

Self-Assessment 2023

The annual self-assessment provides Head Start programs with a mechanism for ensuring programs are doing the right things. It also gives programs a chance to identify and make necessary course corrections. - ECLKC

This self-assessment cycle will be the first to happen in the summer between program years and be able to look at one full year's worth of current data.

Timeline:

May 2023	The Leadership Team invites Coordinators to participate in a Data Summit to look at current data, successes and growth points for the 2022-2023 year looking into the 2023-2024 year. Out of the data determine no more than 3 questions to review through the Self Assessment Assign a point person for each Question.
End of May Beginning of June	Collect data on the Questions developed
June & July	Review data in small Question Teams. Meet with community members and additional people within our program to gain more perspectives. Aggregate and Analyze their data to determine next steps.
Early August	The Leadership Team and Relevant Coordinators and staff gather to share discoveries, conversations, and recommendations
Mid August	Information prepared to share during Pre-Service
Late August Early September	Report and Action Plan completed Translated into Spanish
September	Presented to Policy Council First meeting of Program Year Adjustments if needed made to report
October	Presented to WNCSource Board Full implementation of recommendations and action plan

Self Assessment Leadership Team:

- Amy Phillips, Program Support Services Manager
- Eric Hoffman, Compliance & Data Coordinator
- Linda Carter, Children's Services Director
- Bridgett Librado, Early Head Start Program Services Manager
- Margit Nelson, Operations & Procurement Manager
- Amy Smith, Head Start / NC PreK Program Services Manager

Questions we are asking:

All of the data we reviewed and questions we are asking are around the themes of Diversity, Equity, Including, Belonging, Acceptance and Trauma Resilient Communities.

1. How can we sustain a supportive, stable, inclusive & safe working culture?
2. How can we use a trauma informed approach to support families to improve attendance?
3. How can we equitably and inclusively create classrooms that are manageable for children and teachers?

Data we plan to use:

- Family Survey around attendance
- Teacher Survey around what they consider a manageable classroom to be
- RIV T/TA support to look at selection criteria
- Attendance Data
- Late & Early impacts on attendance
- Success of Attendance Plans
- Review other providers in the area
- Staff mental health
- Other as needed