

SELF-ASSESSMENT PROTOCOL

Category: Self- Assessment

Regulations: 1302.92 Training and Professional development, 1302.93 Staff wellness, 1302.100 Program Management and Quality Improvement, 1302.101 Management System, 1302.102 Achieving Program Goals 1302.103 Implementation of program performance standards

Activity/Steps:

Purpose:

The program must implement a process to identify program strengths and needs. The program must develop and implement plans that address needs and continually evaluate compliance and progress towards program goals by using program data that is aggregated, analyzed and compared.

Self- Assessment Process:

Head Start Director, ESD Content Team, and partnering EPIC team prepare for the self-assessment by:

1. Setting up a date for the Self-Assessment to occur on the scheduled date
2. Selecting a process or tool for the self- assessment
3. Selecting members to participate in the self-assessment process that will include invites for a parent and community partner.
4. With consultation of all team members, the Early Learning Program Manager and the Head Start Director will assign members to focus groups base on content areas and assigns data sets for each participant to gather, respective to each members focus/content area.
5. Early Learning Program Manager will facilitate and members of the team will take turns to be the recorders and reporters for each selected groups.
6. The Head Start Director and the Early Learning Program Manager will gather supporting and guiding documents including program and school readiness goals, monitoring reports, performance standards, state and early learning guidelines and previous year's improvement plan.
7. All members convene for an overview of the self-assessment process and training.

8. Teams will begin their data analysis work using the process of the Phase of the Self-Assessment Process. This process involves each team analyzing their data and then begin to answer the following questions, as it relates to their data findings:
 - a. What were the strengths? What were the areas of improvement needed?
 - b. What forms of data was collected and analyzed?
 - c. What did we learn new about what was identified, both in strengths and in areas of improvement?
 - d. This program year a strong additional focus will be placed on the area's from the MSHS deficiency. By using data from on-going monitoring from each area, the Safe Environments observation and active supervision forms. Data and observations will be used to review the implementation of the updated and new policies focused on the deficiency area as well as the implementation of the Culture of Safety.
9. Teams will work on charts to organize their data into strengths and into areas of improvements, the team will work on cross referencing their work and finding how one area of strength or concern could affect another area.
10. After cross referencing their contents, the teams can go back and content topics can be grouped together and a team can work on taking the data from the charts and placing the data on a plan of action.
11. Teams can define a possible solution to a problem that is identified, steps then can be taken, including staff members who would need to be involve and try to place an accomplish date.
12. Reports from each team will report out on their work.
13. The Early Learning Program Manager and the Head Start Director will synthesize team reports and develop a written report that will be shared with management, Policy Council, the ESD 105 Board of Directors and ESD 105's partner, EPIC.
14. The Early Learning Program Manager and the Director will develop an improvement plan to strengthen areas identified as "needing improvement" or "non-compliant" and the report will be submitted to the Policy Council, ESD 105 Board, and EPIC.

	<p>15. ESD 105 and its partner EPIC will conduct follow-up planning to review the Self-Assessment Report and the Self-Assessment Improvement Plan and strategize for its implementation. Additional details on this process will be reflected in the updated goals document.</p>
<p>ESD 105 & EPIC's members:</p>	<p>ESD 105 and Epic members that attended on November 14, 2018 are the following:</p> <ol style="list-style-type: none"> 1. ESD 105 Head Start Program Specialist 2. ESD 105 Data Manager 3. ESD 105 Health/Nutrition Content Specialist 4. ESD 105 Early Learning Nurse 5. ESD105 Budget Analyst 6. ESD 105 Early Learning Program Manager 7. ESD 105 Special Service Content Specialist 8. ESD 105 Mental Health Content Specialist 9. ESD 105 School Readiness Content Specialist 10. ESD 105 Family Engagement Content Specialist 11. ESD 105 Head Start Support Specialist In-Kind 12. ESD 105 Early Learning Facilities and Operations Supervisor 13. Early Learning System Administrator 14. ESD 105 Head Start Director 15. EPIC Head Start Executive Director 16. Transportation Assistant Manager 17. EPIC Center Manager 18. EPIC Assistant Center Manager/ Admin Coordinator 19. ERSEA Coordinator 20. EPIC Fiscal <p>Prior to the schedule of the Self-Assessment convening, parents from Policy Council will be interviewed using a written protocol. These documented interviews will be included in the Self-Assessment process.</p>

Areas to identify Strength's and Areas of Improvement:	<ol style="list-style-type: none">1. Education2. Special Service3. Mental Health4. Child Health & Safety5. Family & Community Partnerships6. Facilities7. Program Planning & Communications8. Active Supervision9. Program Governance
	<ol style="list-style-type: none">10. Monitoring11. Human Resource12. Transportation13. In-kind & Fiscal14. Safe, Nurturing & Responsive Care & Environments15. Staff Wellness16. Food Service17. Training and Professional Development