



# Program Year 2022-2023

## Self-Assessment Report



# Self-Assessment Team Members

## Supporting Cast

(involved in discussions outside of Self-Assessment day)

- Kerry Baughman, NMCAA Executive Director
- Policy Council Members
- Program Staff- representatives from all positions
- Board Members

## Team Members by Focus Group

(in no particular order)

<b>Human Resources: Hiring</b>
<ul style="list-style-type: none"> <li>• Abria Morrow, Site Manager*</li> <li>• Shannon Phelps, Early Childhood Programs Director</li> <li>• Tish Stave, Housing and Energy Efficiency Services Director</li> <li>• Sarah Huges, Homeless Programs Manager</li> <li>• Tessa Teuscher, Business Office Senior Accountant</li> <li>• Rebecca Salm, Financial Management Services/Utilities Manager</li> <li>• Betsy Rees, Human Resources Director</li> </ul>
<b>Recruitment</b>
<ul style="list-style-type: none"> <li>• Alicia Temple, ERSEA and Health Manager *</li> <li>• Liz Dykgraaf, Head Start Recruitment and Health Specialist</li> <li>• Lynnette Olson, Recruitment Specialist</li> <li>• Erica Canfield, Early Head Start Recruitment and Health Specialist</li> <li>• Mary Heady, Early Head Start Recruitment and Health Specialist</li> <li>• Jenny Shooks, Early Head Start Recruitment and Health Specialist</li> <li>• Rebecca Schichtel, Program Services Coordinator</li> <li>• Arleen Hocking, Family Engagement Specialist</li> </ul>
<b>Parent, Family, and Community Engagement- DEIA</b>
<ul style="list-style-type: none"> <li>• Stacey Parent, Mental Health and PFCE Manager *</li> <li>• Kim Micham, Family Engagement Specialist Coordinator</li> <li>• Katherine Kwiatkowski, Collaborative &amp; Early Head Start Center-Based Manager</li> <li>• Kendall Berden, Planned Parenthood Board Member</li> <li>• Ashley Olstad, Site Supervisor</li> <li>• Heidi Flores, Collaborative Center Services Coordinator</li> <li>• Danielle Nelson, Central Lake Family Support Partner</li> <li>• Abigail Byers, Family Engagement Specialist</li> </ul>
<b>Health and Safety: Safety and Emergency Preparedness Plans</b>
<ul style="list-style-type: none"> <li>• Abria Morrow, Site Manager *</li> <li>• Kelly Sedwick, Site Supervisor</li> <li>• Kelsie Perttu, Lead Teacher</li> <li>• Debbie Call, Assistant Teacher</li> <li>• Jason Paca, Recruitment and Health Specialist</li> <li>• Michelle Jacobs, Family Engagement Specialist</li> <li>• Kim Hagen, EHS Center Base Site Coordinator</li> <li>• Julieann Chapman, Houghton Lake Teacher</li> </ul>
<b>Non-Federal Share</b>
<ul style="list-style-type: none"> <li>• Shannon Phelps, Early Childhood Programs Director*</li> <li>• Chris Welton, Data Entry Clerk</li> </ul>

<ul style="list-style-type: none"> <li>• Jason Paca, Head Start Recruitment and Health Specialist</li> <li>• Meredith Gafill, NMCAA Controller</li> <li>• Linda Kadlec, Early Head Start Child Family Specialist</li> <li>• Emily Erwin, Program Services Coordinator</li> <li>• Shelly Charron, Family Engagement Specialist</li> </ul>
<p><b>Attendance: Early Head Start Home Based</b></p>
<ul style="list-style-type: none"> <li>• Corey Berden, Early Head Start Home-Based Manager*</li> <li>• Jessica Booms, Education Coach</li> <li>• Shellie Woods, Family Engagement Specialist</li> <li>• Evie Hirdning, Early Head Start Child Family Specialist</li> <li>• Larisa Galnares, Family Engagement Specialist</li> <li>• Lauralea Taylor, Program Services Coordinator</li> </ul>
<p><b>School Readiness Goals: Social Emotional, Perception/Motor/Physical</b></p>
<ul style="list-style-type: none"> <li>• Dru O'Connor, Education Coach and Disabilities Manager *</li> <li>• Mandy Ordway, Assistant Teacher</li> <li>• Judy Abernethy, Lead Teacher</li> <li>• Mandy Wilson, Assistant Teacher</li> <li>• Waja Berarrduci, Behavior Specialist</li> <li>• July Barber, Education Coach</li> <li>• Sarah Morrow, Lead Teacher</li> <li>• Geena Hayes, Early Head Start Child Family Specialist</li> </ul>
<p><b>School Readiness Goals: Language and Communication, Literacy</b></p>
<ul style="list-style-type: none"> <li>• Corey Berden, Early Head Start Program Manager *</li> <li>• Heather Miller, Head Start Education Coach</li> <li>• Rachelle Stefanic, Family Engagement Specialist</li> <li>• Amy King, Family Engagement Specialist</li> </ul>
<p><b>School Readiness Goals: Cognition, Attention to Learning</b></p>
<ul style="list-style-type: none"> <li>• Katherine Kwiatkowski, Collaborative and EHS Center Based Manager*</li> <li>• Kelsey Hyde, Family Engagement Specialist</li> <li>• Nicole Pollard, Early Head Start Teacher</li> <li>• Danielle Bowers, Family &amp; Center Specialist</li> <li>• Marissa Larson, Early Head Start Coach</li> <li>• Mistie Watson, Education Coach</li> </ul>

\* = group Leader

## I. Introduction

### A. Program Description

Northwest Michigan Community Action Agency (NMCAA) Head Start and Early Head Start Programs operate over a largely rural 10 county area in the upper northwest region of Michigan's Lower Peninsula. Total available program enrollment for the 2022-2023 program year consisted of 890 funded slots; 480 Head Start Center Based, 93 Head Start Collaborative Center, 60 Early Head Start Child Care Partnership, 32 Early Head Start NMCAA Direct Operated Center Based, and 225 Early Head Start Home Based.

### B. Context for Self-Assessment

1. A complete community needs assessment was last conducted in December 2021. During that time, it was noted that prevalent social and economic factors affecting the well-being of area families include a shortage of affordable housing, a need for increased mental health services, and lack of affordable childcare.

- Childcare access in the Northwest Michigan region is largely impacted by lack of early care and learning providers entering the field and the large number of professionals choosing to leave the field.
  - Considering the ongoing demand for early care and learning providers, a decision was made to conduct a thorough examination of our hiring and retention procedures to determine potential areas for enhancing our recruitment efforts and promoting the wellbeing of our employees.

A review of updated community needs over the past year showed the following key findings:

- Over a recent five-year time period, population trends in NMCAA's 10 county service area have remained relatively stable. During this same time period, the number of children, ages 0-5, decreased in all service area counties, with the exception of Benzie County.
- From 2016-2019, the median household income for all 10 counties increased by varying degrees, with the exception of Kalkaska County where the median household income saw a decline of 1.66%.
- During the time period of 2017-2021, each of the 10 counties in the NMCAA service area showed a total decrease in the number of children, ages 0-5, living in households with incomes at or below 130% of the FPL, receiving food assistance- with the exception of Emmet County (.2% increase).
  - From 2020-2021, Roscommon County experienced a 3.6% increase in the number of children receiving food assistance benefits. Missaukee County experienced a 1.3% increase.
- Throughout the NMCAA service areas, the largest percent increases in children experiencing homelessness from school year 19-20 to school year 20-21 occurred in the following districts: Suttons Bay Public Schools, Lake City Public Schools, Frankfort-Alberta Area Schools, Glen Lake Community Schools, and Cadillac Area Public Schools.
- The 2021 rate of confirmed victims of child abuse or neglect, ages 0-5, was shown to be higher than the Michigan rate of 17.2 in all counties, with the exception of Emmet and Leelanau Counties. Rates were especially high in Wexford and Kalkaska Counties, at 33.5 and 32.5. In 2021, 97 children, ages 0-5, were in out of home care in the NMCAA service area. In program year 2021-2022, applications were taken for 44

children in foster care and 30 children in foster care were enrolled. In program year 2022-2023, applications were taken for 43 children in foster care and 28 children in foster care were enrolled.

- In 2020, over 50% of preschool aged children attended a certified program in Charlevoix and Kalkaska Counties, with attendance being highest in Charlevoix County (62.5%). During the same year, less than 40% of preschool aged children were enrolled in a certified program in Benzie, Emmet, and Missaukee Counties.

Although the above data, and the data from the community needs assessment in its entirety, supports a need for Head Start programming, we did not meet full funded enrollment this past program year. Therefore, we must carefully consider how we can enhance and refine our recruitment system to ensure a more streamlined and successful approach moving forward.

2. Quarterly data from ongoing monitoring; including data related to child development and education, comprehensive services, ERSEA, program governance and leadership, health and safety, fiscal, and management systems; collected during the 2022-2023 program year was combined in an annual summary and evaluated. The following findings rose to the top as priorities.
  - Ensuring our program is welcoming to all is a top priority. While we have worked to revise procedures and implement practices that are responsive to diversity, equity, inclusion, and accessibility, we understand that there is more work to be done.
  - Given the impact of the pandemic and other prevailing social and environmental factors, we undertook a comprehensive review of our safety and emergency preparedness policies and procedures. As a result, we would like to further consider ways in which we might reinforce these practices among our staff and strengthen our ties with pertinent community partners.
  - Over the past several years, our non-federal match has declined. Consequently, we need to re-evaluate and enhance our messaging and collection system and consider additional ways to boost our collection amounts and sources.
  - Monthly Early Head Start Home Based attendance percentages remain lower than we would like to see it. This may partially be a result of data input. Many staff will be out for maternity leave in the coming year, and this will further impact numbers. As a result, we would like to review our data input system for accuracy and determine ways in which we can ensure a minimum of 46 home visits are offered when staff are on extended leave or there are staff vacancies.
  - As part of that process, program goals and objectives were reviewed, and it was proposed to include a comprehensive analysis of school readiness progress in consideration of the upcoming baseline application, thus facilitating the development of new goals, while seeking wide input to ensure a well-informed decision-making process.

3. After taking the above-mentioned factors into consideration, the following topics were chosen to include as Self-Assessment subgroups:

Subgroup	Questions to Consider
<b>Human Resources: Hiring</b>	How can we increase potentially qualified candidates to fill open positions?
<b>Recruitment</b>	How might we best streamline our recruitment system to reach targeted populations?
<b>PFCE: DEIA</b>	Where do we need to make improvements to ensure our program is sensitive to the unique and diverse needs of staff and families?
<b>Health and Safety: Safety and Emergency Preparedness Plans</b>	How can we enhance the Safety and Emergency Preparedness Plan to include more staff and community collaborators in ensuring we are prepared for emergencies?
<b>Non-Federal Share</b>	What might we do differently to increase non-federal match contributions and streamline our collection system?
<b>Attendance: Early Head Start Home Based</b>	How can our system be strengthened to ensure we are offering 46 home visits/year to all families?
<b>School Readiness Goals</b>	<p>What progress have we made towards meeting our goals and what obstacles have been encountered?</p> <p>What stands out when looking at the data?</p> <p>What action steps do you suggest adding to our five-year plan?</p> <p>What budget considerations should be made?</p>

## II. Methodology

An overview of the Self-Assessment process is outlined below.

Date	Action	Purpose
9/23-6/23	Ongoing Monitoring and Quarterly Data Digs	<ul style="list-style-type: none"> <li>Identify trends in data and make course corrections as necessary</li> </ul>
2/2023	Community Needs Assessment Updated	<ul style="list-style-type: none"> <li>Used in ongoing program planning</li> </ul>
4/13/23	Community Needs Assessment Presented to Policy Council	<ul style="list-style-type: none"> <li>Solicited questions, thoughts, and feedback</li> </ul>
April-May 2022	Data Discussions at Direct Supervisor Meetings	<ul style="list-style-type: none"> <li>Discussions and feedback regarding findings from ongoing monitoring to share at Mini Management meeting</li> </ul>
5/2/23	Self-Assessment Planning at Mini Management Meeting	<ul style="list-style-type: none"> <li>Developed Plan for Self-Assessment</li> <li>Reviewed data collected during ongoing monitoring over the program year</li> <li>Identified potential topics for Self-Assessment</li> </ul>
5/11/23	Self-Assessment Discussion at Policy Council	<ul style="list-style-type: none"> <li>Obtained approval of Self-Assessment plan</li> </ul>
5/16/23	Mini Management Meetings Pre-Self-Assessment Session-School Readiness	<ul style="list-style-type: none"> <li>Reviewed school readiness data and identified goals for the next five-year cycle</li> </ul>
6/8/23	Self-Assessment Discussion at Policy Council- School Readiness Goals	<ul style="list-style-type: none"> <li>Reviewed proposed school readiness goals for next 5-year grant cycle and how parents might be involved in supporting growth</li> </ul>
6/2023	Self-Assessment Invitations and Orientation Emails	<ul style="list-style-type: none"> <li>Sent out official Self-Assessment invitations, specific to topic area groups, including an explanation of the Self-Assessment process and data and questions to consider prior to meeting dates</li> </ul>
6/5/23-6/22/23	Self-Assessment Focus groups-Analyze and Dialogue	<ul style="list-style-type: none"> <li>Self-Assessment subgroups met to delve into their focus area. Background information was provided to participants and discussion took place through a series of guided questions</li> </ul>
7/10/23	Self-Assessment Gallery	<ul style="list-style-type: none"> <li>Subgroup representatives came together to share insights and recommendations with the larger group</li> </ul>
8/1/23	Review of Self-Assessment ideas and recommendations with Mini Management	<ul style="list-style-type: none"> <li>Leaders from each Self-Assessment subgroup identified key points and revised priorities for the coming year to inform the Program Improvement Plan</li> </ul>
8/2/23-8/18/23	Preparation of Self-Assessment Report	<ul style="list-style-type: none"> <li>Report was drafted using information obtained throughout the Self-Assessment process</li> </ul>
9/14/23	Policy Council Approval	<ul style="list-style-type: none"> <li>Final Self-Assessment report was shared with Policy Council for consideration of approval</li> </ul>
9/21/23	Board Approval	<ul style="list-style-type: none"> <li>Final Self-Assessment report was shared with the Board for consideration of approval</li> </ul>

### III. Key Insights

After our Self-Assessment sessions, each focus group generated a catalog of strengths, challenges, innovations and recommendations. A condensed version of these lists, preceded by an overview of our advancement towards program goals and objectives, is as follows:

#### A. Progress in Meeting our Goals and Objectives

Within our five-year plan, our program established six school readiness goals and two goals pertaining to parent, family, and community engagement. The following section outlines these goals and objectives, along with progress achieved during the 2022-2023 program year.

#### Goal #1 Expanding Connections with Families

NMCAA will strengthen and maintain relationships within programming by devising and implementing new systems through the utilization of technology and a variety of online platforms

##### Actions undertaken to achieve objectives:

<b>Objective 1: Provide and maintain a reliable and accessible technology infrastructure</b>	
<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
Examine budget to determine feasibility of adding onsite IT contacts in the North and the South and/or third-party IT solutions	Over the past year, the IT department has undergone personnel changes, resulting in the addition of two new team members. Throughout this period, our agency also heightened its utilization of a local technology support firm to promptly attend to emerging technology-related concerns. As an additional new approach, staff members are now encouraged to reach out to the IT team, as a whole, via email for their technical needs and inquiries, rather than just a single member of the team. This adjustment has significantly improved our ability to promptly address requests, thanks to the expanded team's availability.
Update the key/cards form to be electronic. Add spaces for phones and iPads/iPad passwords	This form underwent revisions in May 2023, and while the information desired was incorporated, its accessibility remains a challenge. It will be crucial in the upcoming year to explore the implementation of a system that enables the efficient recording and retrieval of this information.
<b>Objective 2: Increase family engagement by offering innovative platforms to enhance communications and remove barriers to involvement</b>	
<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
Strengthen policies and procedures around social media (identify who is going to do what, ensure each program/classroom/caseload has a platform for electronic information sharing, and process for regular use of platform for information distribution so it is a reliable source for regular parent check ins)	Our program has begun implementing Learning Genie as a consistent method of information sharing with families across program options. Learning Genie was introduced several months into last program year, so parent introduction felt disjointed. This year, we are streamlining the onboarding of families into the system during program orientation and open houses.
As Family Engagement staff is increased, identify outside training to enhance understanding of Parent, Family, and Community Engagement (PFCE) best practices	Securing quality second-party PFCE training resources outside of those provided by Head Start has posed challenges. In the past year, we've devoted efforts to enhancing our onboarding systems for Family Engagement Specialists (FES), creating a more standardized process. We offer comprehensive support for our



	FES through one-on-one training sessions and regular FES meetings. Additionally, our staff benefit from access to ECKLC PFCE training resources and videos as part of our optional training program. To ensure effective family partnerships, our team is directed to follow structured Home Visiting guidance and processes. A helpful family engagement video has been posted on our Weebly platform. Our Family Needs Assessment is meticulously organized according to the categories within the PFCE framework and we have created Family Outcomes Tool and Needs Assessment Resource links, available to staff on our Weebly page. These links are rich with materials and resources for families, which are aligned with the PFCE Framework.
When possible, provide engagement opportunities in both virtual and in-person formats	In the previous program year, we introduced the option for Policy Council members to attend meetings either in person or virtually. Although we received positive feedback about this flexibility, we encountered challenges in achieving quorum. For the upcoming year, Policy Council members have proposed maintaining the option for virtual attendance while urging members to join in person whenever feasible, as it leads to higher levels of group engagement.
Partner with other organizations to ensure we are utilizing each other's online systems or in-person collaboration/special events so that families can see all of the options/services available in their area no matter which event or website they visit/attend	This objective is still in progress. To ensure that staff have the knowledge to share available area services and resources with families, team members participate in various collaborative community meetings and events in their counties. Family engagement staff also actively take part in multiple community recruitment and resource events designed to offer families a one-stop opportunity to discover available resources.

## Goal #2 Resources

NMCAA Head Start will increase families' connections to resources for supporting their identified needs, beginning at recruitment

### Actions undertaken to achieve objectives:

Objective 1: Enhance staff knowledge of resources, direct entry process and tracking to support frontline referrals and follow up procedures	
Action Steps	Progress (including challenges encountered)
Explore ways that staff connect to internal agency services and community programs and identify areas for improving staff knowledge of family resources starting at recruitment	Main office locations have begun offering events, such as monthly lunches, to connect staff with one another thereby strengthening relationships and connections.
Continue to update and utilize the Family Needs Assessment Resources and the Family Outcome Tool surveys and Resources links	Staff are offered additional support as needed for the Family Outcomes Tools and Needs Assessment resources. A system for regularly reviewing and updating the resource links corresponding to the Family Needs Assessment and Family Outcomes Tool has been created. Information in the links is updated throughout the year.
Modify the direct entry and tracking procedures as needed, taking into	Upon a review of data, it came to our attention that the tracking procedures for following up on identified goals and needs were unclear. As a result, we have updated the guidance on how to

account input from staff and a thorough analysis of data	close out identified needs and family goals at the end of the year.
<b>Objective 2: Strengthen the effectiveness of existing referral monitoring systems and ensure consistent implementation</b>	
<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
Create a list of reports that administration uses to monitor program requirements	ChildPlus reports and dashboards continue to be utilized. Our Data Coordinator is now working closely with each Manager to create more detailed/customized reports.
Continue to analyze and update for consistent and accurate direct entry guidance and data reports	Systems of review have been updated. Supervisors review ChildPlus reports with direct service staff monthly to ensure direct entry is completed. Managers review this information quarterly at a minimum to identify any program wide obstacles. Based on these results, the Management team works to update program direct entry guidance with the Data Management Team.

### Goal #3 Approaches to Learning

Children will demonstrate positive approaches to learning by attending and engaging.

**Targeted Assessment Data** (Teaching Strategies Gold, obj. 11a- % children meeting/exceeding objective)

	Head Start	Head Start Collaborative Centers	Early Head Start Center-Based	Early Head Start Home-Based
Fall	72%	89%	100%	96%
Winter	89%	95%	99%	98%
Spring	94%	96%	99%	98%

#### Actions undertaken to achieve objectives:

<b>Objective 1: Families understand the importance of responsiveness and extending interactions during play with their child</b>	
<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
Consider parent feedback and make adjustments to monthly activity calendars, and "We Miss You" bag/folder	Calendars were presented to Policy Council members. Early Head Start Home Based calendars were changed from monthly to weekly, as weekly calendars are better aligned with the home visiting option. This year we began sharing activity calendars over the summer for Head Start Center Based programming, as a way to continue supporting family learning during transition months.
<b>Objective 2: Education staff know and understand how to plan for routines and set up learning experiences that engage children</b>	
<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
Continue monitoring fidelity checklists/CLASS/Active Supervision results for correlations and ways to deepen understanding of how the environment and routines impact engagement	The Early Head Start Home-Based program has joined as a partner in the Parents as Teachers (PAT) program, utilizing PAT Planning Guides to enhance their assistance in fostering parent-child engagement, routines, and learning experiences. Team members in this program choice adhere to and complete the PAT Partner fidelity checklist. The PAT partner initiative is relatively recent, and our PAT support specialist is also in the process of familiarizing themselves with the implementation procedures.

	<p>This has been a period of growth for both PAT staff and our program over the past year. We've introduced a Data Analysis Coordinator role to our program, and managers are collaborating with this individual to develop data packages that enhance our understanding of goal progress. This effort remains an ongoing endeavor.</p>
--	---

## Goal #4 Social and Emotional Development

Children will increasingly regulate their emotions and behaviors in order to participate cooperatively in group situations

### Targeted Assessment Data (Teaching Strategies Gold, obj. 1- % children meeting/exceeding objective)

	Head Start	Head Start Collaborative Centers	Early Head Start Center-Based	Early Head Start Home-Based
Fall	57%	78%	83%	91%
Winter	75%	91%	96%	94%
Spring	86%	86%	91%	95%

### Actions undertaken to achieve objectives:

Objective 1: Enhance education staff capacity to effectively utilize program social emotional supports including curriculum components and other available resources (conscious discipline, e-deca, etc)	
Action Steps	Progress (including challenges encountered)
Conscious Discipline Information Presented at Winter Early Head Start Academy	This action step was completed. As a follow up step, Conscious Discipline Sophie books were requested, purchased and distributed to staff to share with families.
As feasible, begin implementation of behavior support action plan developed in year 4	We introduced a new role, the Behavior Support Specialist, to our program. The individual in this position offers personalized assistance to classroom staff in understanding the underlying causes of behaviors and implementing strategies to address them. Feedback on usefulness of this position was positive. Unfortunately, we have received a resignation from the individual currently serving in this role, so we will be seeking a new team member.
If need is indicated, create action plan for enhanced behavior supports based on survey information.	The NONI app introduced last year was well received. We will continue implementation in the coming year. Training support for new team members will be provided by Education Coaches.
Offer optional wellness opportunities or other supports identified in the staff wellness action plan	The Wellness Coach app. has been introduced to our program. Team members are able to access this app. for support in a number of different categories of wellbeing (financial, nutrition, stress management, physical health, etc.). Team sessions and health challenges are also available. Time to plan out these sessions has been limited. In the coming year, we will plan sessions quarterly, rather than one month at a time.

<b>Objective 2: Education staff will support families in teaching their children the skills to effectively communicate and interact to build positive relationships</b>	
<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
Optional professional development opportunities on relationship building will be offered to staff yearly	We incorporated professional development opportunities with a focus on enhancing relationship-building into our optional professional development schedule. Staff members were given the chance to earn a Family Services Credential through our in-house training program.
Staff will offer information to support families in positive relationship building during Family Engagements, Workshops, etc. (ex. YJT, 5 protective factors, ACES, e deca and its resources, Conscious Discipline, Circle of Security)	The return to in-person events in the past year has significantly increased the chances for fostering relationships. Our parenting curriculum, "Your Journey Together" actively encourages both resilience and the development of relationships. We integrated activities from this curriculum into our engagement events. Moreover, during every Policy Council meeting, we introduced a grounding activity. This activity served as a platform for parents to connect with one another. Between March and May, as part of the EHS Home-Based Socializations, every participating family received copies of "Happy Hippo," "Angry Duck," and the "Book of Moods" to read to their children. These books were also read aloud at all playgroups during this period.

## Goal #5 Language and Communication

Children will use language to express their needs, ask questions, and engage in short conversations in a variety of settings

**Targeted Assessment Data** (Teaching Strategies Gold, obj. 9b, 10a- % children meeting/exceeding objective)

	Head Start		Head Start Collaborative Centers		Early Head Start Center-Based		Early Head Start Home-Based	
	9b	10a	9b	10a	9b	10a	9b	10a
Fall	74%	71%	83%	82%	79%	77%	86%	80%
Winter	85%	85%	92%	90%	82%	88%	85%	80%
Spring	92%	89%	95%	94%	81%	86%	88%	84%

### Actions undertaken to achieve objectives:

**Objective 1: Increase parent knowledge of the value in communicating/talking to their children, and how they can support language development throughout everyday experiences and routines**

<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
Analyze data related to parent communication with their child to assess progress and effectiveness of strategies.	While our school readiness assessment tool, Teaching Strategies Goal, revealed an improvement in children's language and communication skills from the beginning to the end of the program year, our Family Outcomes Tool indicated a decline in the percentage of families reporting that they engage in "serve and return style" communication with their child for 5 days or more per week. This year, we transitioned to a new data tool for this measurement, and we are planning to adjust our data collection system in the upcoming year.

**Objective 2: Education staff will support families in teaching their children the skills to effectively communicate and interact to build positive relationships**

Action Steps	Progress (including challenges encountered)
Offer targeted training to support staff in working with children with varying communication styles and levels	An ISD Speech Pathologist presented The Play Project at our EHS meeting February 13 <sup>th</sup> . All staff were supplied with Parent Guides to refer to as they work with families.
Staff will offer information to support families in positive relationship building during Family Engagements, Workshops, etc.	As mentioned above, the return to in-person events in the past year has significantly increased the chances for fostering relationships. Our parenting curriculum, "Your Journey Together" actively encourages both resilience and the development of relationships. We integrated activities from this curriculum into our engagement events. Moreover, during every Policy Council meeting, we introduced a grounding activity. This activity served as a platform for parents to connect with one another. Between March and May, as part of the EHS Home-Based Socializations, every participating family received copies of "Happy Hippo," "Angry Duck," and the "Book of Moods" to read to their children. These books were also read aloud at all playgroups during this period.
Revise family activity calendars, ensuring inclusion of activities related to language and communication	Activity calendars were reviewed across program options, updated, and sent out to families via Learning Genie- our new communication platform. This platform was added following the start of the program year, so the family onboarding process felt disjointed. This program year, the platform will be introduced at orientation and open houses. Activity calendars were provided in a paper format to families who had difficulty accessing Learning Genie.

## Goal #6 Literacy

Children will demonstrate phonological awareness by noticing and discriminating smaller units of sound

### Targeted Assessment Data (Teaching Strategies Gold, obj. 15a- % children meeting/exceeding objective)

	Head Start	Head Start Collaborative Centers
Fall	36%	64%
Winter	61%	82%
Spring	76%	81%

### Actions undertaken to achieve objectives:

Objective 1: Strengthen education staff capacity to embed activities that promote listening and noticing smaller units of sounds within everyday activities and routines	
Action Steps	Progress (including challenges encountered)
Select staff to register for and attend Essential Instructional Practices in Language and Emergent Literacy, Train the Trainer opportunity	Two team members participated in the training for the 0-3 age group, while three others attended the training for Pre-K. The trainers have initiated the process of sharing instructional practices with their colleagues, and this sharing will continue throughout the next year. Our goal is to incorporate these training sessions into the optional training calendar.
Objective 2: Families recognize opportunities to listen to sounds during everyday routines/activities with their child	

Action Steps	Progress (including challenges encountered)
Identify age-appropriate books (all program options) with rhyming/repetition for family distribution. Create inserts to include in books with age-appropriate reading strategies and information about listening to sounds with their children.	This action step was continued from the previous program year. We distributed books across various program options, accompanied by bookmarks containing developmentally appropriate suggestions for each book's use. New PAT Planning Guides promote literacy activities at each hv.
Follow up with families on book distribution at home visits and during parent contacts. Encourage families to revisit the book regularly.	We also maintained this action step from the previous year and employed the same follow-up procedures. Early Head Start Center Based classrooms distributed books and include books on Facebook page for continued engagement. Socialization Specialists are provided the same book through Power Book Bags to revisit with families through socializations and Home Visitors can use the bookmark to encourage families to revisit the book. Following up on the prior visit is part of each home visit. In Direct Operated Head Start classrooms, the teachers provided an activity sheet to use to educate the parents on the importance of reading and activities to extend the learning beyond just reading.

## Goal #7 Cognition and General Knowledge

Children will use play to increase their understanding of symbolic representation as it relates to mathematical concepts such as one to one correspondence and cardinality

### Targeted Assessment Data (Teaching Strategies Gold, obj. 20c, 14a- % children meeting/exceeding objective)

	Head Start	Head Start Collaborative Centers	Early Head Start Center-Based		Early Head Start Home-Based
	20c	20c	14a	20c	14a
Fall	49%	78%	93%	100%	90%
Winter	61%	89%	96%	100%	90%
Spring	74%	75%	96%	100%	95%

### Actions undertaken to achieve objectives:

Objective 1: Families understand how pretend play is connected to emerging/foundational mathematical skills	
Action Steps	Progress (including challenges encountered)
Continued additions to school readiness database and share with families according to the distribution plan (school readiness all areas)	The EHS Home-Based program features an ongoing School Readiness section, regularly updated by Educational Coaches. This serves as a valuable resource for home visitors to access additional training and resources.
Objective 2: Staff plan intentional activities and experiences to promote children's development of symbolic thinking, one to one correspondence and cardinality	
Action Steps	Progress (including challenges encountered)

According to "school readiness all areas" plan, ensure program materials related to this goal are in order and up to date	For EHS Home-Based programming, we've acquired essential items like unit blocks to bolster this objective. Furthermore, we've made PAT activity sheets available to enhance parent-child engagement in these areas. In the Center-Based setting, we've formulated a classroom refresh checklist to acquire and refresh classroom materials that aid in the advancement of School Readiness Goal areas. Currently, these items are in the process of being procured and delivered.
---	--

## Goal #8 Perceptual, Motor, and Physical Development

Child demonstrates safe and healthy behaviors with increasing independence with support from adults

### Targeted Assessment Data (Teaching Strategies Gold, obj. 1c- % children meeting/exceeding objective)

	Head Start	Head Start Collaborative Centers	Early Head Start Center-Based	Early Head Start Home-Based
Fall	72%	86%	83%	91%
Winter	86%	92%	96%	92%
Spring	93%	94%	91%	93%

### Actions undertaken to achieve objectives:

<b>Objective 1: Staff will promote safety and physical well-being so children can find and access what they need to stay healthy</b>	
<b>Year 3 Action Steps</b>	<b>Progress (including challenges encountered)</b>
Increase partnership with Michigan State University to Implement the Happy Family, Healthy Kids Program (HFHK)	We have continued this program with the same five classrooms that participated in the previous program year (21-22). The results have been quite encouraging, with notable decreases in BMI among both children and guardians, transitioning from obese to regular weight categories. Additionally, there has been an increase in the consumption of fruits and vegetables by both parents and guardians. For the upcoming program year, we are pleased to report an expansion in program participation.
<b>Objective 2: Education staff and families involve children in performing self-care routines and encourage them to perform routines with increasing independence, as developmentally and culturally appropriate</b>	
<b>Action Steps</b>	<b>Progress (including challenges encountered)</b>
According to need identified through the Needs Assessment survey, staff will share sample routine information with families and assist in the creation of a home routine.	In EHS Home Based Programming, the Bedtime Book - Going to Bed Book (Routine and Self Help Book) was shared with each family attending socialization to take home and read to their child. This book was read at each socialization over three months (June, July, August).

## B. Findings from Focus Groups: Strengths, Challenges, and Innovations

### Human Resources: Hiring

#### Strengths

- NMCAA has identified hiring as a focus area for the agency strategic plan.
- The Child and Family Development Department has a temporary Recruitment Specialist. She has taken the lead in organizing and attending fairs, parades, career fairs, career technical center events, etc.
- NMCAA has hired a Marketing Manager.
- NMCAA has added a new lead coordinator to the Program Support Team.
- NMCAA has made several new connections with universities, community colleges, and career technical centers, including guest speaking.
- The northern Michigan area is offering a summer CDA program for the second year in a row.
- NMCAA has identified several new platforms to advertise for job postings.
- Staff have received significant raises over the past year.
- Policy Council and staff worked together to create a new job posting sign for the classrooms.
- HR and supervisors have attended several local Head Start trainings to learn new ways to recruit staff and encourage existing staff to consider leadership roles.
- Job advertisements have been updated to include several flexibilities and perks of the job.
- Several Assistant Teachers have shown interest in becoming Lead Teachers.
- Head Start has taken advantage of the preschool teacher waiver process.
- The Child Care Background Check process has been timelier.
- Policy Council Representatives shared teachers are doing a good job of encouraging them to work in the classrooms.
- NMCAA is partnering with Michigan Works, through the Department of Labor, to offer an apprenticeship program.

#### **Challenges/Systemic Issues**

- It is being reported nationally that there is a deficit of individuals in the field to fill the open positions.
- Wages may need to increase once again.
- Assistant Teachers are struggling to find time to go back to school to take the lead, due to working full time and often having a family.
- It is expensive to post job advertisements in the newspaper.
- There are some discrepancies between Head Start and Great Start to Readiness credentials. This can be a struggle for blended classrooms.
- There is not a teacher waiver option for EHS center-based positions.
- Many Child and Family Development roles sub in classrooms when needed. This makes it difficult for those positions to get their work done.
- As we hire more and more parents (which is what we want to do) there can be struggles with having their own children or relatives in the classroom or at the site.
- Time to recruit to our full potential is limited.

#### **Innovations/Recommendations**

- We may need to consider more waivers when applicable.
- We may need to think about how a degree in a related field or equivalent coursework meets the qualifications.
- Involve more front-line staff in the recruiting process by providing them time to attend career fairs and other events.
- Put together a handout to share with potential employees about supports to assist them in furthering their education.



- Explore additional job posting platforms.
- Add an additional column on the recruitment document for attendees to provide feedback and make recommendations when attending recruitment/hiring events.
- Explore more opportunities on social media.
- Utilize the Agency podcast to share stories and recruitment/hiring information. NMCAA: The Collective Us
- Consider focusing on high school students to encourage them to go into the early childhood field.
- Coordinate with a local college to acquire qualifications while on the job, and more crash courses similar to the 3 week summer CDA.

## Recruitment

### Strengths

- Our in-person intake process enables us to obtain a comprehensive understanding of families' situations.
- We have been receiving a high number of applications for eligible families.

### Challenges/Systemic Issues

- We have limited time available for educational collaboration and partnership efforts with community entities such as CHILDPLUSS, Homeless Liaisons, and doctors' offices.

### Innovations/Recommendations

- Create a referral form for partners with a common email address (referrals@nmcaa.net)-Recruitment
- Reword Pre-Application keeping it short and simple

## PFCE: DEIA

### Strengths

- Our program currently employs family-friendly language, making everyone feel welcome.
- We are committed to fostering inclusivity for all within our program.
- Collaborative Center staff have conducted training sessions, with both mini and PC teams receiving training. • We actively encourage our staff to participate in available DEIA training opportunities.

### Challenges/Systemic Issues

- The broad scope of DEIA makes it challenging to fully encompass all families and staff members, ensuring that they feel genuinely welcomed, valued, accepted, and have a sense of belonging in our program.
- Language within our forms and parent handbook are advanced college reading levels.

### Innovations/Recommendations

- Continue to review our documents for all programming to include DEIA.
- The Procedure Manual Committee should review documents through a DEIA lens.
- Improve our Cornerstones of Culture to include DEIA language and to also have the acronym match the language properly.
- Strive to modify our forms and documents to be around a 5th grade reading level to be inclusive of most abilities.

- Create policies and procedures to be clear about what will happen if staff or families are not respectful of DEIA and display any behaviors or language that is opposite of our DEIA guiding principles.
- Include DEIA as a topic of conversation at Annual Pre-Service Orientation and ongoing.
- Offer DEIA training/discussions as a part of our optional professional development calendar
- Allow staff to add their pronouns to their emails and/or name tags.
- Survey staff to gather feedback on how we can improve our efforts DEIA.

## Health and Safety: Emergency Preparedness Plans

### Strengths

- Our program is compliant with Licensing and Regulatory Affairs and meets Head Start Program Performance Standards.
- An agency-wide Safety and Emergency Preparedness Committee meets regularly.
- Classroom Safety and Emergency Preparedness Plans are completed.
- Required safety practices training is completed twice a year.

### Challenges/Systemic Issues

- Connecting with Emergency Managers for site visits and to review safety plans and procedures can be time-consuming and difficult to organize.
- Not all staff have sent completed safety plans to HR.
- We need to ensure staff use the training QR code to ensure documentation of safety training.

### Innovations/Recommendations

- Create weapon safety (gun, knife) talking points for teacher guidance in direct operated classrooms.
- Review weapon safety guidance shared with families on home-visits.
- Offer Emergency Managers an on-site visit and tour.
- Provide emergency plans to the Emergency Manager for their review and update plans to include recommendations.
- Create and implement a Medical Center/Hospital Disbursement Form for major disasters.
- Create an Emergency Preparedness Communication Chart and incorporate it into the Site Supervisor monitoring schedule.
- Update the Teacher/Site Supervisor Recap to include more conversation about the Safety and Emergency Preparedness Plan.
- Enhance leases to include involvement of staff in public school safety training.

## Non-Federal Share

### Strengths

- EHS home-based programming offers explicit instructions regarding submission deadlines for in-kind contributions.
- We have robust checklists across various program options to ensure compliance with numerous program requirements.
- Multiple formats for tracking and metrics are available for in-kind comparisons.

### Challenges/Systemic Issues

- Distinguishing between permissible and impermissible activities can still pose challenges.

- There is no uniform approach in place for communicating staff members' ongoing progress in collecting in-kind contributions toward their goals.
- Currently, we lack a means to assess parents' comprehension of the significance of in-kind contributions.

#### **Innovations/Recommendations**

- Whenever feasible, incorporate non-federal match/in-kind procedures into our regular routines.
- Improve the way we communicate with staff and families about the concept of non-federal match and its significance for the program.
- Standardize ongoing review and check-in processes for tracking progress towards in-kind collection goals.

## **Attendance: Early Head Start Home Based**

#### **Strengths**

- Recent changes in ChildPlus Directions will support documentation of ALL offered home visits.
- NMCAA EHS Home Based Attendance Policy and Procedure gives strong guidelines which can be helpful to staff.
- Socialization Specialists make monthly phone calls to families who are not receiving visits due to staff vacancies. Additionally, there is contact through mailings during the other three weeks, which may include distributing PoWer books, delivering diaper supplies (with support from PSCs or FES if dually enrolled), and sending In-Kind calendars.

#### **Challenges/Systemic Issues**

- Staff vacancies, including medical leave, can make meeting 46 offered visits per family per program year difficult.
- The majority of cancellations are attributed to illness and work schedule conflicts. An increase in illness and concerns about health and safety, coupled with more families having work commitments, has limited their availability for rescheduling options.
- Attendance has lowered since coming back to in person after COVID due to staff and families being proactive in canceling visits when there is any illness. The ongoing fear of COVID and its potential transmission to other families remains a significant concern.

#### **Innovations/Recommendations**

- Talk with families beginning at recruitment and continuing through enrollment regarding the importance of regular attendance. Share the relevant section of the handbook detailing when visits are acceptable and when they should be canceled due to illness. Consider creating informational posters based on this guidance.
- Collaborate as a team to provide visits when there are extended staff absences. Involve PSCs, Coaches, SSs, FESs, and Managers in a wrap-around meeting when anticipating staff vacancies or medical leave. During these meetings, assess which team member already has an established relationship with the family, identify individuals with available time to offer visits, and determine which tasks can be temporarily set aside to prioritize visitation coverage
- If funding becomes available, hire an additional Socialization Specialist and Coach, so each area has more in-depth coverage. This would enable the team to collectively provide visits to families and would potentially enhance socialization attendance as the Socialization Specialist builds rapport during home visitor absences.

- Consider adding EHS Family Specialists in each area that could sub as needed, and team with home visitors to support families in crisis.

## School Readiness Goals

### Strengths

- A Behavior Specialist role has been added to provide social/emotional supports to classroom staff
- Teams actively identify and celebrate developmental growth.
- The Parents as Teachers (PAT) curriculum, used in EHS home-based programming has different components to design, guide and communicate with families. PAT handouts include parenting behaviors and align with the Effective Teaching Practices in ECKLC.
- Learning Genie has been a helpful addition for sharing learning activities with families.
- Lesson plans are designed to enhance morning routines around relationship building.
- Additional funding to supplement meal and snack times with healthy foods has proven to be valuable.
- Collaborating with MSU to offer the Eat My ABCs program has led to improved health for both children and adults.
- Performance Standards and the GSRP manual support family-style meals.
- Partnerships have been established with community programs to provide families with weekly food resources.

### Challenges/Systemic Issues

- Seasoned staff may have more on their plate as a mentor or facilitating additional professional development opportunities. This could lead to burnout.
- Staff turnover is a challenge. New team members may lack experience in planning activities or setting up the classroom or socialization environment.
- Limited time with families often occurs at drop off and pick up and focuses on necessities. When families use the buses to go to and from school, the opportunities to connect with families are even more limited.
- Maintaining a healthy diet can be costly for families.
- Certain communities lack access to food banks or similar resources.
- Opportunities for families to partake in family-style meals at home might be limited.
- The impact of COVID-19, including isolation, reduced access to services, lack of stimulation, and fewer public outings, has disrupted the regular routines of families. This transition from screens to in-person interactions can be challenging, considering screens were widely accepted two years ago.
- Language and literacy support varies across the ten counties, resulting in disparities in activities that promote these skills.
- The use of technology for activities like singing and nursery rhymes has replaced traditional in-person interactions, affecting language and literacy development.
- Access to books and resources may be limited for some families, potentially hindering language and literacy development.

### Innovations/Recommendations

- Offer a training opportunity centered on “Rekindle the Why” - Internalize the why across all CFD staff.

- Revisit previously set goals with staff, even after the goal has been closed out. Coaches/supervisors provide cues to revisit and continue keeping concepts alive. Consider adding cues within current documents to revisit goals (e.g., recap agendas, lesson plans, etc.).
- Explore various approaches to engage families in discussing goals, and develop a concise elevator speech for staff that not only conveys what we aim to achieve but also explains the underlying reasons or benefits.
- Enhance the activity calendars and Learning Genie by incorporating brief descriptions of each activity along with a corresponding sentence explaining the importance or "why" behind it.
- Review EHS Home-based PAT curriculum and ECKLC Effective Teaching Practices parent handouts to determine ways to utilize concepts and materials across programs
- Provide examples for parents and staff on how to take everyday tasks and turn them into playful learning experiences. Include examples for differing ages 0-5. Success looks very different at 2 months vs 5 years.
- Reinforcing that parents are their children's primary advocates and teachers.
- Communicate statistics, such as the Word Gap, to illustrate the significance.
- Promote the "Disconnect to Connect" message, encouraging quality interaction.
- Provide Read Aloud Tips and Reading Challenges.
- Utilize staff for training, mentorship, and support at all levels.
- Pair new staff with partners for guidance and check-ins.
- Provide guidance on handling challenging conversations.
- Ensure minimal screen time in classrooms.
- Offer professional development on how to talk with families about the importance of language and literacy in simple terms. Most of our staff went to school to teach children, not to teach families. They may need the words and the confidence to work with families
- Offer professional development on how to work with children with delays. Many of our children coming into HS are not communicating at a 3-4 year old age range
  - Consider the use of EHS resources, such as PAT.
- Emphasize the importance of taking a multi-faceted approach when talking about development, including family engagement, staff capacity building, and community collaboration, to ensure a comprehensive and effective strategy.

## IV. Conclusion

NMCAA Head Start has a strong belief in the importance of using data to work towards continuous quality improvement. The information obtained during the Self-Assessment process, and the resulting recommendations, have been folded into the program improvement plan shown below and have also been used to update program goal action steps for the coming year.

Based on the culmination of the self-assessment process, the following action plan has been created for next program year:

Program Improvement Plan								
This plan will be reviewed and updated, as applicable, monthly by the Management team with appropriate staff								
	Objective	Action Steps	Timeline	Responsible Party	Expected Outcomes	Expected Challenges	Resources/ Trainings/ Funding Needed	Data, Tools, or Methods for Tracking Progress
Health and Safety	Emergency Managers will review site specific Safety & Emergency Preparedness Plans.	Teachers will invite Emergency Managers to tour sites and review Safety and Emergency Preparedness plans.	6-10-24	Site Supervisors and Site Manager	Relationships will be built with emergency personnel in our communities. Emergency Managers will share safety recommendations with teams.	Recommendations may be costly. Building owners may not approve changes.	Funding to implement recommendations	Recaps  Site Supervisors will complete the safety and Emergency Preparedness Communication Chart.
		Update Recaps to include support for the expectation.	6-10-24		Recommendations will be implemented at sites.	None	Building staff awareness	
		Update the Site Supervisor Monitoring Schedule to include monitoring this expectation.	6-10-24					Site Supervisor Monitoring Schedule
	Implement a Medical/ Center Hospital Disbursement Form for major disasters.	Create a form to document the needed information.	11-1-23	Safety and Emergency Preparedness Committee	Staff will be more prepared in the event that several individuals must be transported to multiple hospitals. Communication will be enhanced with emergency personnel, emergency contacts for those that are injured, and with Licensing and Regulatory Affairs.	Communicating this update with staff	Staff training	Recaps
		Update the Safety and Emergency Preparedness Plan to include the new form.	11-1-23					
		Enhance rental agreement leases	Determine lease expiration dates.	January 2024	Early Childhood		This is a time commitment for	None

	to include a plan for sharing emergency contact information and a requirement that NMCAA staff are included in safety training for that specific location.	Create language to add to leases.	February 2024	Programs Director, Facilities Coordinator, Site Manager	Enhance site specific training for staff. Enhance relationships, communication, and safety practices with collaborators. NMCAA will be more of a partner as compared to an afterthought.	those we collaborate with, mostly for public schools. It may be difficult for renters/public schools to keep our staff/classrooms on the forefront of their minds during an emergency when they have such a big commitment to their building safety already.		Review of leases will show updated language in place.
		Update leases.	According to individual lease renewal dates					
PFCE	Objective	Action Steps	Timeline	Responsible Party	Expected Outcomes	Expected Challenges	Resources/ Trainings/ Funding Needed	Data, Tools, or Methods for Tracking Progress
	Enhance DEIA within our program to promote a culture where all families and staff feel that they belong and are accepted and valued in our program for who they are as individuals.	Review and revise processes, procedures, programming, guidance, the parent handbook, APOT, staff recaps and program forms through a DEIA lens.	July 2024	Mini Management, Individual Teams, Procedure Manual Committee	Families and staff will feel that they belong and are accepted and valued for who they are.	DEIA is broad and we have many processes, procedures, guidance, staff recaps and program forms to review.	Utilizing our DEIA statement within our parent handbook. Utilize the spelling & grammar toolbar; document stats; Flesch-Kincaid Grade Level to check reading levels while modifying language.	Mini Management and their individual teams and the Procedure Manual Committee will document progress within the Program Improvement Plan
		Offer DEIA training ongoing.	July 2024	Mini Management, Training Committee	Building awareness and understanding of DEIA and our own biases.			Trainings offered as optional professional development opportunities

	<p>Ensure that forms and the parent handbook are designed to be easily understood by individuals at a 5th-9th grade reading level. Review and revise processes, procedures, programming, guidance, the parent handbook, staff recaps, APOT, and program forms through a DEIA lens.</p>	July 2024	Mini Management, Procedure Manual Committee	Families and staff will better understand what is being communicated and expected. Families and staff will feel that they belong and are accepted and valued for who they are.	DEIA is broad and we have many processes, procedures, guidance, staff recaps and program forms to review.	Utilizing the spelling/grammar toolbar, document stats, and Flesch-Kincaid Grade Level to check reading levels while modifying.  Chat GPT	Documented progress in the Program Improvement Plan, Grade level of forms will be noted as 5-9 <sup>th</sup> grade reading level when run through Flesch-Kincaid Grade Level check
	<p>Improve our Cornerstones of Culture to include DEIA philosophy and language, while having the acronym match the language properly</p>	August 2024	Mini Management, Human Resources	Consistency in our culture for respecting and valuing all people with DEIA as a foundation Positive Relationships and culture	Aligning a cross-agency acronym to encompass DEIA language.	Utilizing our DEIA statement for aligning, Use the spelling & grammar toolbar; document stats; Flesch-Kincaid Grade Level to check reading levels while modifying, Use Chat GPT	Progress will be evident in the Cornerstones of Culture
	<p>Develop policies and procedures to ensure clarity regarding how situations will be addressed when staff or families exhibit behaviors or use language that is not in alignment with the DEIA philosophy, particularly in their interactions with others.</p>	August 2024	Mini Management, Human Resources	Embracing the importance of a program culture fully embracing DEIA for all families and staff.	How this involves cross-agency programming and our personnel policies.	Human Resources Manager and professional DEIA recommendations for policies and procedures	Policies and Procedures created



		Provide staff with the tools to add their pronouns to their name tags and/or their emails with a pronoun explanation link.	Ongoing	Leadership, Managers, and Supervisors	Families and staff will observe that we strive for everyone to feel that they belong and are accepted and valued for who they are  Positive relationships and culture  Building awareness and understanding of DEIA and our own biases.	Personal beliefs for why staff do not need to add their own pronouns	Pronouns link offering explanation	Updated name tags and more email signatures with pronouns.
		Conduct a staff survey to gather insights on ways to enhance our efforts in the areas of Diversity, Equity, Inclusion, and Accessibility (DEIA).	May 2024	PFCE Manager, DEIA Self Assessment Focus Group	Building awareness and understanding of DEIA and our own biases and areas to improve	Engrained personal biases	Exploring existing surveys	Survey Responses
Non-Federal Share	Objective	Action Steps	Timeline	Responsible Party	Expected Outcomes	Expected Challenges	Resources/ Trainings/ Funding Needed	Data, Tools, or Methods for Tracking Progress
	Ensure staff and families understand inkind and the importance it plays in the program	Rework the in-kind intro flyer to include: Less words and more pictures, Learning Genie logo, Consider QR code with video	February 2024	Early Childhood Programs Director	The document will be less overwhelming, making it less likely to be overlooked	Conveying the desired message with the use of less words	Introduction to staff once forms are updated	Updated form available on staff Weebly website
		Review in-kind forms and, where feasible, frame in-kind as a gift- a way to give back to your child and the program	February 2024	Early Childhood Programs Director	Reduced confusion around the concept of in-kind	Ensuring that the importance of in-kind is still conveyed		Updated form available on staff Weebly website

	Standardize ongoing review/check in processes (policies and procedures)	Review current training and review processes- monthly task sheets, recaps, what's due when, etc Add in-kind review into these documents	May 2024	Mini Management	In-kind review will become more standardized and an increased number of staff will have a better pulse on progress	Monthly review processes with team members are already somewhat lengthy.	Staff time to review and update appropriate policies and procedures to include in-kind check ins	Review processes updated and being implemented
		Check in with Erica Austin to see if she can help create a visual aid for in-kind collection: this can be used to display in-kind goal progress for both families and staff	January 2024	Early Childhood Programs Director		The process to create a visual display for each classroom/home visitor may be time consuming	Team member time to complete this visual and ensure it stays updated	Visuals created and in use with team members
	Expand avenues of in-kind collection	Create a list of available community grants/donations (Walmart, GSRP)	May 2024	Mini Management Team	Increased avenues of in-kind collection	Time available for team members to create this list	None	An application/request will be submitted for one of the identified opportunities
		Identify one new form of in-kind to begin collecting: consider starting with safety items that we are not buying for families, but are provided by non federal entities	November 2024	Early Childhood Programs Director- with assistance from Family Engagement Team		Adequately communicating to staff that the program will now be collecting the identified source of in-kind	OMB CFR Part 200 available for review	Receipt of in-kind from the chosen source will be documented
	Explore agencies/businesses that pay staff to offer volunteer hours (Haggerty Center, United Way, etc.)	August 2024	Mini Management Team	Staff time to reach out to explore opportunities		Identification of a position to take the lead in this endeavor	An established partnership with a fresh pool of volunteers	

	Objective	Action Steps	Timeline	Responsible Party	Expected Outcomes	Expected Challenges	Resources/ Trainings/ Funding Needed	Data, Tools, or Methods for Tracking Progress
Attendance EHS HB	Full enrollment regardless of staffing	Accept families to fill all slots, even where CFS vacancies - complete enrollment visits by September 30 (PSC, Coach, EHS Manager)	September 2024	ERSEA Manager, EHS Manager and EHS R & H	Full enrollment for 23-24 school year	Time, collaboration and communication All staff having the knowledge to complete an enrollment visit.	All staff are PAT trained and enrollment policy and procedure is on Weebly and updated	ChildPlus dashboards, Report 2005
	Policy and Procedure for long-term and short-term CFS absences	Write policy and procedure; share through email with PSC/Coaches, review process at next PSC meeting	September 2024	EHS Manager	46 visits offered to the 233 enrolled EHS HB families	Time for visits and time to collaborate when a CFS is out	Review at PSC/Coach meetings, follow - up and make changes as needed Review at EHS meetings	ChildPlus report 4140 Document % of completed visits and number of offered visits each month Should have a minimum of 10,718 offered visits at the end of the year.
	Revise systems to reflect 46 offered home visits per for each enrolled EHS family	Apply for QI funding if it were to become available; look at budget Hire more staff to complete hv's in vacancies	TBD - dependent on funding	CFD Director, EHS Manager, Controller	Staff dedicated to offering visits to families when CFS is out	Lack of funding	Re-allocation of funding or QI funding	Staffing Charts
		Report to PC and Board % of completed visits and offered visits	Monthly	EHS Manager	More offered visits to families, resulting in increased attendance	Families transitioning out, 2-4 weeks to enroll another family may throw off our numbers	None	Use ChildPlus report 4140 to report % completed hv's and number of offered visits - 894 offered visits a month will be the goal
		Update attendance codes	September 2023	EHS Manager, DMT	Clearer understanding of missed appointments	Change for staff	None	ChildPlus report 4140

	Objective	Action Steps	Timeline	Responsible Party	Expected Outcomes	Expected Challenges	Resources/ Trainings/ Funding Needed	Data, Tools, or Methods for Tracking Progress
Recruitment	Update Pre-Application to Enhance Clarity	Revise wording on the question regarding homelessness	January 2024	R&H Coordinators, ERSEA Manager	Increased clarity for staff and families	No expected challenges	Review McKinney Vento act for updates	Increase in the number of responses by families indicating they meet McKinney Vento
		Ensure reading level is at an 8th grade level or below	January 2024	R&H Coordinators, ERSEA Manager		Ensuring word choice reflects the intent of the questions, with limited options	Check with PFCE Manager for appropriate program	Review by appropriate software indicating grade level
		Review wording and revise through a DEIA lens	January 2024	R&H Coordinators, ERSEA Manager	Create a welcoming introduction to the program	Updated wording on the preapplication may not be carried through all program systems due to reporting requirements	Intersectionality and implicit bias training offered through Planned Parenthood	Options listed reflect responses provided by families Question added to recruitment survey to ask comfort level of intake process

Mini Management= Head Start and Early Head Start Management Team