Assessment invitations, specific to topic area groups, as follow up to save the date notifications
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| 7/14/21 | Self-Assessment Team Orientation | * Provided participants with information on the importance of Self-Assessment and their role in the process
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| 7/14/21 | Self-Assessment Focus groups- Analyze and Dialogue | * Self-Assessment subgroups met remotely to delve into their focus area. Background information was provided to participants and discussion was by a series of guided questions (Attached)
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| 7/14/21 | Recommendations | * Subgroups compiled their ideas and recommendations and with the larger group (Initial compilation Attached)
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| 7/19/21-7/30/21 | Review of Self-Assessment ideas and recommendations with Mini Management  | * Leaders from each Self-Assessment subgroup identified key points and revised priorities for the coming year (input from each Manager’s team was also considered during discussion)
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| 8/3/21-8/6/21 | Preparation of Self-Assessment Report | * Report was drafted using information obtained throughout the Self-Assessment Process
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| 8/12/21 | Policy Council Approval | * Final Self-Assessment report was shared with Policy Council for approval
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| 8/19/21 | Board Approval | * Final Self-Assessment report was shared with the Board for approval
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# Key Insights

## Strengths

1. An increase in QR code use provides another avenue for the program to reach families.
2. Virtual/Zoom for meetings and trainings has resulted in more efficient use of time (less driving, lower mileage, etc).
3. Staff know the importance of nutrition and healthy living and that school readiness begins with health.
4. Staff are aware of needs and individualize to meet the needs in their communities.
5. ChildPlus provides useable data.
6. Staff have built rapport with health departments.
7. School readiness assessment data showed strong growth from fall to spring.
8. A solid Coaching system is in place.
9. School readiness data is reviewed at all program levels and used for intentional planning.
10. Families are able to see the developmental progress of their child within Teaching Strategies GOLD, PAT Milestones, and the Ages and Stages Questionnaire.
11. Teaching Strategies GOLD Parent Reports are used when children transition from Early Head Start to Head Start as a reference point for the teacher.
12. Family sensitive language is used within the Family Outcomes Tool.
13. Strong family partnerships exist.

## Challenges and Systemic Issues

1. When thinking about the potential to continue remote engagement, it is recognized that it can be a strain on time management to offer both virtual and in-person components.
2. More exploration will be needed to identify a mass messaging system.
3. There is not a comprehensive program approach to nutrition education.
4. Not all classrooms have dedicated family engagement staff to assist with resources and referrals.
5. There is not a standard process in place for addressing children that fall within 85%-95% BMI (overweight).
6. Waitlisted families do not consistently receive updates and information.
7. Teaching Strategies GOLD, currently used as the Early Head Start school readiness assessment, is limited in tracking developmental milestones for infants and toddlers, as compared to other assessment tools (DRDP).
8. When addressing safety with families, there are many potential items/issues to cover. There is a need to be thorough, without overwhelming families.

## Innovations

1. Assign regional point person to ask for help before going to IT.
2. Create a step process of inquiry for IT support. Ex// first go to youtube or article link, then point person, then IT
3. Put in place a collection of trainings for families and staff related to technology and social platform use. Make the trainings asynchronous and in one location (Weebly, IT site).
4. Tandem in person/virtual options for meeting/trainings/events may be useful for activities that do not require as much engagement. Guidelines for technology use should be simple, allow flexibility, and not be too restrictive.
5. For joint in person/virtual events, ensure the necessary technology is in place to make the event successful (big screen vs. little Screen, SWIVL, what devices would be needed, etc.).
6. When referring to goals and GOLD objectives, write them out, rather than just using numbers, so all staff have the same understanding.
7. Remind staff that the parents are the #1 educator of their child. Include this statement on forms and inkind calendars.
8. Revamp the routines and home practices survey to gather data on math and literacy support in the home.
9. All inkind calendars should have an explanation of how the activities support school readiness.
10. Add school readiness goals to the Early Head Start recruitment bingo cards.
11. Create Facebook pages for Early Head Start families, by home visitor or county caseloads.
12. Incorporate the school readiness committee into the training committee. Open the committee to more people if they would like to join.
13. Get parent perspective on DRDP. Consider reaching out to MidMichigan and NEMSCA for their parent perspectives. Share DRDP information with Policy Council parents. Compare school readiness reports (DRDP vs GOLD) and gather perspectives on each.
14. Add Active Supervision within the Family Outcomes Tool resources link.
15. Check with the Regional Resource Centers for any Active Supervision checklists for caregivers.
16. Assess community safety resources to promote Active Supervision within the home.
17. Add Active Supervision items to the existing Safety Section of the FOT Needs Assessment to be as comprehensive as possible for safety within the home, such as medication lock boxes.
18. Review the classroom behavior plans and add a section for bridging school-home Active Supervision.
19. Focus on mobile friendly information when sharing with parents and provide tech/device training to parents.

## Progress in Meeting our Goals and Objectives

Our program identified two parent family and community engagement goals, in addition to six school readiness goals, as a part of our five year plan. These goals, along with progress made during the 2020-2021 program year (grant year 3), are outlined below.

Goal #1 Expanding Connections with Families

NMCAA will strengthen and maintain relationships within programming by devising and implementing new systems through the utilization of technology and a variety of online platforms

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| **Objective 1: Provide and maintain a reliable and accessible technology infrastructure** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Create a working definition of the IT department and associated responsibilities. Identify any components that may be missing. | This step was reviewed further as a part of Self-Assessment. It is on track to be completed by the end of FY 21. |
| Hire a data/IT specialist who will be able to support staff with additional training needs. | This position was posted as of 7-15-21. This step is on track to be completed August 2021. |
| Begin creation of a central location for submission of training requests. | This step is in progress. IT is currently exploring a system that appears promising and may address all of these needs. Updates will be received as decisions are made. |
| Begin creation of an online ticket system to identify technology maintenance needs (living record of needs and response). |
| Create a central location showing who has what technology and a running log of work that has been completed for each device. |
| **Objective 2: Increase family engagement by offering innovative platforms to enhance communications and remove barriers to involvement** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Analyze the feasibility of hiring more family engagement staff, # needed to ensure one is assigned to each classroom/caseload and the cost to hire. | Analysis, including cost to support new staff, has been completed. |
| Identify a method to assess family familiarity and comfort level of different platforms and technology use (digital survey at orientation? part of annual survey?). | This step is in progress. Several suggestions have been made and a determination of assessment method will be made by the end of FY 21. |
| **Year 4 Action Steps** | **Progress (including challenges encountered)** |
| Assess which engagement opportunities can continue to be offered virtually, in tandem with face to face offerings. | This step was discussed at Self Assessment 7-14-21. Considerations include:* developing relationships in person first, prior to moving to virtual offerings
* keeping guidelines for technology use simple
* allow flexibility, don’t be too restrictive- discussion around what makes sense for the activity or event
* ensure the necessary technology is in place to make the event successful
 |
| Create a plan to begin building FES staff, according to identified need and cost. | ARP funds will be used to hire additional FES staff. Over the next year and a half, we will work towards sustainability. |
| **Year 5 Action Steps** | **Progress (including challenges encountered)** |
| Hire new FES staff. | This step is in progress and projected to be complete by September 2021. |

Goal #2 Resources

NMCAA Head Start will increase families’ connections to resources for supporting their identified needs, beginning at recruitment

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| **Objective 1: Enhance staff knowledge of resources, direct entry process and tracking to support frontline referrals and follow up procedures** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Review current tracking systems to identify inconsistencies in data entry and to ensure that identified reports are pulling desired data. | This step has been completed. Guidance for data entry related to referrals has been updated and will be reviewed with staff prior to the start of the 21-22 program year.  |
| Utilize the policy council to evaluate the effectiveness of the existing referral system, including staff follow up to ensure family needs are met (survey, round-robin activities). | During the June 2021 Policy Council meeting, a self assessment activity was completed on all program areas. |
| Explore ways that staff connect to internal agency services and community programs and identify areas for improving staff knowledge of family resources starting at recruitment. | Head Start staff have been a part of the agency wide referral and intake committee and have taken part in updating the referral form used at all intake appointments. |
| Analyze assessment data to determine most common needs identified and if appropriate relationships are established with community partners that offer corresponding services. | This data has been reviewed and links in the staff resource folder have been updated. |
| **Objective 2: Strengthen the effectiveness of existing referral monitoring systems and ensure consistent implementation** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Evaluate existing monitoring systems across program options and identify obstacles to consistent oversight. | Evaluation has occurred. A major obstacle is time for oversight and check in with caseloads. Dashboards and different ChildPlus (data system) reports are being explored. A full time FES Coordinator will be hired to assist with oversight of referral entry and follow up. |
| Ensure that staff have the proper technology and training to record data. | Trainings have been updated and technology needs have been met. |
| Participate in an agency wide intake committee. | Early childhood staff have met with community services staff to streamline referral systems |

Goal #3 Approaches to Learning

Children will demonstrate positive approaches to learning by attending and engaging.

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| **Objective 1: Families understand the importance of responsiveness and extending interactions during play with their child** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Create activity calendars appropriate for children Birth through age 3; including the GOLD objectives to support families' understanding of how activities relate to their child's development.  | This step was completed for EHS Center Based programming. EHS Home Based programming will make PAT Activity calendars according to age and development. These will be placed on Weebly under School Readiness, allowing staff to easily choose calendars to provide families support in individual child development goals. |
| **Objective 2: Education staff know and understand how to plan for routines and set up learning experiences that engage children** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Modify Curriculum and Content Areas and Physical Environment and Daily Structure checklists for fidelity and add page number references from the curriculum text. | These checklists have been completed. |

Goal #4 Social and Emotional Development

Children will increasingly regulate their emotions and behaviors in order to participate cooperatively in group situations

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| **Objective 1: Enhance education staff capacity to effectively utilize program social emotional supports including curriculum components and other available resources (conscious discipline, e-deca, etc)** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Assess staff wellness needs and interests. | EHS HB monitored through recaps, reflective and EHS group meetings. Individual reflective and EAP are offered as needed. Center-based staff were surveyed at the end of the school year on what supports are working and where improvement can take place. |
| Collect data to determine teaching team awareness of social emotional resources and comfort levels utilizing each social emotional program component. | An end of year survey was completed to assess training needs of the center based staff. |
| Survey staff to determine the need for more intensive challenging behavior supports when requested (ex// a dedicated intensive coach or specialist with extended time to model, document, and support). | This discussion took place during goal action step updates. There is a desire for further support in this area. Exploration into the feasibility of hiring a staff member to offer this support is taking place. |
| **Objective 2: Education staff will support families in teaching their children the skills to effectively communicate and interact to build positive relationships** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Create alignment of goals/objectives with Ready Rosie activities and post on Weebly for staff access. | Ready Rosie is easily searchable in relation to developmental area. This step is no longer needed. |
| Create activity calendars appropriate for children Birth through age 5; including the GOLD objectives to support families' understanding of how activities relate to their child's development | Classroom calendars have been completed and ready for use in the fall. |

Goal #5 Language and Communication

Children will use language to express their needs, ask questions, and engage in short conversations in a variety of settings

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| **Objective 1: Increase parent knowledge of the value in communicating/talking to their children, and how they can support language development throughout everyday experiences and routines** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Explore Hanen (Home Based) and Ready Rosie (Center Based) to identify activities that support language development. | Ready Rosie already lists all the videos that support language development. We will explore the development of a guidance for parents that teachers can share on how to find the videos that focus just on language development. Hanen techniques were presented at the EHS Academy for review as Language and Literacy were the PD focus for the 20-21 school year. The PP is located for all staff along with Hanen materials on our Weebly page under school readiness.  |
| Provide introductory trainings for Ready Rosie and Hanen. | EHS HB - Hanen education takes place for each staff member when hired through our onboarding process. |
| Collect and analyze results from the Home Practices and Routine survey and TS GOLD 9b and 10a | This step is completed. The home practices and routine survey has been updated to more closely reflect program school readiness goals.  |
| **Objective 2: Education staff will support families in teaching their children the skills to effectively communicate and interact to build positive relationships** |  |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Analyze CLASS results from Spring 2021 to identify a baseline competency in the domains of Language Modeling or Early Language Support.  | This step is complete. |
| Analyze identified HOVRS and PAT practices as indicated by the PBC model. | EHS home based analyzed this data focusing on those practices that need the most support for ongoing training purposes. |
| Increase staff awareness of ECLKC trainings: e.g., Baby talks responsive learning environment and Teacher time responsive environment. | ECLKC has been added as an additional resource on our staff optional trainings schedule.  |
| Facilitate trainings for education staff to become familiar with the CLASS and HOVRS observation tools as they apply to their position and roles. | EHS home based training week will focus on PAT training. Staff will learn from each other and discuss how to improve their practices, which will directly effect HOVRS practices. |
| All teaching staff receive GOLD interrater reliability certification. | This step is complete.  |

Goal #6 Literacy

Children will demonstrate phonological awareness by noticing and discriminating smaller units of sound

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| **Objective 1: Strengthen education staff capacity to embed activities that promote listening and noticing smaller units of sounds within everyday activities and routines** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Offer all staff PD opportunity targeted towards embedding phonological awareness opportunities in music and movement activities. | EHS Home based coaching was focused on language and literacy in the 20-21 school year. Each PD goal wrapped around practices to enhance language and literacy. EHS Academies focused on language and literacy, specifically pulling in family culture and parenting behaviors to support language and literacy. EHS Academy PP were added to EHS Weebly page under school readiness, so all staff would have access to review. Center based staff attended a literacy training with music and movement in February 2021. Coaches continued conversations with staff on what the teachers were implementing in the classroom from the training. |
| **Objective 2: Families recognize opportunities to listen to sounds during everyday routines/activities with their child** |  |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Identify age appropriate books (all program options) with rhyming/repetition for family distribution. Create inserts to include in books with age appropriate reading strategies and information about listening to sounds with their children for fall 2021 distribution. | EHS home based distributes a book to each family 10 times a year. Collaboration takes place with Power Book bags to provide an additional book each month to each family. Our Mentor/Coach provides bookmarks to support developmentally appropriate ideas to use with the book that are handed out to each family. |
| Follow up with families on book distribution at home visits and during parent contacts. Encourage families to revisit the book regularly . | Socialization Specialists are provided the same book through Power Book Bags to revisit with families through socializations and other staff use the bookmark to encourage families to revisit the book. |

Goal #7 Cognition and General Knowledge

Children will use play to increase their understanding of symbolic representation as it relates to mathematical concepts such as one to one correspondence and cardinality

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| **Objective 1: Families understand how pretend play is connected to emerging/foundational mathematical skills** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Identify pieces in Ready Rosie that align with this school readiness goal, list in school readiness database for targeted distribution (from all SR goals action plan) | Ready Rosie is easily searchable in relation to developmental area. This step is no longer needed. |
| **Objective 2: Staff plan intentional activities and experiences to promote children’s development of symbolic thinking, one to one correspondence and cardinality** |  |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| See SR All Areas Action Plan- Enhancing Program Practices | See SR All Areas Action Plan- Enhancing Program Practices |

Goal #8 Perceptual, Motor, and Physical Development

Child demonstrates safe and healthy behaviors with increasing independence with support from adults

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| **Objective 1: Staff will promote safety and physical well-being so children can find and access what they need to stay healthy** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Revisit observation tools to ensure they are being utilized with fidelity and collect baseline measures. | We are in the process of getting the 2 fidelity checklists, the ELLCO and the mental health observation into Child Plus so we can collect that baseline. In EHS home based, all PSCs and the Coach will have been trained in HOVRS by September 1, 2021. |
| Incorporate intentional supervision (may relate to AS strategies) questions into conversations with families during enrollment to ensure families expertise of their child's behaviors are incorporated to support independence. (Possible times to include: at application/during home visit/orientation/enrollment) | Active Supervision components have been added to the Family Needs Assessment. |
| Create materials/resources for EHS Center-based that align with specific meals from approved menus to engage children and adults in exploring nutrition concepts through sensory and tactile food experiences; utilize techniques throughout duration of grant. | This step is in process and on track to be completed fall 2021, prior to the end of FY 3. |
| **Objective 2: Education staff and families involve children in performing self-care routines and encourage them to perform routines with increasing independence, as developmentally and culturally appropriate** |  |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Creation of visual routine and sequence cards | This step is in process. |
| Prior to the start of the 21-22 school year, coaches/site supervisors will explore classroom environments with teaching teams to identify practices/materials in place to support independence and determine ways to further support growth (active supervision monitoring plan, inspection logs, CLASS, etc) | This step is in process. Staff will be returning to work between August 10th and September 8th.  |
| Analyze home practices and routine survey to identify a baseline measure of parents utilizing routines with their children | This step has been completed. |

Action Steps Applicable to all School Readiness Areas

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| **Enhancing Program Practices** |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Create and distribute school readiness goals infographic | This step is complete. |
| Create school readiness goal database to post information and links in support of program school readiness goals | Creation of this database has been discussed in the training committee. Early Head Start Home Based programming currently has a system in place. Final determination of placement for a system for center based programming will be determined this fall. |
| Create school readiness committee to identify standard classroom practices that will support progress towards each school readiness goal (record in school readiness goal database) for each program option | This committee may be combined with the training committee that was established, pending further discussion. |
| Create a training committee to explore ways to offer more intentional and individualized training (older vs. newer staff 0-3 vs. 3-5, opportunities for peer review of teaching practices- in person or recorded) and potential solutions for lack of time for additional training that may be needed for new staff.(ex// full time floating subs to step in and relieve staff for individualized training) | Training committee meetings began in May, 2021. |
| **Supporting Families** |  |
| **Year 3 Action Steps** | **Progress (including challenges encountered)** |
| Identify pieces in Ready Rosie that align with each school readiness goal, list in school readiness database and plan for targeted distribution | Ready Rosie is easily searchable in relation to developmental area. This step is no longer needed. |
| Explore pros/and cons of utilizing Ready Rosie in 0-3 home based programming and make determination on adding this resource as a support | This step is on track to be completed this fall. |

# Recommendations

 As a result of the above Self-Assessment activities, including review of our most recent community needs

 assessment and progress on our program’s five year goals, the following recommendations were made:

1. Create a shared staff understanding of the Head Start Performance Standards for height and weight tracking and processes. Open group discussions regarding conversations with families and the importance of role modeling at the meal table.
2. Explore or utilize current curriculums to enhance staff knowledge of healthy eating habits and nutrition to educate children and families in the class and at home. School readiness begins with health.
3. Focus on hiring family engagement staff for all classrooms to help with resources and referrals.
4. Increase messaging supporting the fact that parents are the #1 educator of their child.
5. Consider how we are incorporating school readiness into the Home Practices Survey so that we can collect useful data.
6. Work towards getting parent perspectives of DRDP.
7. Gather data from NEMSCA and MidMichigan to find out how DRDP is working for them  (staff, families, children, and data).
8. Offer DRDP trainings to increase staff knowledge.
9. Place emphasis on building staff knowledge around technology and providing resources for continued learning opportunities.
10. Continue connection with IT as the new ticketing process is explored/created.
11. Identify a mass texting system for family connection (trouble shoot CP, Alert Now).
12. Use family sensitive language and offer Active Supervision support, including tangible resources, in the yearly family needs assessment.
13. Highlight Active Supervision and home safety in the newsletter and at family engagement activities.

# Conclusion

NMCAA Head Start has a strong belief in the importance of using data to work towards continuous quality improvement. The information obtained during the Self-Assessment process will be used to revise program goal action steps and in the development of a program improvement plan to be implemented in the upcoming year.