

2016-2017 Self Assessment/Improvements

What is the Self Assessment?

- The Self-Assessment is a process to ensure that Northwest Head Start/Early Head Start is meeting program goals and that the Head Start Performance Standards are followed. Policy Council, Governing Board, Staff and the Community are involved in this year-long process
- The Self -Assessment team analyzes ongoing monitoring results and reviews multi-year data.
- Step back and analyze data that has already been collected through On-going Monitoring. Lead with strengths and reflect back on program goals. Recognize “issues” that were not solved through the On-going Monitoring process.

Reports Reviewed

Financial

- **Monthly Financial Reports**
Reports are presented to Policy Council and Governing Board at regularly scheduled meetings.
- **Annual Audit**
Reviewed with the Policy Council and Governing Board in October. No findings reported.

Education – reports are periodically provided to the Policy Council and Governing Board.

- **CLASS 2015-2016 and 2016-2017**
Head Start uses the Classroom Assessment Scoring System to measure teacher child interactions. There was an increase in the Instructional Support area and a decrease in Classroom Organization from the 2015-2016 program year to the 2016-2017 program year. Plans are in place for the education management staff to attend a CLASS coaching workshop in May and provide supports to teachers to improve their teaching strategies in 2017-2018. Plans are also in place to implement Practice Based Coaching. This will enable teachers to have one-on-one coaching to develop specific skills.
- **TSG 2015-2016 and 2016-2017**
The results of the assessment data for kindergarten-bound students currently enrolled in Head Start were reviewed. It was noted that there is consistently little growth in the fine motor area between check points. The plan to increase growth is to train the teachers to set up more fine motor activities to create opportunities for observations within the classroom. Emphasis will also be placed on teachers to review individual TSG scores and make adjustments to the classroom environment and activities that reflect those needs.
- **Words Work! 2015-2016 and 2016 2017**
Head Start children showed growth in all areas.
- **Aggregated MHSA Outcomes Data**
Northwest HS participates with other Head Start agencies in a MHSA outcomes project done in conjunction with MN Dept of Education. Our enrollees developmental growth and kindergarten readiness ranks #2 when compared with other Head Start programs.
- **COR 2015-2016 and 2016-2017**
This EHS assessment tool results were reviewed. The education manager will continue to meet with home visitors to analyze their COR data and plan for individualization on home visit lesson plans.

Disabilities/Mental Health- reports are periodically provided to the Policy Council and Governing Board

- **# of children on IEP/IFSP at enrollment 2015-2016 and 2016-2017**

The number of Head Start children with IEP's or IFSP's at initial enrollment increased from 14% in 2015-2016 to 16% in 2016-2017. The strong relationships that HS/EHS has with area school districts and special education coops makes the minimum requirement of the enrollment of at least 10% of children with diagnosed disabilities attainable.

- **#of referrals made 2015-2016 and 2016-2017**

Nineteen additional Head Start children were referred to special education services in 2015-2016. In 2016-2017 the referrals increased to twenty-three. Seven additional Early Head Start children were referred for special education services in 2015-2016. Six children have been referred in 2016-2017 so far.

- **#of Children on an IEP/IFSP at year end 2015-2016 and 2016-2017**

Currently 18% of Head Start children are on an IEP with five assessments still in process. Currently 12% of EHS children are on an IFSP or IEP with four assessments still in process.

- **Mental Health Referrals**

Two mental health referrals have been made outside of the services provided by Head Start. An additional mental health consultant was added through Northwest Mental Health via an Early Childhood Collaborative grant serving Marshall and Kittson Counties at no cost to our agency.

ERSEA- reports are periodically provided to the Policy Council and Governing Board

- **Eligibility Status of Children Enrolled 2015-2016 and 2016-2017**

The majority of HS and EHS children enrolled in HS/EHS are eligible at 100% of the federal income poverty guideline and/ or receive public assistance. Additionally, at the time of enrollment 18% of the children were considered homeless in 2015-2016 and 16% were considered homeless in 2016-2017. HS/EHS staff work closely with CAP family services and county social service agencies to identify and recruit area families that are homeless.

- **Monthly Enrollment Reports for 2015-2016 and 2016-2017.**

Monthly Enrollment reports are shared with Policy Council and Governing Board at regularly scheduled meetings. Enrollment has been consistent throughout the program year.

- **# of children enrolled at the beginning of the year 2015-2016 and 2016-2017**

Both Head Start and Early Head Start were fully enrolled at the beginning of the program year at 174 HS and 100 EHS.

- **# of children that dropped during the program year 2015-2016 and 2016-2017**

In 2015-2016 there was a total of 27 children that were dropped from HS/EHS mainly due to families moving out of the area. In 2016-2017 there has been a total of 41 children that have been dropped from the program due to families moving out of the area and EHS parents gaining employment and being unable to participate in weekly home visits. A waitlist of eligible children has been maintained to fill these vacant slots. Recruitment continues all year.

- **# of children enrolled at the end of the year 2015-2016 and 2016-2017**

HS is currently fully enrolled at 174 and EHS is currently enrolled at 100.

- **Average Monthly Attendance 2015-2016 and 2016-2017**

HS attendance reports are reviewed periodically at Policy Council and Governing Board meetings. Program-wide average monthly attendance was 90% in 2015-2016 and is currently at 90% this year.

- **# of Individual Children whose attendance is below 90% 2016-2017**

The new HSPS require programs to analyze individual attendance and track those children who are considered chronically absent, which is being absent more than 10% of scheduled centers. 30% of Head Start children meet this definition of chronically absent at the end of the program year. The plan is to increase parent education regarding the importance of routines and attendance beginning with orientation and utilizing resources found at Attendance Works. EHS children that will be transitioning to the Head Start classroom will receive parent education on the importance of attendance in Head Start and the importance of developing a schedule and a routine as part of their transition plan.

PFCE- reports are periodically provided to the Policy Council and Governing Board

- **Family Outcomes Assessment Results 2015-2016 and 2016-2017**

Reports are periodically provided to the Policy Council and Governing Board. Growth was shown in all seven Parent Family and Community Engagement outcome areas. Leadership/ advocacy and volunteering continue to show the lowest areas of growth. More intentional training to this area will be provided at parent meetings, at home visits and at conferences.

Health and Safety- Reports are periodically provided to the Policy Council and Governing Board.

- **# of completed physicals/dentals 2015-2016 and 2016-2017**

Both HS and EHS have high percentages of children that have completed their required physicals. 100% of HS and currently 945 for EHS, with that percentage expected to reach 100% before the end of the program year. 100% of all children have had a dental screening with 945 of HS children completing an exam by a dentist. Seventeen Head Start and 2 EHS children have been referred for dental follow-up. Currently 11 children have completed their follow-up dental work.

- **BMI's 2016-2017**

BMI's are analyzed by the Head Start Health manager. 51% of the Head Start children are considered to be at a Healthy Weight. I Am Moving I Am Learning training was provided to all HS and EHS teachers during the program year. This training provides ideas for music, movement and nutrition education for teachers to use with children and parents.

- **Environmental Safety Checklist**

Classrooms and playgrounds are reviewed in an on-going manner. The Environmental Safety checklist is completed three times per year to ensure compliance with all safety regulations. Minimal safety needs were identified including replacing smoke detectors, door alarms and outlet covers.