



North Hudson Community Action Corporation

HEAD START / EARLY HEAD START



2018 SELF ASSESSMENT Summary Results



**North Hudson Community Action Corporation
Head Start/Early Head Start
Self-Assessment Summary Results**



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I. Introduction

Program Description

Context for Self-Assessment

1. North Hudson Community Action Corporation Head Start/Early Head Start conducts an annual self-assessment in accordance with Head Start Performance Standard 1302.102 (b) (2). The self-assessment process began approximately $\frac{1}{2}$ of the way through the program term in order to ensure timely completion of the Self-Assessment and development of the Program Improvement Plan. The self-assessment development relied on program data, surveys, interviews and Community Assessment to complete an evaluation of the program's progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.
2. The Self-Assessment Planning teams were comprised of department managers, service area staff, Policy Council representatives, parents, and external community members with demonstrated abilities in data analysis and collaborative inquiry.

The 2018 Self-Assessment Plan was approved by both Policy Council and the NHCAC Board on November 27, 2018



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3. The topics selected for the 2018 Self-Assessment were in alignment with the requirements of Head Start Performance Standard 1302.102(b)(2) and best practices recommended by the Head Start Early Childhood Learning & Knowledge Center(ECLKC) for areas to focus on that will ensure an effective Self-Assessment process.
4. Summaries of Ongoing Monitoring/ quarterly report results from each service area, progress on the program's five year goals and objectives, child assessment data, family engagement data, and professional development data were all used as data sources to identify program strengths, successes, and areas of improvement within the pre-determined focus areas.

II. Methodology

The Self-Assessment took place in five phases, beginning with a pre-phase and ending with Post-Phase Action Plan Development.

1. Pre-Phase – Review of Program Data
2. Phase 1-Design the Process
3. Phase 2-Engage the Team
4. Phase 3-Analyze & Dialogue
5. Phase 4- Debriefing &Recommendations
6. Phase 5-Prepare the Report
7. Post- Phase

Pre-Phase - Review of Program Data

Date	Action	Purpose
1/18	Self-Assessment Planning Meeting	Planning for self- assessment process (creation of timeline)
1/18	Self- Assessment data review	Review of 2017 self-assessment goals and process of completion



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2/18

Review of Management Wheel and its relationship to the program needs

The pre-phase consisted of reexamination of the 2017 self-assessment results and ensuring that goals were achieved. The pre-phase also consisted of a review of monitoring results through examination of quarterly reports, progress on program goals and objectives from school readiness plan, and other program data to identify focus areas for the Self-Assessment team to further analyze, dialogue, and provide recommendations for program improvement.

Phase One- Design the Process

Date	Action	Purpose
2/18	Design and collection of 2018 quarterly report results	Look for trends, patterns in service
3/18	Formation of teams	Collect additional data and analyze already existing data
4/18	Summary of quarterly reports/ student outcomes/ parent surveys	Determine areas of focus

During the phase one, the management team in conjunction with their service area staff reviewed ongoing monitoring compliance statistics reports to identify areas of strength and concern and had the opportunity to make recommendations for topics focuses for Self-Assessment.

During phase one, individuals, both internal and external, were selected to participate on the Self-Assessment team based on their area of expertise and ability to analyze data. The team's composition included management and service area staff, Policy Council representatives, as well as, community partners.

Phase Two- Engage the team

Date	Action	Purpose
4/18	Team development status	Determine if more members are needed and/or collection of additional data
5/18	Collection of all surveys/ additional data	Sort out data collected into management wheel areas



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For phase two, the Self-Assessment team was divided into sub-groups according to management wheel areas. Each member received a packet of information including: a Self -assessment question Sheet for the specific management wheel area, Head Start Program Performance Standards, data pertinent to their topic. Teams met and determine additions to group. Surveys were developed using the self-assessment interview question listed in ECLKC, as well as additional questions that were formulated by quarterly reports and going monitoring tools. Surveys were focus to the specific topic assigned to each team based on the management wheel. Surveys were sent out to staff, parents, and managers. Based on recommendation from 2017 self-assessment process, the 2018 data collection consisted of verbal presentation of surveys to stakeholders as well as in written form.

Phase Three- Analyze and Dialogue

Date	Action	Purpose
5/1/18 - 6/18	Sub-group Work Session	Review, discuss and analyze program data
7/18	Presentation of results	Determine final focus areas

During phase 3, a summary of ongoing monitoring results was presented to the entire self-assessment planning teams for review and a final determination of focus areas. Based on the review of ongoing monitoring results, Program Information reports, Community Assessment, School Readiness outcomes and other relevant program data, the following five focus areas were brought forth for consideration by self- assessment team:

Focus Area	Strengths	Considerations
I. Facilities & Learning Environments	Health Safety checklist (quarterly) One-time funding allowed for Installation of Fire resistant doors, up grading of central air conditioning and boiler	Health and safety concerns: Our North Bergen center has been found to have lead in some ceiling tiles. High levels of lead and copper also has been found in the water. Remedies



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in centers.

have been made but because of the growing concerns of future lead issues, a new location for our North Bergen classrooms has become a priority.

Learning Environment:

Waiting list for infant and toddler slots are over 250 students. There is a great need to search out more funding opportunities to lower this waiting list and service more parents.

II. Ongoing monitoring & continuous Improvement

Updates to School Readiness is aligned with student outcome data.

Ongoing monitoring tool reviewed quarterly

Monthly reports are presented to board and policy council every month

Continue to fine tune school readiness plan to include more advance dual language leaner initiatives.

Continue to develop uniformity in the reporting of data to policy council and board by ensuring that it is more user friendly.

III. Training & Professional Development

Work Force Registry offers opportunities to all staff to attend trainings. Mandated State and licensing are offered to staff during preservice training.

On-going monitoring process training should be developed for non-administrative staff.

Further opportunities needed for ESL instruction for staff.

Need to fine tune tracking of necessary annual and new staff orientation to include department specific training.



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IV. Communication	All staff has access to company email. Program reports are sent to policy council and board members.	A system of reporting individual children outcomes among specific departments needs to be fine-tuned.
V. Recordkeeping & reporting	All staff files are monitored for accuracy of documentation. Credentials are current for staff.	Monitoring credentials on an electronic system would increase accuracy and efficiency.

Phase Four- Debriefing and strategies planning

Date	Action	Purpose
7/18	Sub-group debriefing	Clarification on findings and recommendations from each sub-group

During Phase four, a planning conference was held in which members of the self-assessment team, representatives from the policy council and HR director partook of the debriefing of findings from the self-assessment data collection results. Recommendations for the areas presented were added to already formulate suggestions. Each sub-group team leaders were asked to complete a Summary of Recommendations form and submit to Director for final review. In addition to listing findings and recommendations on the form, team leaders were also asked to identify whether the recommendation would help the program achieve progress toward a goal, solve a potential systemic issue, and/or further enhance the program.

Phase Five- Prepare the Report

Date	Action	Purpose
8/18	Development of self-assessment report	Compile the findings and recommendations from the Self-Assessment team into a comprehensive report
10/18	Draft review of self -assessment report	Review report draft for content and understanding of findings/recommendations



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Phase five entailed the writing of the final Self-Assessment report, which included a compilation of all the findings and suggestions from the Self-Assessment team, as well as, any identified program strengths within one or more of the focus areas, areas for improvement to address potential risks to compliance, opportunities to enhance management systems and ensure progress on program goals and objectives. Draft of self-assessment report was presented to self-assessment team for further comments and recommendations.

III.Key Insights: Post Phase

Program Strengths:

Focus Area	Strengths
I. Facilities & Learning Environments	Health Safety checklist (quarterly) One-time funding allowed for Installation of Fire resistant doors, up grading of central air conditioning and boiler in centers.
II. Ongoing monitoring & continuous Improvement	Department data is compiled and reported out monthly to Governing Board and Policy Council. Quarterly reports are summarized 2x a year to ensure program goals are being met.
III. Training & Professional Development	Work Force Registry offers opportunities to all staff to attend trainings. Mandated State and licensing are offered to staff during preservice training.



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IV. Communication

All staff have access to company email. Program reports are sent to policy council and board members.

V. Recordkeeping & reporting

All staff files are monitored for accuracy of documentation. Credentials are current for staff.

Program Concerns:

Focus Area	Challenges
I. Facilities & Learning Environments	<p>Health and safety concerns: Our North Bergen center has been found to have lead in some ceiling tiles. High levels of lead and copper also has been found in the water. Remedies have been completed but because of the growing concerns for future lead issues, a new location for these classrooms have become a priority.</p> <p>Learning Environment: Waiting list for infant and toddler slots are over 250 students. There is a great need to search out more funding opportunities to lower this waiting list and service more parents</p>



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II. Ongoing monitoring & continuous Improvement

Streamlining the collection of data/ assessment tool results/ surveys to create a more effective and understandable monitoring system

Continued fine tuning of school readiness plan to include more advance dual language leaner initiatives.

Continued uniformity in the reporting of data to policy council and board needs to be more user friendly.

III. Training & Professional Development

Continued tracking of short and long term goals for specific department accomplishments.

More understanding is needed focusing with on-going monitoring process among non-administrative staff.

Further opportunities needed for ESL instruction of staff.

Need to fine tune tracking of necessary annual and new staff orientation to include department specific training.

IV. Communication

Continue to ensure all communication is culturally sensitive and given out in a timely manner to all stakeholders to assure transparency and collaborations in decision making.

A system of reporting individual children outcomes among specific departments needs to be fine-tuned.



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V. Recordkeeping & reporting

Accessibility to staff credentialing on an electronic system would increase accuracy and efficiency in storing of credentials. It would safeguard against unforeseen loss of paperwork.

IV. Recommendations

1. Facilities & Learning Environment

- a. Seek out new location for preschool classrooms located in our North Bergen center.
- b. Seek out more funding opportunities to expand Early Head Start slots.

2. Ongoing Monitoring & Continuous Improvement

- a. Continue to ensure effective monitoring processes that yield valid and reliable data to utilize in program operations, planning, and continuous improvement
- b. Continued fine tuning of school readiness plan to include more advance dual language leaner initiatives.
- c. Continued uniformity in the reporting of data to policy council and board needs to be more user friendly.
- d. Continue to ensure our data helps us to demonstrate how we are making a difference in the lives of our families.
- e. Continue to demonstrate progress toward Five Year in which the program established to support improvement in its capacity to utilize program data to inform continuous quality improvement

3. Training & Professional Development

- a. Ensure the program continues to demonstrate progress toward Five Year in reference to instituting a professional development program that ensures compliance with regulatory requirements.
- b. Continue to ensure staff have the knowledge needed to meet program goals and objectives through service area workshops, college credit attainments, curriculum training.
- c. Continue to encourage all staff register for state required webinars & virtual workshops that are relate to one's profession or job responsibilities including on-going monitoring.
- d. Update Staff Orientation and Development Record form to include orientation to include department specific trainings.



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e. Continue to develop a plan to increase the ESL classes already being offered to staff.

4. Communication

a. Continue to ensure all communication is culturally sensitive and given out in a timely manner to all stakeholders to assure transparency and collaborations in decision making.

b. Develop a uniform system of reporting individual children outcomes among specific departments.

5. Recordkeeping & Reporting

a. Continue to ensure that all stakeholders are well formed in all aspects of program management.

b. Implement a share point system to improve accessibility to staff credentialing on an electronic system would increase accuracy and efficiency in storing of credentials.

V. Signature certification

Joan Quigley, President/ CEO
North Hudson Community Action Corporation

Yasmin Romero, Head Start Policy Council Chair
North Hudson Community Action Corporation

Joseph M. Muniz, Board Chairperson
North Hudson Community Action Corporation

Monica Charris, Head Start Director
North Hudson Community Action Corporation

Date of NHCAC Policy Council approval: November 27, 2018

Date of NHCAC Board approval : November 27, 2018