

The 2024-2025 Self-Assessment was conducted by the management team, which consists of three Education Coordinators, who work with three to five-year-olds, two Early Service Coordinators who work with birth to three-year-olds, one ERSEA/Family Coordinator, and one Health and Nutrition Lead Coordinator, and the Assistant Director. The Self-Assessment process was facilitated by the Project Director, Sarah Mattson.

SELF-ASSESSMENT PROCESS

<i>May 2025</i>	Each staff member and parent were sent a survey at the end of the year. Staff were asked to reflect on the 2024-2025 academic year. Staff were asked to record what went well, what could be improved, and changes they would like to see. Parents were asked to reflect on each component and the program overall. All entities were educated on the purpose of the Self-Assessment and the process of determining the Self-Assessment.
<i>June and July 2025</i>	The Self-Assessment process was thoroughly reviewed by the management team.
<i>September/October 2025</i>	Results will be presented to staff, Policy Council, and the SENDCAA board at the appropriate meetings.

STAFF DATA

At our initial meeting, the management team worked to identify the overall program strengths and areas of need. While reviewing the data, the committee noticed trends within the staff surveys.

Program
Strengths: Overall, staff expressed appreciation in the degree of teamwork and support, improved staff attendance, less stressful classrooms, more planning time, and good community partners.
Areas of Need: Areas to improve were related to improved communication between classroom staff, more consistent communication with all teachers, and better support for children with behavioral needs.

Education Component
Strengths: Program strengths within the education component were identified as supporting the growth of both children and families, a sense of teamwork, the involvement of the management team, and having Fridays available for planning.
Areas of Need: Suggested areas of improvement included more training and support for the behavior challenges that exist, improving onboarding of new staff, and having more engaging studies and toys.

Health & Nutrition Services
Strengths: In the area of health and nutrition, staff noted satisfaction in the areas of meals (family style, healthy, homemade, balanced, and culturally sensitive), allergy awareness, and visits from providers, such as the mobile dental unit and demonstrations for handwashing and toothbrushing.
Areas of Need: Areas of improvement were related to improving the variety of meals and snacks, and more access to fresh produce.

ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) & Family Services
Strengths: Staff expressed appreciation in the ERSEA component, noting that enrollment was strong and steady and there was a sense of teamwork and communication. Staff appreciated the preservice information related to the enrollment process. Staff noted that family involvement was strong this year (along with a desire to provide even more opportunities), and staff appreciated having access to the full-year activity calendar as well as being more trauma-informed.
Areas of Need: Staff continue to be concerned with attendance and late arrival times of students.

Mental Health & Disability Services
Strengths: The Mental Health/Disability component was strong in providing staff newsletters, informed care, and good communication.
Areas of Need: The biggest request for staff was for more classroom support for children with high needs, increased staff knowledge of therapeutic tools available such as chew items and weighted blankets and vests, as well as improved success in parents' acceptance of referrals for outside services.

Human Resources, Program Management, & Governance
Strengths: Staff appreciated that human resources and the management team were more involved this year, responding more promptly to concerns, holding staff accountable, and keeping staff informed.
Areas of Need: A couple of staff noted that it would be preferable to address concerns one-on-one rather than mass emails or group announcements related to areas of concern.

FAMILY DATA

Family data had positive feedback as well. Families gave us high ratings in our health, family, and education component areas.

Program
Strengths: They felt that our staff were personal and professional, and that we as whole provided a caring environment for our children and families.
Areas of Need: As a program, families would like to see us helping them find care when we aren't in session, longer hours, and providing full day care instead of half day care.

Education Component
Strengths: Our families spoke highly of our teaching staff. They said our teachers provided opportunities for their child to try new things, paid attention to specific needs, were creative, and were good role models. Most of all they spoke of how caring our teachers and all of our staff were to them and their families. They appreciated the work our teachers did with teaching academics such as writing, counting, and learning their letters. Parents expressed satisfaction in the quality of the education they received, with parents expressing appreciation of the small class sizes, and being able to help children feel comfortable in the classroom setting.
Areas of Need: One area of improvement our families would like to see was to have adequate, consistent staffing in order to provide more one on one preparation for kindergarten.

Family Component
Strengths: In our family component, families appreciated the flexibility we had during drop-off and pickup, the engagement we provided, and the communication through the Seesaw app. Parents expressed satisfaction with family engagement sitting an appreciation of being invited to activities, which were well organized, well communicated, and inviting.
Areas of Need: Families stated they needed more support with finding reliable transportation, weekend opportunities for their families, and providing more information on various resources in the community. Respondents noted that their work schedules interfered with their ability to participate in program events to the degree they would have liked, noting after school or weekends would be better options for them.

Health Component
Strengths: In our health component families said that it was helpful to have reminders about the health requirements around well child exams, dentist visits, and immunizations. They said they saw our health screenings beneficial and that we provided good meals throughout the day for their children. Parents were largely satisfied with the health services received, with expressed appreciation of the reminders of appointment needs, promoting healthy habits and behaviors, providing nutritious meals, and positive communication.
Areas of Need: Families felt that we also needed more variation to our meals, that we should have meals reflecting our different cultures, and provide special meals such as breakfast with mom or dad more frequently throughout the year. Parents would like more education on why our program requires doctor's notes regarding certain illnesses and medications.

Last year our program went through a Change in Scope, changing our part day classrooms to full day classrooms, reducing numbers of children in our classrooms, and moving to a 4-day week. This was largely appreciated among our staff as our program has been able to provide more quality care. Staff reported they noticed improved morale, less burnout, completing tasks and paperwork, and being able to foster improved relationships with the children and better meet the needs of the children in their classrooms.

In our self-assessment survey results, some parents stated that our limited hours and not having care available on Fridays for our Head Start program were a challenge. As a program we understand that our hours reflect an academic day and based on the expectations placed on our staff, having a work day built in each week has improved our services to our families greatly. As a program we would like to find extra resources in the community to help cover before and after school care, along with Fridays for those families that need it. We do have a partnership with the SENDCAA Child Care; however this works best with our 2 remaining Part-Day rooms. Nineteen parents completed the Self-Assessment Survey this year, with all respondents being mothers, and over 50% were in their first year or two of receiving services through Head Start or Early Head Start. Approximately 1/3 of responding parents were working full time. From the beginning of the program year to the end of the program year, the number of parents who were working part time or were students more than doubled, and nearly 80% of respondents expressed that our program met their needs.

Overall, satisfaction with our parents was high in the survey results. Parents noted their appreciation with communication, teamwork, activities, and an overall sense of community within the program, feeling welcomed and supported.

On Page 5, the 2024-2025 Self-Assessment Program Improvement Plan can be found, which was written based on overall findings.

MENTAL HEALTH/DISABILITY SERVICES

Areas of Need: The data showed that there is a need for more support when it comes to challenging behaviors in the classroom. Education was necessary for staff on Mental Health/Disabilities. Staff felt more training was needed to ensure they have a stronger awareness about disabilities like Down syndrome, autism, developmental delays, ADHD, etc. It was noted to take into consideration the number of IEPs/IFSPs and family situations when a child is enrolled and placed in a classroom.	Monitor: Mental Health/Disability Coordinator Project Director Management Staff
Goal: To meet the social/emotional and academic needs of enrolled children exhibited by a well-managed classroom that is productive and safe for both teachers and children.	
Action Plan: 1. Plan for specific training opportunities on professional development, growth and awareness for staff who are serving a child with a specific need, disability, or Mental Health diagnosis. <i>August 2025 and ongoing</i> 2. Include education for staff on various disabilities or tips on how to handle challenging behaviors in a monthly staff newsletter that is sent to staff. The newsletter will also include mental health/social-emotional resources. <i>January 2026</i> 3. Individual classroom staffing needs will be determined before the school year, but also ongoing. This will be based on children that are assessed upon entering the program, and additions or drops throughout the year. <i>August 2025 and ongoing</i>	
Estimated date of completion: May 2026	
Progress:	
Presented to: _____ Staff _____ Policy Council _____ Board of Directors	
Date of Completion: _____	

HUMAN RESOURCES AND PROGRAM MANAGEMENT

Areas of Need: Communication was listed as an area where growth was needed. This relates to between coworkers, supervisors, parents, and outside community partners. Staff would like to know information that pertains to all staff more frequently, and more one-on-one when it doesn't pertain to all.	Monitor: Project Director Management Staff
Goal: To ensure staff confidentiality is held at the highest regard and communication is streamlined to all sites & staff.	
Action Plan: 1. All staff will receive training on Crucial Conversations. All teaching teams will work together to discuss classroom dynamics prior to the beginning of the year. August 2025 2. The management team meets weekly, at that meeting important information is discussed between managers. A system will be developed to ensure non-confidential correspondence is relayed to all-staff in an effective and timely manner. December 2025 3. Management staff will be more intentional having conversations one-on-one with staff when it pertains to specific situations rather than sending out mass emails to all staff. September 2025 4. Staff will focus on having more intentional conversations with parents when it comes to classroom situations, attendance, education regarding doctor's notes, illnesses, and medications, and connecting families to outside community resources. October 2025	
Estimated date of completion: January 2026	
Progress:	
Presented to: _____ Staff _____ Policy Council _____ Board of Directors	
Date of Completion: _____	

HUMAN RESOURCES AND PROGRAM MANAGEMENT

Areas of Need: The data showed that our program needs to continue focusing on new staff onboarding. Staff identified an area of growth as basic training on day-to-day tasks, more on-site guidance and frequent check-ins with their supervisor.	Monitor: Project Director Management Team
Goal: To effectively train new and current employees in their respective roles to promote longevity and success within the program.	
Action Plan: 1. The management team will review and update training plans and position descriptions for all positions. <i>January 2026</i> 2. Create a procedure on how new employee training is conducted with specific timelines for completion. <i>January 2026</i> 3. New staff will be connected with a mentor role in their position to do check ins and connect with peers. <i>November 2025</i> 4. Management staff will be trained in building relationships with their staff along reflective supervision. <i>January 2026</i>	
Estimated date of completion: May 2026	
Progress:	
Presented to: _____ Staff _____ Policy Council _____ Board of Directors	
Date of Completion: _____	

EDUCATION

Areas of Need: The data showed that the teachers would like more guidance and training on developmentally appropriate practices and the curriculum.	Monitor: Education Coordinators
Goal: To provide developmentally appropriate practices in the classroom and enhance each child's learning experience through the curriculum.	
Action Plan: 1. The teaching teams will receive specific trainings regarding the developmentally appropriate practices and the Head Start Early Learning Outcomes Framework. October 2025 2. The teaching teams will receive specific trainings around the curriculum to enhance their lesson plans. January 2026 3. Education Coordinators will meet with teachers to ensure that they are setting developmentally appropriate practices within their classrooms. December 2025	
Estimated date of completion: May 2026	
Progress:	
Presented to: _____ Staff _____ Policy Council _____ Board of Directors	
Date of Completion: _____	