

Head Start Annual Self-Assessment Report 2024 -2025

The Head Start Self-Assessment Report conducted annually provides an in-depth analysis of program performance and areas for improvement. It serves as a foundational document for strategic enhancements and is multifaceted, aiming to ensure accountability, quality improvement, and alignment with program goals.

The self-assessment team is comprised of management, staff, policy council representatives, school board members, parents, and community partners. This team evaluates the program in targeted areas using a strength-based approach and collaborative inquiry to analyze data collected.

Data sources reviewed by the self-assessment team include child and family outcomes data, professional development data, ongoing monitoring data, and other applicable program data.

The completed self-assessment report is made available to the public through our program's digital newsletter, social media page and our school website.



Table of Contents

1	Program Overview	Page 1
2	Context for Self-Assessment	Page 2
3	TimeLine	Page 3
4	Methodology	Page 4
5	Data Collection Tools	Page 5
6	Strengths of the Program	Page 6
7	Areas of Program Improvement	Page 7
8	New Program Self-Assessment Goals	Page 8

Program Overview

1 Administrative Team

Each Administrative team member played part in the planning and evaluation of all materials. We have had no changes to administrative staff in the 2024-2025 school year and currently carry six administrative positions which are as follows:



Christel Nelson	Program Director
Sharica Waller	Administrative Assistant/Support Staff
Sandra Riley	Nutrition Manager/ERESA Manager/ Family Service Advocate
Beverly Whitmire	Family/Community Engagement Manager/ Family Service Advocate
Marshelle Cleveland	Health and Safety Manager/Family Service Advocate
Queen Oliver	Education Manager

2 Program Description

The Putnam County Head Start Program has operated under the Putnam County Board of Education since its inception in 1965. The program is in Eatonton GA and serves all of the Putnam County Area. The program is accredited with the prestigious National Association for the Education of Young Children (NAEYC). Demographics are as follows.

Head Start	City/County	Location	Duration -5 Day 1020 Annual Hours HS	Enrollment
Putnam County HS	Eatonton Putnam County	Center Based	7:20-2:30 HS	Head Start 181



Context for the Self-Assessment

Putnam County Head Start is in the 5th year of a 5-year grant cycle beginning June 2024 and ending May 2025. The Self-Assessment is conducted in the same timeline as the Fiscal Year and the Grant Year. Prior to this year's self-assessment, the Head Start Admin Team began by reviewing last year's self-assessment report. We determined three key recommendations for this year's process:

Allow more time at the end of the process for the Admin team to consolidate and compare data. Examine insights from all content areas that can lead to common themes across the program.

Combine and use data from all program monitoring, evaluations, and audits conducted to develop, explore, and expose strengths weakness throughout the program.

Use insight of the Policy Council and the Putnam County Board of Education for Self- Assessment implementation and data collection methods.

We have completed the following process in preparation of our programs self assessment:

Updated our community assessment for the 2024-2025 program year. Results were approved by both the Policy Council and Board Of Education (BOE).

1

Discussed Data collection, implementation, and timelines with the Policy Council and BOE in the Fall of 2024.

2

Review and updated content area evaluations per content area manager.

3

Administration meetings to setup schedule and implementation as well as Site Supervisor training on Self-Assessment application

4

TimeLine

December 2023

2

Planning Meeting for Administrative Staff.

January 2024

4

Present self-assessment plan, presentation and Training of implementation process to staff and community helpers.

March 2024

6

Administration Development of preliminary goals

March 2024

8

Completion of final self-assessment report.

24-25 Calendar Year

10

Triannual Goal Review

November 2023

1

Self-Assessment Implementation, Data Collection, Timeline review with Executive Committee and Policy Council.

December 2023

3

Present self-assessment plan and schedule submitted for approval to Policy Council and Executive Committee.

January-February 2024

5

Completion of all booklets, surveys, questionnaires.

April 2024

7

Preliminary goals presented to Policy Council and Executive Committee for approval.

May 2024

9

Submit final report to Policy Council and Executive Committee for approval.

March 2025

11

Submit Report with Grant Application.

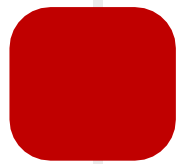
Methodology



1

Design Process

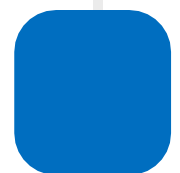
- A. Designed and discussed among our Administration Staff and Policy Council.
- B. The team included: Program Director, Head Start Administrative team, Policy Council, Executive Committee Members, Community Partners, and Staff Members.



2

Engage the Team

- A. Training took place in-person, zoom, and by email among the team that outlined our new self-assessment procedures led by Christel H. Nelson, Program Director. Training included a definition of the self-assessment, a review of the Head Start Performance Standards and Acts, Forms survey entry, and Self- Assessment schedule.
- B. Self-Assessment data was gathered by paper documents, and Micro-soft Forms



3

Analyze/Dialogue

- A. Data was compiled and prepared for review. The administrative team verified the completion of all documents and tools provided for authenticity.
- B. The self-assessment team met to analyze, discuss, and prioritize information provided from the collection tools.



4

Recommendations

- A. Administrative team determined priorities for strengthening the program based on recommendations provided by the tools listed below.
- B. Goals will be identified and action steps and timelines developed. Program goals will be monitored quarterly and recorded

Methodology refers to the systematic, theoretical analysis of the methods applied within to our Self-Assessment process. It encompasses the principles, procedures, and techniques utilized to conduct research or to solve problems within our process. Methodology is essential for ensuring that research is conducted in a rigorous and systematic manner, and it helps to ensure that findings are reliable, valid, and replicable.

Data Collect Tools

1

Community Assessment

Describes the context in which Head Start programs operate and is useful for ensuring correct services are provided to the appropriate population.



2

Self-Assessment Comprehensive Approach/Tool

It is designed to help programs with the process of building and implementing a compliant self-assessment.

3

Microsoft Forms Survey/Paper Surveys

Content area-based questions received by electronic survey (or in paper) that reflect compliance and comprehension of Head Start Standards and Implementations.

4

Assessment Data (WSO)

An ongoing observational system for assessing children between the ages of 3-5. It observes children in the context of every day experiences, learning and development.



5

CLASS

It is a tool for observing and assessing the effectiveness of interactions among teachers and students in the classrooms. Measuring the following: emotional, organizational, and instructional support that contribute to a child's development.

6

NAEYC

Accredited with the prestigious National Association for the Education of Young Children (NAEYC). Ensuring Comprehensive professional development, assessment, and quality improvement platform for early care and education programs.

7

ChildPlus

A data collecting software program that allows data entry, applications, and reports across all content areas.



8

Family Partnerships

Referrals and family development strategies. Meetings with families that analyze family outcomes, needs,

9

Community Partnerships

Ensuring safety, consistency, and well-being of children and families through mutually respectful strength-based relationships.

10

Ready Rosie

Monitors and track family engagement and view trends in usage, ReadyRosie facilitates content-based communication, so families and teachers are communicating about the things that most directly impact student success!



Strengths of the Program

Administration

1. Construct classrooms at the beginning of the year with site supervisors and FSW to provide correct ratios of student age and classroom size.
2. In program compliance with our program FA2 report from the office of HS.
3. Created an HS employee handbook and updated Performance Reviews and Job Descriptions.
4. Strong Board and Policy Council relationships.
5. NAEYC Re-Accredited (5yrs.)

ERSEA

1. Staff receive training to ensure consistent, appropriate, and equitable enrollment process.
2. A waiting list, representative of the needs, is maintained and updated regularly.
3. The enrollment process has been updated to a family friendly on-line process, meeting the newest mandates.

Education Disability

1. 100% of teachers/teacher assistants plan kindergarten transition activities.
2. 97.9% of teachers/teacher assistants indicate they have materials and supplies to effectively complete daily lessons.
3. Implementation of curriculum and lesson plan development with available materials
4. Individualization for children.
5. Coaching PBC for Teachers

Family Engagement Community Governance

1. Family Partnership goal achievement surge across the program.
2. Strong support for establishing family well-being and parent aspirations.
3. Increased diversity among parent volunteers.
4. Increased participation in family engagement/ male involvement activities (These include Saturday events to attract dads).
5. Strong Policy Council training that provides enough support to vote and speak confidently in meetings.

Health/Mental Nutrition

1. Family Service Staff have good communication with families enrolled in the program regarding health/mental health.
2. Classrooms are provided with the proper materials to provided a safe environment.
3. A Broad spectrum of Mental Health Services are provided.
4. Collaborations golden harvest food program to serve hungry children and family on the weekends
5. Strong collaborations with Life Source Food Distributions.

Areas of Program Improvement

Administration

1. Construct/Modify the Admin Yearly Calendar and Website.
2. Develop a skillful Employee orientation process/follow-up.
3. Transform implementation plans for clarity.
4. Outdoor Learning Environment updates needed
5. Tracking of incident data and completion on monitoring protocol.
6. Salary increases (All areas)
7. Communication systems (FB, Twitter, Childplus, Smores, etc.)

ERSEA

1. Provide families a better understanding of program transitions for a successful experience.
2. Make our MOU partners aware the importance of promoting and supporting our outreach and recruitment process.
3. Review the points awarded to each parent during the enrollment process.

Education Disability

1. 68.1% of teacher/teacher assistants are confident in developing lesson plans.
2. 52.6% of teachers/teacher assistants are familiar with the agency responsible for implementing IDEA services for Head Start children with disabilities.
3. Turn around time for student referral services.

Family Engagement Community Governance

1. Pursue more program MOU's for needed content areas.
2. Update forms to include fields for collecting PIR information.
3. Continue to encourage the participation and promote parental education within the program.
4. Policy Council Members speak of meeting content at their parent meetings.
5. Refine implementation plans and forms to support full implementation of PFCE framework.

Health/Mental Nutrition

1. Offer more health/mental health trainings to staff and families.
2. Increase amount of time for on-site mental health consultation with the licensed mental health provider for staff, children and families.

New Self-Assessment 2024-2025



Focusing on specific identified areas are critical for success. We have identified the following areas for improvement: training, data collection, volunteer encouragement, and community partner recruitment. Our goals are the following:

1

Promote active engagement of volunteers and foster community and partner participation across all program content areas.

2

Systematically gather, analyze, and utilize comprehensive data to assess and enhance program effectiveness.

3

To equip Head Start staff with the knowledge, skills, and resources necessary to deliver high-quality early childhood education and support services across all program content areas.

