

# FINAL SELF ASSESSMENT REPORT AND CORRECTION PLAN

January 8, 2021

## Process

Representatives from all sectors of SHS, including the Board of Directors and Policy Council, met on January 8, 2021 via Zoom meeting for the annual Program Self-Assessment. Data summary sets from the following areas were prepared for the team:

### Group 1. School Readiness

- Team Leaders: Child Development Managers Tessa Buell and Christina Knowles

### Group 2. Family Outcomes

- Team Leaders: Family Services Manager Diane Hacker and Family Services Coordinator Sheri Burrier

### Group 3. Staff Retention

- Team Leaders: Human Resources Manager Amber Butcher and Operations Director Brandon Hiester

### Group 4. Dental Health

- Team Leaders: Health Manager Kevyn Odenbach and Program Director Amanda Keefer

### Group 5. Recruitment/Enrollment

- Team Leaders: ERSEA Manager Sara Somers and Area Manager Sarah Bogener

Team members participated in an overall orientation given by the Executive Director, Gordon Chatham, about the purpose of Self-Assessment, an overview of the agency's 5-year goals, and the process that would be followed. All teams were overseen by Gordon Chatham.

Each participant chose a group to work in depending on their interest. The team leaders guided the group discussion by asking the following questions: *What are the strengths in this program area? What are the concerns/areas of improvement needed? What are the group's recommendations to strengthen this area?*

Group 1: School Readiness		
Strengths:	Concerns:	Recommendations:
<ol style="list-style-type: none"> <li>1. Across the board for Preschoolers and Infant/Toddler (I/T) there was progression from Fall to Winter</li> <li>2. Approaches to Learning has gone up</li> <li>3. It seems like a lot of growth in a short amount of time - it's a good thing - especially looking at Approaches to Learning</li> <li>4. Conflict Negotiation shows a lot of growth - we were working on the Teaching Pyramid and it may be having an impact</li> <li>5. I/T was really strong in SED 2 - Social and Emotional Understanding</li> <li>6. The lowest increase was about 16% and the highest is about 38%</li> <li>7. Good gains in Interest in Literacy</li> <li>8. I/T started on the lower end in Symbolic and Sociodramatic Play, but showed large gains- they are learning how to play while in our care</li> <li>9. A lot of completed assessments</li> <li>10. Safety went up</li> <li>11. The data graphs are really easy to read, they look amazing</li> </ol>	<ol style="list-style-type: none"> <li>1. I/T - Social Emotional was high, but group expected to see Language and Literacy higher than it was shown</li> <li>2. Preschool Fall rating in Language and Literacy is on the lower end - posing the questions: Are the transitioning children coming from EHS where they should be? Could it be that we are starting the year with younger children than in the past? Could it also be that in the Fall, staff are still getting to know the children and vice versa?</li> </ol>	<ol style="list-style-type: none"> <li>1. Would be interested in tracking the I/T group that had high number in SED to see if they continue into PS</li> <li>2. Ed Trainings and/or Workshops based on Language and Literacy - possible teachers/pc's share ideas on Language and Literacy - pull out ideas from Creative Curriculum on how to introduce Literacy into all areas</li> <li>3. Show how Language and Literacy concepts blend with Social Emotional concepts - revisit how we need to be intentional about bringing language and literacy into the classroom</li> <li>4. Continue to move forward and grow in the Teaching Pyramid</li> <li>5. Having Teaching Pyramid mentors in the classrooms following up with training concepts worked so well - if possible to keep that going would be wonderful - it made a huge impact in the classroom</li> </ol>
<p><b>Plan of Correction:</b></p> <ol style="list-style-type: none"> <li>1. No correction recommended. Continue to implement activities related to current Goal II.</li> </ol> <p><b>Where will correction be noted?</b></p> <ol style="list-style-type: none"> <li>1. No correction</li> </ol>		

Group 2: Family Outcomes		
Strengths:	Concerns:	Recommendations:
<ol style="list-style-type: none"> <li>1. Family Engagement in Transitions has a high percentage completion rate (93%)</li> <li>2. Almost half of the 960 Family Goals were written around Family Well-Being</li> <li>3. 49% of Family Goals written were completed</li> <li>4. FOIA does a good job of connecting families to Agency Goal number 3</li> <li>5. In spite of COVID, FS staff partnered with families and completed 426 FOIA's in Spring 2020.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shortage of housing due to lack of HUD housing, landlords are not willing to be a part of HUD</li> <li>2. The impact of COVID on family outcomes</li> <li>3. External factors (community resources, mental health, etc) and how they affect family outcomes</li> <li>4. Family Connection to Peers &amp; Community and Families as Advocates &amp; Learners are difficult to connect families to resources due to families withdrawing because of COVID</li> </ol>	<ol style="list-style-type: none"> <li>1. Family Connection to Peers &amp; Community and Families as Advocates and Leaders are challenging to measure-may need more resources for staff to accomplish this area of focus</li> <li>2. Identify additional resources for families struggling with adult literacy</li> <li>3. Connect teaching pyramid to family engagement</li> <li>4. When comparing data sets, do we need to compare Family Goals with areas of Interest identified in the FOIA??</li> <li>5. Compare the data from FOIA with data from Community Assessment. Are there differences and do we need to look at rewording FOIA questions?</li> <li>6. Implement Parent Meetings and Parent Café to provide ways for families to connect</li> </ol>
<p><b>Plan of Correction:</b></p> <ol style="list-style-type: none"> <li>1. No correction recommended</li> </ol> <p><b>Where will correction be noted?</b></p> <ol style="list-style-type: none"> <li>1. Continue to implement Goal III, Objective D, implementation of Learning Genie.</li> </ol>		

Group 3: Staff Retention		
Strengths:	Concerns:	Recommendations:
<ol style="list-style-type: none"> <li>1. Good benefits package - insurance, time off (PTO &amp; holiday)</li> <li>2. Turnover trending in the right direction</li> <li>3. Good training initiative - setting up for success, consistent and ongoing training, emotional support emphasis</li> <li>4. Internal promotions when available</li> <li>5. Education support - stipends, QCNS, scheduling around classes</li> <li>6. Involvement with NAEYC &amp; other similar agencies</li> <li>7. Highest turnover is outside of our control (personal/family, etc.)</li> <li>8. Emphasis on performance &amp; high standards (seen through involuntary termination data)</li> </ol>	<ol style="list-style-type: none"> <li>1. 1-Employees leaving after Summer/Winter break.</li> <li>2. 2-Class aide retention</li> </ol>	<p>Addressing 1<sup>st</sup> concern:</p> <ol style="list-style-type: none"> <li>1. Gather data regarding why employees are leaving in January and June.</li> <li>2. Encourage substitute work for part year employees.</li> <li>3. Can we engage employees while they are on layoff? (Get togethers, newsletter)</li> <li>4. Give employee plan for their return with as much advance notice as possible.</li> </ol> <p>Addressing 2<sup>nd</sup> concern:</p> <ol style="list-style-type: none"> <li>1. Short term goals discussion (through supervisor) - initial and follow up discussions</li> <li>2. Give Class Aides a good idea (realistic expectations) of what working in the classroom really looks like - videos for interview/training</li> <li>3. Class aide small group trainings (like HT/SS trainings)</li> <li>4. Help supervisors empower, engage, and train Class Aides</li> </ol> <p>Other:</p> <ol style="list-style-type: none"> <li>1. Retention pay</li> <li>2. Recognition/compensation for those over 15 years</li> </ol>
<p><b>Plan of Correction:</b></p> <ol style="list-style-type: none"> <li>1. No correction recommended.</li> </ol> <p><b>Where will correction be noted?</b></p> <ol style="list-style-type: none"> <li>1. Continue to implement leadership and coaching as outlined in Goal IV Objective D.</li> </ol>		

Group 4: Dental Health		
Strengths:	Concerns:	Recommendations:
<ol style="list-style-type: none"> <li>1. Partnership with Shasta Community Health Center annual dental clinic</li> <li>2. Hill Country Dental has provided some services at Burney Center</li> <li>3. Kevyn is working on plans with Hill Country to provide offsite clinic or on-site clinic</li> <li>4. Travel reimbursement available for families who must travel to receive treatment</li> <li>5. Giving out toothbrushes to families since we have stopped brushing at centers - some centers sending toothbrushes more frequently</li> </ol>	<ol style="list-style-type: none"> <li>1. Decline in completed exams and treatment received</li> <li>2. Challenges in getting appointments for exams are increased due to COVID</li> <li>3. Hard for working families to get to appointments</li> <li>4. 70% show rate for off-site clinics</li> <li>5. Families have to travel several hours to obtain treatment for failed exams</li> <li>6. McArthur Center was unable to get Hill Country to come to their center due to an unknown restriction</li> <li>7. Performance Standard for dental is hard to meet because it requires a dentist to complete the exam and an exam completed by a dental hygienist is not accepted.</li> <li>8. Not brushing teeth at centers due to COVID</li> <li>9. Parents believe dental hygiene is not that important because children will lose their baby teeth</li> <li>10. Lesson plans no longer include a specific code for dental curriculum, Creative Curriculum does not have specific dental Teaching Cards</li> </ol>	<ol style="list-style-type: none"> <li>1. Partner with dental programs to complete exams at the center</li> <li>2. Give wait list points or other incentive to EHS families who have a dental completed when transitioning to preschool</li> <li>3. Family workers connect more with teaching staff about dental needs</li> <li>4. Increase focus on parent and child education - hygienist visit in the classroom or parent meeting, intentionally planning classroom curriculum</li> </ol>
<p><b>Plan of Correction:</b></p> <ol style="list-style-type: none"> <li>1. No correction recommended.</li> </ol> <p><b>Where will correction be noted?</b></p> <ol style="list-style-type: none"> <li>1. Continue to implement activities related to Goal I.</li> </ol>		

**Group 5: Child and Family Recruitment**

<b>Strengths:</b>	<b>Concerns:</b>	<b>Recommendations:</b>
<ol style="list-style-type: none"> <li>1. Docu sign has sped up the process.</li> <li>2. Implementation of Share point site.</li> <li>3. Relationship building within the community and with friends and family are providing referrals.</li> <li>4. Breaking out the data to show the community resources that gave the most referrals and wait list families allows us to know who to focus on.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify missing information or blank information</li> <li>2. Follow up with families on applications-How are we doing this?--Sara addressed how ERSEA does this.</li> <li>3. Finding eligible families--- where are they?</li> </ol>	<ol style="list-style-type: none"> <li>1. Fast Track in Emergency Room is for children and recruiting there (posters)</li> <li>2. Work with Churn Creek Health Care--only treats medical partnership health (our demographic)</li> <li>3. partner with primary schools to help recruit.</li> <li>4. Create board book about head start to give out at labor and delivery.</li> <li>5. Running CP Reports that will look directly at the information that is missing or that being asked about.</li> </ol>
<p><b>Plan of Correction:</b></p> <ol style="list-style-type: none"> <li>1. No plan of correction recommended.</li> </ol> <p><b>Where will correction be noted?</b></p> <ol style="list-style-type: none"> <li>1. Continue to implement a comprehensive recruitment plan as outlined in Goal III, Objective E .</li> </ol>		