



"Supporting the growth of healthy children and families, positive parenting, and school readiness."

*Self-Assessment Report 2021 – 2022*  
*Serving with Intention*  
*Birth to Five Years*

*Introduction:*

The CCCC self-assessment process begins with an analysis of ongoing monitoring data to determine strengths and identify areas for improvement. Once areas are identified, further data is gathered and analyzed in order to develop and appropriate plan for improvement.

*Methodology:*

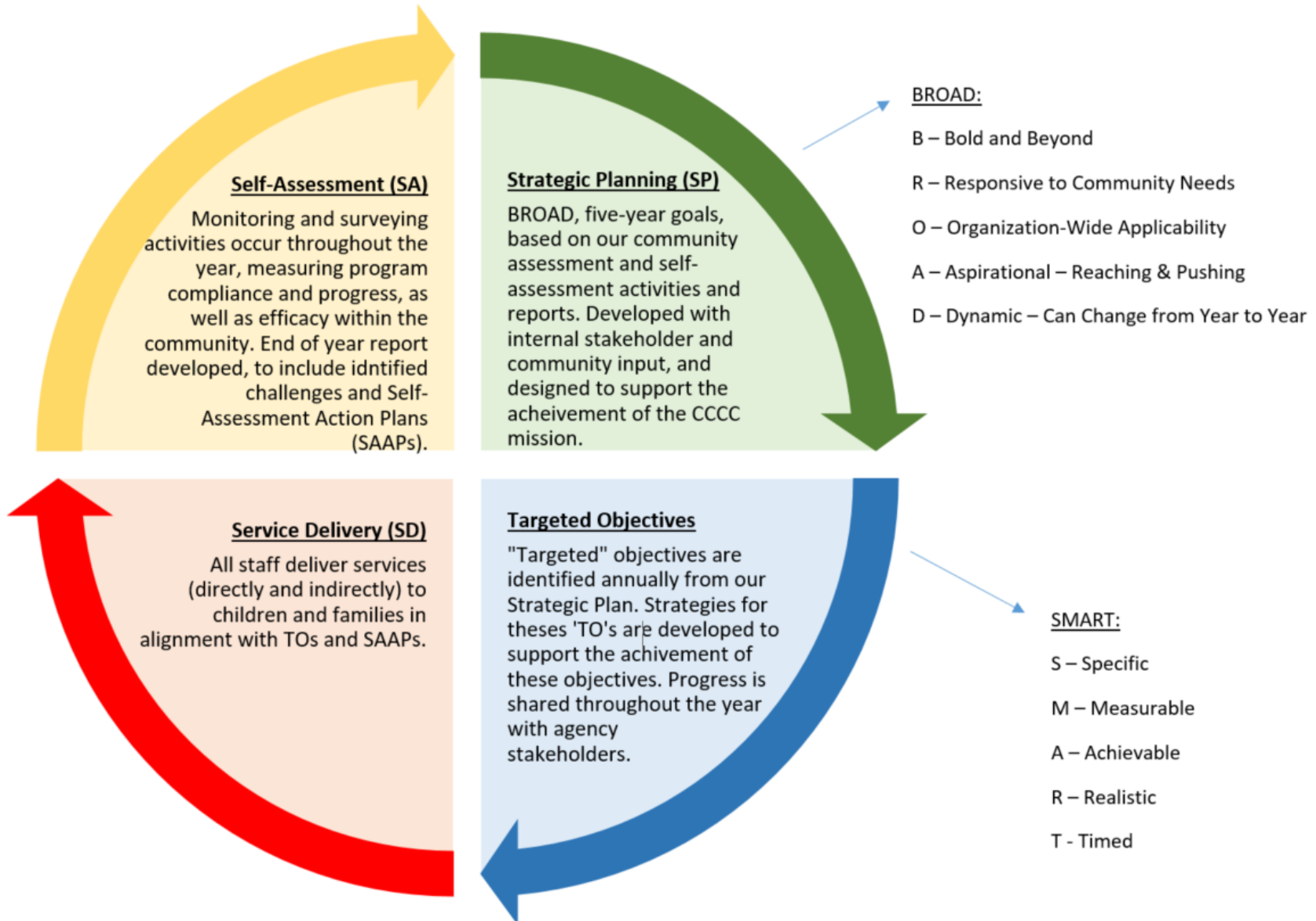
Members of the Policy Council, Board and Management contributed to the Self-Assessment process in a variety of ways.

Ongoing Monitoring occurred monthly through the Monitoring by Information Reports (MBI). These reports included information regarding enrollment, attendance, screening completions, CLASS scores, and TS Gold checkpoints, and were used as a guide to completing the self-assessment.

CCCC's Five-Year Goals and annual Targeted Objectives were also reviewed for completion, as were the School Readiness Goals.

The visual on the next page, taken from our agency policy and procedure for self-assessment and program planning, further illustrates our self-assessment procedure

## Program Planning and Self-Assessment Cycle



## Key Insights:

<b>Disabilities</b>	
<b>Data Reviewed:</b>	<ul style="list-style-type: none"><li>• Child Outcomes Data</li><li>• ASQ and ASQ-SE completion percentages</li><li>• Staff performance evaluation data</li><li>• Ongoing monitoring data</li><li>• BIR/L3 report data</li><li>• Disability referral and concern data</li><li>• CST Meeting notes</li></ul>
<b>Focusing Questions:</b>	<ul style="list-style-type: none"><li>• How are Disability observations and consultation meetings tracked and monitored?</li><li>• What is the role of specialists in case management?</li><li>• How do our current P&amp;Ps and forms support coordinated services for children with disabilities? -Disabilities P&amp;Ps, Disability Services Coordinator Orientation Guide.</li><li>• What documentation is collected to demonstrate IFSP implementation and other interventions offered to students with disabilities, delays, and concerns?</li></ul>
<b>Strengths:</b>	<ul style="list-style-type: none"><li>• Data entry by specialists</li><li>• IFSP tracking</li><li>• Individualization for goals included in lesson plans</li><li>• Coordinating child and IFSP goals.</li></ul>
<b>Challenges:</b>	<ul style="list-style-type: none"><li>• Too much coordinator time spent in IFSP meetings</li><li>• Teacher documentation in the disabilities tab</li><li>• Regular specialist consultation meetings with teachers</li><li>• Effective collaboration with CESD</li></ul>

<b><i>Disabilities Self-Assessment Action Plan</i></b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Ensure systems are up to date and implemented consistently in regards to Disabilities services and referrals.</i>	<i>Developmental Screening Procedure</i>  <i>Supplemental screening tools</i>  <i>Developmental Screening Flow Chart</i>  <i>CESD Referral form</i>  <i>CP Data Entry instructions for: concerns, referrals, IFSP consultation activity</i>	<i>Education Managers</i>	<i>Disability Coordinator Guidelines document</i>	<i>10/30/22</i>
2.	<i>Review, update and communicate expectations for effectively engaging in consultation with CESD.</i>	<i>Consultation method (what it looks like)</i>  <i>Frequency/ schedule</i>  <i>Record keeping</i>  <i>Implementing strategies suggested by CESD staff</i>	<i>Education Managers</i>  <i>Disabilities Specialist</i>		<i>11/30/22</i>
3.	<i>Partner with CESD staff in order to provide professional development opportunities to education staff.</i>	<i>Referral &amp; eligibility process</i>  <i>IFSP overview</i>  <i>Inclusive teaching practices</i>	<i>Education Managers</i>  <i>PPDM</i>	<i>Agreement with CESD</i>	<i>12/15/22</i>
4.	<i>Review and update Disabilities Specialist job description, rubric and monthly task list.</i>	<i>JD, Rubric, and Monthly Task List Completed</i>	<i>Ed Managers</i>	<i>Disability Coordinator Guidelines document</i>	<i>8/30/2022</i>

<i>Education</i>	
<i>Data Reviewed:</i>	<ul style="list-style-type: none"> <li>• Child Outcomes Data</li> <li>• ASQ and ASQ-SE completion percentages</li> <li>• Home visit completion</li> <li>• Conference completion</li> <li>• Staff performance evaluation data</li> <li>• School readiness goals</li> <li>• Creative Curriculum Cloud data</li> <li>• Creative Curriculum Fidelity Checklist data</li> <li>• Ready Rosie data</li> <li>• FASN scores</li> <li>• Ongoing monitoring data</li> <li>• EOM Task List data</li> <li>• Curriculum Requirements Checklist</li> <li>• Education Record Checks</li> <li>• BIR/L3 report data</li> <li>• Attendance Data</li> <li>• CLASS Scores</li> <li>• TPOT/TPITOS Scores</li> </ul>
<i>Focusing Questions:</i>	<ul style="list-style-type: none"> <li>• What trends are evident in CLASS scores in Behavior Management and what interventions for challenging behavior are documented for high needs classrooms (MDTs, MH Referral, Behavior Tracking, etc.)? – Data to review more closely: Child Outcomes, BIR-L3, CLASS scores Average score of 5.6 in BM for fall and spring, CST Notes, MH transactions and notes (17 referrals)</li> <li>• What does data tell us about fidelity of implementation of PBIS and Creative Curriculum? Data to review more closely: Curriculum Fidelity Checklist, Curriculum Requirements Checklist, TPOT and TPITOS scores, coaching notes and observations, specialist/manager notes and observations.</li> <li>• What are the most common reasons for child absenteeism this year? Is follow up in attendance consistently documented? – Child attendance reports</li> <li>• Why is there a discrepancy in Active supervision monitoring data and reported incidents of unattended children/near misses? Active Supervision monitoring data, reported incidents, supervisor/specialist/manager observations</li> </ul>

<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• Completion rates for 45-day requirements</li> <li>• Federal review feedback</li> <li>• Progress checkpoints completed by deadline rate over 95%</li> <li>• 8 of 10 school readiness goals met our target of 80% or more of children meeting or exceeding expectations</li> <li>• CLASS scores for Emotional Support remain above a 6</li> </ul>
<b>Challenges:</b>	<ul style="list-style-type: none"> <li>• Active supervision practices in the classroom.</li> <li>• Implementation of PBIS foundational and tier 1 supports</li> <li>• Fidelity to the Creative Curriculum</li> <li>• Increasing CLASS scores, especially in Instructional Support</li> <li>• Accuracy in monitoring</li> <li>• Effective follow up from monitoring events</li> <li>• Effectively supporting classrooms that experience high amounts of challenging behavior (high needs classrooms)</li> </ul>

<b>Education Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it’s achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	Review and strengthen all elements of the Active Supervision System.	<p><i>Training: delivery method, facilitation, use of materials, retention and application of information; regularly scheduled center and classroom team meetings to discuss areas of strength and opportunities for improvement</i></p> <p><i>Monitoring: training for supervisors on process; adjust intensity, frequency, accuracy, immediate feedback, CP data entry, CAP process</i></p>	Ed Managers  Education Supervisors	Training from Region (for Education Supervisors)	Ongoing we will have specific due dates for different items and parts of the system.

		<i>Reviewing &amp; Analyzing: CP reports, areas of compliance, areas of CAP, CAP follow up, trends</i>			
2.	<i>Review, update and implement all elements of the Education Documents System.</i>	<i>Education Supervisor Rubric ES &amp; Teacher System Indices Education P&amp;Ps Monthly Task Lists Education Forms, Tools, CP Data Entry Instruction Sheets</i>	<i>Ed Managers</i>		<i>All items completed, updated and rolled out by September 30</i>
3.	<i>Develop and provide professional development for classroom staff on the alignment of CLASS, PBIS, Creative Curriculum &amp; Child Outcomes</i>	<i>Crosswalk tool that aligns:  Framework for Effective Practices Pyramid Model Framework CLASS Dimensions Guide Spring 22 Child Outcomes by Domain Annual School Readiness Goals</i>	<i>Ed Managers  PPDM</i>		<i>9/30/22</i>
4.	<i>Ensure completion of Creative Curriculum Fidelity observations for every EHS and HS classroom, to occur twice annually.</i>	<i>Completed Checklists for all classrooms in November and April</i>	<i>Ed Managers  Education Supervisors</i>		<i>First due date: 11/23/22  Second due date: 4/30/23</i>
5.	<i>Utilize Teaching Strategies Coaching Membership and app to collect and analyze curriculum fidelity data.</i>		<i>PSD</i>		<i>9/30/2022</i>
6.	<i>Provide professional development for Education Supervisors on Creative Curriculum Fidelity for Infants, Toddlers, and Twos.</i>		<i>Ed Managers</i>		<i>12/16/22</i>
7.	<i>Ensure completion of quality rating scale observations of all EHS classrooms, to occur at least once annually</i>	<i>Infant, Toddler CLASS?  QCIT?</i>	<i>Ed Managers  PPDM</i>		<i>06/30/23</i>
8.	<i>Review, update and implement the Supporting High Needs Classrooms Policy &amp; Procedure.</i>	<i>Update language and corresponding forms/tools Provide training to staff</i>	<i>Ed Managers</i>		<i>9/5/22</i>

		<i>Incorporate MH and Disability Specialists into process</i>			
9.	<i>Review, update and implement the Child Attendance and Chronic Absenteeism Procedures.</i>	<i>Update language Update CP data entry instructions Make clear and implement schedule of monitoring and follow-up, to include CP reports Analyze absenteeism trends monthly as part of MBI</i>	<i>Ed Managers</i>		<i>Procedures done by 8/15/22  Provide Training during preservice  Monitoring ongoing</i>
10.	<i>Provide professional development for education and family services staff on supporting child attendance using relationship-based competencies.</i>	<i>Utilize R10 TTA  ECLKC RBCs</i>	<i>Ed Managers  PFCE Manager</i>	<i>Region 10 T&amp;TA</i>	<i>12/16/22</i>
11.	<i>Develop and provide information for families on the importance of regular child attendance.</i>	<i>Home Visit materials  Family Gathering topic</i>	<i>Ed Managers</i>		<i>10/15/22</i>



<b>Facilities &amp; Maintenance</b>	
<b>Data Reviewed:</b>	<ul style="list-style-type: none"> <li>Teams / Monday / Outlook / archived paper files / point to point contact with current vendors / sourcing new vendors that align with achievable goals / historical utility data</li> </ul>
<b>Focusing Questions:</b>	<ul style="list-style-type: none"> <li>How can Facilities, organize, manage and reduce carbon footprint while planning ahead for long term sustainability and mechanical consistency at all campuses/sites while maintaining and executing the needs of each individual site as they currently stand.</li> </ul>
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>Knowledge in low voltage LED / HVAC programming experience to maximize efficiencies / LEAD and GNOW training.</li> </ul>
<b>Challenges:</b>	<ul style="list-style-type: none"> <li>The various sites all have different mechanical systems, some, but not all systems at all sites can be made to conform to best practices for now.</li> </ul>

<b>Facilities Maintenance Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Limiting Energy consumption Assessment of each site</i>	<i>Improving efficiencies by 20%</i>	<i>Facilities Manager</i>	<i>Yes / plotted and systematic assessments of each campus</i>	<i>7/13/23</i>

2.	<i>System for communication with interested parties on renovations and/ or new construction on existing or new sites</i>	<i>Improved efficiencies and sustainable.</i>	<i>Facilities Manager</i>	<i>Access to planning and design process.</i>	<i>7/13/23</i>
3.	<i>Systematically swapping outdated and inefficient lighting systems as they fail for more efficient and sustainable systems when possible and available.</i>	<i>On an as needed basis</i>	<i>Facilities Manager</i>	<i>Time and materials</i>	<i>7/13/23</i>
4.	<i>Systematically swap out identified outdated/ failing and inefficient HVAC systems <b>prior</b> to failing for more efficient and sustainable Systems.</i>	<i>Post assessment action plan</i>	<i>Facilities Manager</i>	<i>Identifying systems prior to failure that are reaching “end of engineered mechanical life” and having an action plan for replacement (with max. efficiency in mind) prior to failure.</i>	<i>7/13/23</i>
5.	<i>Water consumption / landscape irrigation</i>	<i>Action plan</i>	<i>Facilities Manager</i>	<i>Having input on planning for and choosing landscaping going forward that is drought tolerant to reduce the need for additional irrigation requirements.</i>	<i>7/13/23</i>

<b><i>Family &amp; Community Connections</i></b>	
<b><i>Data Reviewed:</i></b>	<p>Family Connections</p> <ul style="list-style-type: none"> <li>• Agency wide enrollment progress as of May 2022</li> <li>• Healthy Families program enrollment from Sept 2021-May 2022 by month</li> <li>• Head Start enrollment by center – funded enrollment slots vs. number of children enrolled at the end of the program year</li> <li>• Head Start waitlist data by center for 2021-2022 school year</li> <li>• Head Start program demographics vs Clackamas County Blueprint Demographics</li> <li>• Clackamas County Family Income by Race/Ethnicity</li> <li>• Top referral sources since May 2022 – just started tracking with new Monday.com system in early May</li> <li>• Anecdotal concerns from ClackCoKids staff around time it takes from application to waitlist or enrollment</li> </ul> <p>Community Connections</p> <ul style="list-style-type: none"> <li>• Website traffic from May 2021 - May 2022</li> <li>• Traffic acquisition review</li> <li>• Top performing pages on website</li> <li>• Social media growth – audience and engagement</li> <li>• Google Review numbers and ratings</li> <li>• Anecdotal data and discussion around staff engagement on social media and staff vs family following online</li> </ul>

	<p>HR Crossover Data</p> <ul style="list-style-type: none"> <li>• LinkedIn performance, page performance for “Working at CCCC” page</li> </ul>
<b>Focusing Questions:</b>	<p><i>How do we increase enrollment and waitlist in priority populations?</i></p> <ul style="list-style-type: none"> <li>• Which programs/geographic areas are having the hardest times maintaining waitlists and full enrollment?</li> <li>• Where are referrals coming from? Where do we need to develop pipelines and community relationships?</li> <li>• How did online efforts support targeted recruitment of priority populations?</li> <li>• How have our website and social media platforms been performing to bring people into ClackCoKids?</li> <li>• How are people finding out about ClackCoKids?</li> </ul>
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>• ClackCoKids had positive enrollment numbers for Healthy Families and Early Head Start throughout 2021-2022</li> <li>• Strong general population waitlist for the majority of the centers (non-priority populations)</li> <li>• With the use of Monday.com, we look to better be able to manage recruitment, community partners and referrals</li> <li>• We have returned to in-person recruiting and intakes</li> <li>• Our website and social media platforms have been updated to be user friendly and informative to help increase recruitment</li> <li>• Continual growth on social media platforms</li> <li>• Growth in referrals from social media to the website and directly to applications</li> <li>• Quality content across platforms that engages staff (staff like and share our posts the most – more than community partners, families, or community at large)</li> </ul>
<b>Challenges:</b>	<ul style="list-style-type: none"> <li>• ClackCoKids had low Head Start enrollment at Barlow, OCVM, King and River Road throughout 2021-2022</li> <li>• Waiting lists across all centers need more Top Priority applicants to help us maintain stronger enrollment throughout the year</li> <li>• Both Metro and Rural areas had low enrollment numbers for Head Start showing that under-enrollment is not always related to geography</li> <li>• Low engagement from staff in other components towards Google Reviews goal</li> <li>• Low engagement from other components and staff towards using outreach and social media as recruitment tools for staff and families</li> <li>• Low engagement from community partners on their websites and social channels</li> <li>• Low traffic on home visiting webpage</li> <li>• Families who waited too long in “processing” don’t end up enrolling</li> </ul>

**Family & Community Connections Self-Assessment Action Plan**

SAAP	Specific goal:	Measurable – how we know it’s achieved:	Achievable by whom:	Realistic – resources necessary:	Timed (Due):
1.	<i>Increase Google review rating score to improve search engine results</i>	<ul style="list-style-type: none"> <li><i>Google Review numbers up to 50 reviews total</i></li> <li><i>Overall rating to stay between 4.5-5 stars</i></li> </ul>	<i>Natalie</i>	<i>Time, staff engagement, web development</i>	<i>1/31/2023</i>
2.	<i>Improve community partnerships with organizations serving culturally specific groups to better support enrollment of under-served communities of color</i>	<ul style="list-style-type: none"> <li><i>5 culturally specific organizations identified for outreach and partnership opportunities and added to Partner Codex</i></li> <li><i>Referral tracking data will show that more families heard about us from community partners – either through printed materials or direct referrals</i></li> <li><i>Outreach activities completed with these organizations, including cares bags distributed, presentations given, and outreach materials distributed (give them brochures)</i></li> </ul>	<i>Natalie, FC Team</i>	<i>Time, research, web development</i>	<i>6/30/2023</i>
3.	<i>Shorten processing time for family applications so that priority families are served and do not drop</i>	<ul style="list-style-type: none"> <li><i>Collaborate with ODHS to gain access to their database that confirms SNAP and TANF family benefits, reducing incomplete to complete application lag time to no more than two weeks</i></li> <li><i>Ensure that Family Connections team members have access to ODHS database by October 1st, 2022</i></li> <li><i>Train all intake staff to complete a “thorough” intake application thereby removing the lag time that is created when an application</i></li> </ul>	<i>John</i>	<i>Time, database, access from DHS, feedback from families</i>	<i>9/30/2022</i>

		<i>intake is only partially completed (i.e. removing the need for "processing" time)</i>			
4.	<i>Increase in-person recruiting and relationships with agency community partners serving priority populations</i>	<ul style="list-style-type: none"> <li>Yearly, at least five agency community partners, serving priority populations, will visit a ClackCoKids center in-person for a tour and to learn more about our services</li> <li>Yearly, provide in-person presentations, on ClackCoKids services, to at least five agency community partners that serve priority populations</li> </ul>	<i>FC Team</i>	<i>Time, staff, recruitment materials</i>	<i>9/30/2022</i>
5.	<i>Increase in-person recruiting at low-income housing sites in each community where ClackCoKids centers are located</i>	<ul style="list-style-type: none"> <li>On a monthly basis, recruit at minimum at two low-income housing sites in each community, where ClackCoKids centers are located</li> <li>Pilot onsite-recruitment on a regular basis at least one housing complex (tabling, parent activities, other)</li> </ul>	<i>FC Team</i>	<i>Time, staff, recruitment materials</i>	<i>9/30/2023</i>

<b><i>Fiscal</i></b>	
<b><i>Data Reviewed:</i></b>	<ul style="list-style-type: none"> <li>CACFP audit, Federal Review and Financial Audit.</li> <li>Also, the A-133 Federal Audit listed CCCCHS as a low-risk auditee.</li> </ul>
<b><i>Focusing Questions:</i></b>	<ul style="list-style-type: none"> <li>How much time did it take on average to enter invoices to the actual system?</li> <li>How can we improve our system to automate our purchase system?</li> <li>How do we improve data entry?</li> </ul>

	<ul style="list-style-type: none"> <li>Are the allocation costs accurate as they should be?</li> </ul>
<b>Strengths:</b>	<ul style="list-style-type: none"> <li>The most recent federal review conformed with Generally Accepted Accounting Principles and had no findings</li> </ul>
<b>Challenges:</b>	<ul style="list-style-type: none"> <li>Implement electronic purchase order system to eliminate manual and workaround purchase processing</li> <li>Reduce the time spent on processing invoices</li> <li>Select the system to automate our purchase requisitions and procurement</li> </ul>

<b>Fiscal Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Improved technology system to manage purchasing</i>	<i>Select the system to automate our purchase requisitions and procurement based on staff involvement in the process.</i>	<i>Finance Director</i>	<i>Consultant and time to develop plans</i>	<i>01/31/2023</i>
2.	<i>Improve time spent on processing invoices</i>	<i>Training the staff involvement in the procurement process in the new system.</i>	<i>Fiscal Staff Accountant</i>	<i>Time to develop plans.</i>	<i>02/28/2023</i>
3.	<i>Improve internal communication between account payable and purchasing</i>	<i>Clarifying job descriptions for the staff accountants and expectations; Staff satisfaction survey</i>	<i>Controller</i>	<i>Time to develop plans and training for staff.</i>	<i>10/30/2022</i>
4.	<i>Meet the audit requirements to ensure that the procurement, receipt, and payment for goods and services comply with federal and State regulations</i>	<i>Audits report</i>	<i>Finance Director Controller</i>	<i>New purchasing system implementation Training non-Finance Staff</i>	<i>01/31/2023</i>
5.	<i>Allowing both accounting and non-accounting personnel the ability to request and approve orders electronically using the same system.</i>	<i>Select the system to automate our manual purchase order</i>	<i>Directors Managers</i>	<i>Training, funds</i>	<i>01/31/2023</i>

<i>Health Services</i>	
<i>Data Reviewed:</i>	<ul style="list-style-type: none"> <li>• Monthly health reports</li> <li>• MBI</li> <li>• Program progress and status reports</li> <li>• Staff performance evaluation data</li> <li>• PIR (current and past years)</li> <li>• Illness absence data/COVID cases</li> <li>• Additional data reviewed based on some of our focusing questions: Time spent on COVID-19 follow-up, Survey results from FA/TFA/FE, Compliance data from other HS programs, Average time to close cases, Comparison compliance data by position</li> </ul>
<i>Focusing Questions:</i>	<ul style="list-style-type: none"> <li>• How does our current data compare to previous years?</li> <li>• What role did HSA have in lower health follow-up?</li> <li>• How much poor outcomes can be attributed to internal factors vs external factors?</li> <li>• Is there a difference in health outcomes and wellness care by position (FA/TFA/FE)?</li> <li>• Where are the sticking points and barriers in the follow-up process?</li> <li>• What percentage of children never completed first step of follow-up process?</li> <li>• What percentage of children who completed first step, had their case closed?</li> <li>• How much time did it take on average to close follow-up cases?</li> <li>• What was the insurance/access to care status of children with open cases?</li> <li>• What barriers/reasons do FE/FA/TFAs report for poor follow-up on identified needs?</li> <li>• Why is there better rate of cases closed in home-based vs center-based children?</li> <li>• How does race/ethnicity factors show up in our program services?</li> <li>• How did COVID-19 work/illness surveillance/symptom monitoring impact work of health team?</li> <li>• How effective was our illness exclusion and illness monitoring/follow-up procedure?</li> <li>• How well did we manage/contain the spread of infection and illness? Was the time input worth the results?</li> </ul>
<i>Strengths:</i>	<ul style="list-style-type: none"> <li>• On-going continuous improvement, not just at self-assessment time <ul style="list-style-type: none"> <li>○ Updated vision follow-up procedure for EHS children</li> <li>○ Established single inbox for PHI that any team member can access</li> <li>○ Development of COVID-19 Management Plan based on transmission levels/website-based communication plan for staff and families about our precautions and mitigation strategies</li> </ul> </li> <li>• Monthly reports sent out consistently, and survey respondents overwhelming rated them useful</li> <li>• Cohesive team, supportive of each other and flexible - willing to adopt new ways of doing things</li> <li>• Scanning and attaching all health documents into CP</li> <li>• Health team viewed as responsive and supportive by colleagues we rely on to help us do health work</li> <li>• We all improved our screening skills with 0-3-year-old children</li> </ul>

<b>Challenges:</b>	<ul style="list-style-type: none"> <li>• Making the connection between health and school readiness for staff and parents</li> <li>• CP data entry instructions that work well for HS children don't necessarily fit the 0-3 aged children</li> <li>• Training time and delivery is difficult for non-health team staff doing health work and their supervisors <ul style="list-style-type: none"> <li>◦ Gaps in training for TFAs on specific topics like ROIs became problematic</li> </ul> </li> <li>• Need more proactive communication between health team and non-health staff doing health work and their supervisors regarding health follow-up snags/slow progress</li> <li>• Unpredictable shifting landscape of COVID-19 make it difficult to plan for optimal use health team FTE</li> <li>• Frequent staffing changes impact continuity of care, disrupt care teams and require more training time from health team</li> <li>• Lack of established intentional practices to address racial inequities and health disparities</li> </ul>
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<b>Health Services Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Improve health outcomes for children with identified health needs</i>	<p><i>Create detailed description of health report for TAs/FEs/FAs that list next steps</i></p> <p><i>Adjust data entry procedures for EHS children for increased accuracy and efficient monitoring</i></p> <p><i>Update training plan and tools for staff responsible for health work and their supervisors that includes clarifying work procedures and expectations</i></p> <p><i>Add layer of monitoring within health team and increase direct communication with supervisors</i></p> <p><i>Health Services Specialist/Health Services Manager regularly attends other component meetings</i></p> <p><i>Create health triage system - Health Services Specialist works 1:1 with Supervisors on supporting staff with complex/challenging cases</i></p> <p><i>Provide mid-year evaluation data for supervisors</i></p>	<i>HSM/HSS</i>	<p><i>Time</i></p> <p><i>CP Consultant</i></p> <p><i>Time to develop plans and training for staff</i></p>	<i>6/1/23</i>



2.	<p><i>Strengthen parent understanding of health and school readiness connections.</i></p>	<p><i>Development of School Readiness begins with Health handbook</i></p> <p><i>Offer parent training "What to do when your child gets sick"</i></p> <p><i>Provide additional information about follow-up steps/why follow-up with 'refer' screening results</i></p> <p><i>Translation of health-related content into 6 languages (PHI, Can my child attend today?, School Readiness begins with Health)</i></p>	HSM/HSS	<p><i>Funding for translation</i></p> <p><i>Books for training</i></p>	<p><i>9/15/22</i></p> <p><i>Spring 2023</i></p>
3.	<p><i>Adjust COVID-19 operations to balance health/safety and efficient use of staff.</i></p>	<p><i>Create stable and clear procedures that withstand unpredictability and minimize need for changes in P&amp;Ps during the year</i></p> <p><i>Develop communication platform/tool for health &amp; safety messages aimed at staff and families</i></p> <p><i>Develop online tool for parents to complete if child tests positive for COVID-19 with responses going to a shared email inbox for timely response</i></p> <p><i>Determine appropriate allocation of FTE to COVID-19 specific work</i></p>	HSM/HSA	<p><i>Communication platform</i></p> <p><i>Funding for translation</i></p>	9/15/22
4.	<p><i>Create plan to identify racial disparities in health.</i></p>	<p><i>Create functional filters in CP that can pull data by race/ethnicity</i></p> <p><i>Include race/ethnicity data in component quarterly MBI, and team reports</i></p>	HSM	CP Consultant	12/31/22

		Identify and complete two trainings on recognizing, understanding and addressing racial disparities			
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## Home Based Services

<b>Data Reviewed:</b>	<ul style="list-style-type: none"> <li>• Home visit completion rates</li> <li>• Trends from Family Retention &amp; Cultural Analysis reviews/reports (HF)</li> <li>• Play group attendance rates</li> <li>• Family Gathering attendance rates</li> <li>• Parenting education attendance rates</li> <li>• Home based curriculum fidelity (completed observations?)</li> <li>• File/record checks results</li> <li>• Health screening completion rates (EHS)</li> <li>• Health screening results (EHS)</li> <li>• Health follow-up</li> <li>• Developmental screening completion rates</li> <li>• Developmental screening results</li> <li>• Reading Log completion numbers (EHS)</li> <li>• Maternal depression screening completion numbers</li> <li>• DV screenings</li> <li>• Family Assessment of Strengths and Needs entry and exit scores (EHS)</li> <li>• Family goals</li> <li>• Child goals</li> <li>• CESD referrals</li> <li>• IFSPs</li> <li>• MH referrals</li> <li>• Case management meeting notes and action items</li> <li>• Needs identified &amp; needs satisfied</li> <li>• Resource referral rates by resource type/community partner</li> <li>• Family turnover rates</li> <li>• Family demographics (race, ethnicity, language, risk factors)</li> <li>• Advisory Committee &amp; Policy Council participation rates</li> </ul>
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	<ul style="list-style-type: none"> <li>• Child outcomes by domain (SE, physical, language, cognitive, literacy, math)</li> <li>• EHS/HF to HS transition rates/community placement transition rates</li> </ul>
<i>Focusing Questions:</i>	<ul style="list-style-type: none"> <li>• How many HB families transition to HS? How many transition to another community preschool placement? How can we track HF transitions to HS? For families who 'complete' EHS HB/HF, how many go into classrooms services?</li> <li>• Do we identify during intake/application if a HS applying family received EHS or HF services prior? If so, how many HS families received home based services by ClackCoKids?</li> <li>• How do HVC rates vary by home visitor? For the differing completion rates, what may be contributing to higher or lower rates? How long do we retain families? Some miss lots of home visits.</li> <li>• What is the average family/points caseload by HV, by month, for the last year? What trends do we notice based on this data?</li> <li>• What is the returning family rates for the EHS HB program over the past 3 years?</li> <li>• What is the average # of months that an EHS HB family receives services before transitioning or leaving program?</li> <li>• How do child outcomes in HS for children who received HB services compare to peers who received no 0-3 services?</li> <li>• How many children in HB who were referred to CESD for an EI evaluation, how many were found eligible for services?</li> <li>• Out of total # of 'needs identified', how many were 'satisfied', how many were 'unsatisfied'? How can we increase consistency among HV and family services staff in regards to 'needs identified' and 'needs satisfied' data entry?</li> </ul>
<i>Strengths:</i>	<ul style="list-style-type: none"> <li>• Reflective supervision implementation and frequency of sessions – highly supportive for HV staff</li> <li>• New EAP program, Canopy, HB staff have shared that they have accessed it and found it to be very supportive</li> <li>• Team dynamics of HB team, HF team, and EHS HB team</li> <li>• High family engagement with virtual home visits</li> <li>• Strong relationships between home visitors and families</li> <li>• Growth of children and families over time in family outcome and child development areas</li> <li>• Growth of staff over time in virtual home visiting skills, virtual curriculum implementation, effective use of technology</li> <li>• Storytelling of HB services success stories and staff growth highlights in collaboration with Community Connections</li> <li>• Quality assurance monitoring results (HF) – how can we implement something similar in EHS and HS?</li> <li>• Research questionnaire results that demonstrate family growth of parenting skills, child development, parent/child bonding, accessing community resources, engaging in services (HF)</li> <li>• Parenting skills ladder (pre/post) survey results from parent education offerings</li> <li>• Staff feedback results from staff surveys (HF)</li> <li>• High attendance of families at virtual play groups</li> <li>• Key community partnerships (Job Smart, PDX Diaper Bank, Tri-Met, Oregon Food Bank, NCO, The Children's Center)</li> <li>• Key external grants to enhance services (PNC Bank, OPEC, Tri-Met, First Book)</li> <li>• Parent education offerings (Cooking Matters, Circle of Security, Nurturing Parenting, Abriendo Puertas, Financial Literacy)</li> <li>• Mental health services and community resource connection for MH</li> </ul>

	<ul style="list-style-type: none"> <li>• Intentional &amp; individualized approach to supporting HB families preparing for transition – how can we expand this across the agency?</li> <li>• Small EHS FE team aids communication and response time</li> <li>• Family and Staff Retention Analysis &amp; Cultural Analysis, and Program Goal Plan results from Healthy Families</li> </ul>
<i>Challenges:</i>	<ul style="list-style-type: none"> <li>• Navigating staff and families through pandemic</li> <li>• Documented services to expectant families</li> <li>• Effectiveness and quality of services in Combination model due to staff turnover</li> <li>• Ensuring robust transitions (yes) from EHS/HF to HS agency wide &amp; program wide with communication across components.</li> <li>• Completion of health screenings due to virtual home-based services</li> <li>• Collaboration &amp; communication with CESD for HB children with an IFSP</li> <li>• Low attendance at some sites for virtual family gatherings</li> <li>• Staff turnover (HF)</li> <li>• Low enrollment of HB families (HF) lead to small caseloads for HVs</li> <li>• Increased infant mental health needs of enrolled HB families</li> <li>• Increased number of enrolled HB children with a diagnosed disability</li> <li>• Effective integration between MH and Disabilities for 0-3</li> <li>• Creating visibility and highlighting strengths of HB programs; lack of true 'birth to 5' representation of all programs, models and options across center locations</li> <li>• Increased adult mental health needs of enrolled parents/caregivers, as well as staff</li> <li>• Prenatal resources: replacement of notebook with something more user friendly such as easy to read resource book available in Spanish.</li> <li>• Change in HV prompts for CP to include consistent health questions pertaining to upcoming appointments and health follow-up.</li> </ul>

<i>Home Based Services Self-Assessment Action Plan</i>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Increase retention % rate of EHS Home Based families in order to achieve stronger child and family outcomes.</i>	<ul style="list-style-type: none"> <li>• <i>More families will stay enrolled in EHS HB</i></li> <li>• <i>EHS HB drops will decrease</i></li> <li>• <i>Family Assessment Outcomes will increase</i></li> <li>• <i>% of family goals 'achieved' will increase</i></li> </ul>	<i>HBSM</i>		<i>8/15/2023</i>

		<ul style="list-style-type: none"> <li>• % of children meeting widely held expectations will increase</li> </ul>			
2.	<i>Increase HVC rate by at least 5% by Summer 2023 in EHS Home Based.</i>	<ul style="list-style-type: none"> <li>• The overall number of completed EHS HB visits will increase</li> <li>• Home Visit Completion rates per individual FE will increase</li> <li>• 'Needs Identified' and 'Needs Satisfied' rates will increase</li> </ul>	<i>HBSM</i>		<i>8/15/2023</i>
3.	<i>Provide training for EHS Home Based staff on effective retention efforts and Home Visit Completion (HVC) rate expectations.</i>	<ul style="list-style-type: none"> <li>• Staff will understand clear expectations for weekly home visit completion</li> <li>• Staff will understand clear expectations for when to make up canceled visits</li> <li>• Staff will understand 46 visit service schedule as it applies to the annual Program Year</li> </ul>	<i>HBSM, FES</i>		<i>8/31/2022</i>
4.	<i>Review and update Home Based Attendance &amp; Retention Efforts Procedures.</i>	<ul style="list-style-type: none"> <li>• Staff will understand clear expectations for documenting HVC rates</li> <li>• Staff will begin retention efforts in a timelier manner</li> <li>• Supervisor will support retention efforts earlier on</li> </ul>	<i>HBSM, FES</i>		<i>8/31/2022</i>
5.	<i>Review and update EHS Home Based Family Partnership Agreement.</i>	<ul style="list-style-type: none"> <li>• FPA will appropriately address when virtual services may be offered in place of in-person</li> <li>• Families will understand program engagement expectations</li> </ul>	<i>HBSM, FES</i>		<i>8/15/2022</i>
6.	<i>Strengthen provision of services to expectant families in EHS Home Based.</i>	<ul style="list-style-type: none"> <li>• Increase consistency of high-quality data entry in Pregnancy tab of CP</li> <li>• Review, update educational content and home visit plan for prenatal participants</li> <li>• Submit forms to Health Team in timely manner</li> <li>• Complete in timely manner and effectively store data on Maternal Depression Screenings (Pre and Post)</li> <li>• Ensure implementation of Parents as Teachers curriculum layer for expectant families</li> <li>• Ensure implementation of Prenatal Services Procedure &amp; CP Data Entry Instructions</li> </ul>	<i>HBSM</i>		<i>9/30/2022</i>
7.	<i>Strengthen effective transition support practices between Home</i>	<ul style="list-style-type: none"> <li>• Train staff on Transition Procedure, Transition Planning Form &amp; Activities</li> </ul>	<i>CDSM, FCCD</i>		<i>Immediate and ongoing</i>

	<i>Based (P-3) and Center Based (3-5) programs.</i>	<ul style="list-style-type: none"> <li>• <i>Review, streamline and strengthen Case Management practices</i></li> <li>• <i>Increase supervision &amp; monitoring of children scheduled to transition and completion of transition activities</i></li> </ul>			
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<b><i>Human Resources</i></b>	
<b><i>Data Reviewed:</i></b>	<ul style="list-style-type: none"> <li>• Turnover Reports</li> <li>• Exit Interviews</li> <li>• Absence Reports</li> <li>• Leave Reports</li> <li>• Workload Balance for HR Team</li> <li>• Staff Diversity Reports/EEOC Report</li> <li>• Staff demographics comparison with child demographics</li> </ul>
<b><i>Focusing Questions:</i></b>	<ul style="list-style-type: none"> <li>• What factors are creating barriers to attracting new employees? <ul style="list-style-type: none"> <li>○ Decrease in available employees nationwide; Higher entry-level wages with other employers; Prospective employees looking for schedule flexibility; Limited connections to local ECE programs; Limited emphasis on professional development benefits; Time necessary to complete hiring process in accordance with regulations; New generation employees prioritizing wages over benefits; New generation employees looking for clearly defined career paths</li> </ul> </li> <li>• What factors are contributing to high turnover in entry-level positions? <ul style="list-style-type: none"> <li>○ Higher wages with other employers; Lack of flexibility in schedules; Childcare availability; High workload due to unfilled positions; Lack of relationship/communication with supervisor and co-workers; Unclear job expectations; Feeling of being under-appreciated; Personal decisions to leave the workforce for family or return to school; New generation employees looking for immediate feedback; Limited understanding of how work impacts children and families</li> </ul> </li> <li>• What factors are contributing to high absenteeism? <ul style="list-style-type: none"> <li>○ Childcare availability; High workload due to unfilled positions; Limited feeling of connection to work team; Limited understanding of how work impacts children and families; Lack of flexibility in schedules to meet family/childcare needs; COVID-19 illness of staff and family members; Health issues requiring extended protected leave; Restrictive exclusion policy for staff illness</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• What factors are contributing to limited racial diversity for staff? <ul style="list-style-type: none"> <li>◦ Limited advertising using BIPOC-targeted media; Limited advertising to attract local BIPOC employees</li> </ul> </li> </ul>
<i>Strengths:</i>	<ul style="list-style-type: none"> <li>• Hired 52 employees during the 2021-22 year</li> <li>• Good employee benefits</li> <li>• Hiring and retention incentives</li> <li>• Return to some in-person gatherings to create/build relationships</li> <li>• Low turnover in Teacher positions</li> <li>• Percentage of Hispanic staff equal or above child demographics</li> <li>• Increased presence on social media channels</li> <li>• Increased presence at local/regional job fairs</li> <li>• Development of position-specific recruiting materials</li> <li>• HR Team redistribution of workload</li> <li>• Addition of Staffing Specialist to focus on hiring</li> <li>• Increased understanding and use of Paycom Applicant system</li> <li>• Agency focus on diversity, equity, and inclusion</li> <li>• Agency focus on increasing wages for entry-level positions</li> <li>• Agency focus on Supportive Supervision with Reflective Practices</li> <li>• Agency focus on improving on-boarding</li> </ul>
<i>Challenges:</i>	<ul style="list-style-type: none"> <li>• Hiring sufficient staff to serve needs of children and families</li> <li>• Expanding racial diversity in the workforce</li> <li>• Exploring options for flexible work schedules</li> <li>• Assisting supervisors in creating employee/supervisor and team relationships</li> <li>• Having a pool of substitutes to fill absences</li> <li>• Creating an agency-wide on-boarding program to provide continuity of information</li> <li>• Rebuilding Paycom evaluation process to reflect Supportive Supervision</li> <li>• Editing job descriptions to include Supportive Supervision, DEI expectations, and clear job expectations</li> <li>• Reviewing and editing outdated policies and procedures</li> <li>• Creating policies and procedures to cover unwritten practices</li> </ul>

<b>Human Resources Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Utilize applicant source data to improve recruitment strategies</i>	<i>10% increase in applications per open position</i>	<i>Staffing Specialist; HR ESM</i>		<i>Checkpoints in October, January, and May</i>
2.	<i>Fully staff all open classrooms</i>		<i>HR Team</i>		<i>Monthly checkpoints</i>
3.	<i>Increase staff diversity to mirror student demographics</i>	<i>Staff demographics within 2% points of student demographics</i>	<i>HRD; HR ESM; Staffing Specialist</i>		<i>May 2023</i>
4.	<i>Have substitutes for each center to cover for absences</i>	<i>2.0 FTE substitutes at each center</i>	<i>Staffing Specialist; HR ESM</i>	<i>Increased wage for substitutes</i>	<i>January 2023</i>
5.	<i>Utilize exit interview data to improve employee retention</i>	<i>Decrease turnover by 5% overall and 10% in Classroom Aide and Assistant Teacher positions</i>	<i>HRD; HR ESM</i>		<i>May 2023</i>
6.	<i>Utilize Paycom for all evaluations</i>	<i>All evaluations submitted through Paycom</i>	<i>HRD; HR Coordinator</i>		<i>Partial completion by January 2023; full completion by May 2023</i>
7.	<i>Update job descriptions including DEI and Supportive Supervision</i>	<i>Job descriptions completed and reviewed by staff and supervisors</i>	<i>HRD with assistance of Directors and Managers</i>		<i>January 2023</i>



	<i>expectations and appropriate competencies</i>				
8.	<i>Employee Handbook includes information or reference to all HR-related policies and procedures</i>	<i>Handbook and all HR-related policies/procedures on Agency Documents</i>	<i>HRD with assistance of Exec Team and HR Team</i>		<i>January 2023</i>

<b><i>Information &amp; Technology</i></b>	
<b><i>Data Reviewed:</i></b>	<ul style="list-style-type: none"> <li>• Exchange Usage Reports</li> <li>• Teams Usage Reports</li> <li>• Zoom Usage Reports</li> <li>• Help Desk Reports from Spruce</li> <li>• Monday Tasks List Complete Rate</li> <li>• Policies and Procedures</li> <li>• Network Data via Unifi</li> <li>• Security and Privacy Reports via Azure</li> </ul>
<b><i>Focusing Questions:</i></b>	<ul style="list-style-type: none"> <li>• What are the ways the agency's infrastructure and user experience could improve?</li> <li>• How does IT expand security for our staff members with minimal impact on their day-to-day?</li> <li>• How does IT provide materials and support to our staff members to help close the gaps in knowledge with systems already in place? I.e., documentation and knowledge base</li> <li>• How does IT continue to offer help desk services and management of our MSP – Spruce?</li> </ul>
<b><i>Strengths:</i></b>	<ul style="list-style-type: none"> <li>• User-experience focused approach to implementation of systems and infrastructure.</li> <li>• Reflective processes used to help drive change outside of Self-Assessment.</li> <li>• Data collected is used in a pro-active approach to attempt to prevent changes in user experience and maintain security of resources and data of the agency.</li> </ul>

	<ul style="list-style-type: none"> <li>The implementation of many new systems over the last year has reduced the required maintenance and upkeep time for each individual system. I.e. Single Sign On for Monday, Zoom, and Unifi platform. Updating of Phone System to VOIP. Addition of redundant lines at facilities. Cloud infrastructure and MFA in place to heavily mitigate security threats.</li> </ul>
<b>Challenges:</b>	<ul style="list-style-type: none"> <li>Many sites infrastructure is aging out. Causing an issue where many things are due for replacement. - i.e. Plain Old Telephone Systems (POTS) at facilities that are unsupported. Internet speeds at facilities do not match the workload needed in a modern-day environment.</li> <li>Spruce does offer great support for items they do cover. However, all items not covered in their contract fall on a single person to complete, maintain, and work on. This leads to delays in ability to provide excellent service.</li> <li>Policies and Procedures need to be updated to match the changing environment.</li> <li>Inventory Management is difficult for a single person to manage over many facilities.</li> <li>Implementation of new systems, or maintenance of current systems, could be delayed due to changing the workload placed on a single staff member of the component.</li> </ul>

<b>Information &amp; Technology Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Review and update each facility's network</i>	<i>Each facility will have its own network, firewall, and updated "networking closets".</i>	<i>IT</i>	<i>Funding and time - Cost varies per facility</i>	<i>Ongoing</i>
2.	<i>Work in conjunction with appropriate components to effectively manage the distribution and movement of equipment.</i>	<i>Equipment will be at each facility and a system will be developed.</i>	<i>IT</i>	<i>Funding and Time</i>	<i>Jan 2023</i>
3.	<i>Finish the update of VOIP Phone Systems at facilities with agency phones</i>	<i>Equipment will be in place, and virtual phone tree will be made.</i>	<i>IT</i>	<i>Funding for phone subs</i>	<i>Jun 2023</i>

<b><i>Mental Health Services</i></b>	
<b><i>Data Reviewed:</i></b>	<ul style="list-style-type: none"> <li>• Child Outcomes Data</li> <li>• ASQ and ASQ-SE completion percentages</li> <li>• Staff performance evaluation data</li> <li>• Ongoing monitoring data</li> <li>• BIR/L3 report data</li> <li>• MH Referral and transaction data</li> <li>• CST Meeting notes</li> </ul>
<b><i>Focusing Questions:</i></b>	<ul style="list-style-type: none"> <li>• What are MH specialists documenting as MH transactions and is it consistent among different specialists? – ChildPlus data (MH transactions, referral, follow up, consultation notes, CST notes)</li> <li>• How are MH observations and consultation meetings tracked and monitored? – MH tab in CP, Notes, Supervision meeting notes,</li> <li>• What is the role of MH specialists in case management? – CST Notes</li> <li>• How do our current policies and procedures support the consultation model? -MH P&amp;Ps, MH toolkit</li> </ul>
<b><i>Strengths:</i></b>	<ul style="list-style-type: none"> <li>• Follow up on referrals for families</li> <li>• Connecting families to outside resources</li> <li>• Trauma Informed Training for All Staff</li> </ul>

<b>Challenges:</b>	<ul style="list-style-type: none"> <li>• Consistently documenting MH transactions</li> <li>• Completing regular consultation meetings with teachers about classroom practices and environments</li> <li>• Provision of services to children and families</li> <li>• Response time of incoming MH referrals and requests for consultation</li> </ul>
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<b>Mental Health Services Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Ensure consistency in Mental Health service delivery across all centers and classrooms.</i>	<i>Implement updated job description Review and implement monthly task list</i>	<i>Ed Managers</i>		<i>Ongoing – Have forms completed by 9/5/22</i>
2.	<i>Increase consistency in documentation of mental health services.</i>	<i>Update position rubric</i>	<i>Ed Managers</i>		<i>Ongoing – Have rubric completed by 9/30</i>
3.	<i>Communicate and implement updated structure and expectations for center-based staff (Specialists, supervisors, teachers) on MH consultation model and MH referral system.</i>	<i>Team meetings Center meetings Overview training</i>	<i>Ed Managers MH Specialists</i>		<i>Preservice (?)</i>
4.	<i>Ensure systems are up to date and implemented consistently in regards to MH services and referrals.</i>	<i>Referral Procedure &amp; Form Response timeline Decision Tree Supporting materials &amp; resources CP data entry</i>	<i>Ed Managers</i>		<i>Update all forms by 9/5/22</i>
5.	<i>Strengthen Child Study Team process in order to streamline approach to case management and increase productivity and follow-up.</i>	<i>Update CP MH tab Clean up CP MH transactions Update &amp; utilize CP MH reports Utilize CP MH</i>	<i>Ed Managers</i>		<i>10/15/22</i>

		<i>Dashboard for monitoring</i>			
6.	<i>Establish tools for tracking data of Mental Health services to demonstrate compliance and efficacy of MH consultation system.</i>	<i>CST Procedure CST criteria Schedule/ frequency CP data entry expectations</i>	<i>Ed Managers</i>		<i>9/30/22</i>

<b><i>Nutrition Services</i></b>	
<b><i>Data Reviewed:</i></b>	<ul style="list-style-type: none"> <li>• CACFP Monitors</li> <li>• CACFP Audit</li> <li>• Child Count and Attendance</li> <li>• Menus</li> <li>• Vended Meal Agreements and communication related to them</li> <li>• Parent Survey</li> <li>• Nutrition Services Survey</li> </ul>
<b><i>Focusing Questions:</i></b>	<ul style="list-style-type: none"> <li>• Why are we backlogged with invoices and how can we improve the process?</li> <li>• How can we improve Vended Meals to be more attractive and nutritious?</li> <li>• How can we introduce more fresh fruits and vegetables into our menus?</li> <li>• How can we include parents more in the nutrition planning?</li> <li>• How can we make our menus more culturally diverse?</li> <li>• How can we include more scratch-made recipes in our menus?</li> <li>• How can we better utilize the garden spaces at our sites?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can we reduce our carbon footprint at sites?</li> <li>• How can we better accommodate meal substitutions, especially when there are several at a center?</li> </ul>
<i>Strengths:</i>	<ul style="list-style-type: none"> <li>• Cooks interested in growing their skills</li> <li>• Cooks committed to providing good food that children want to eat</li> <li>• Great feedback from parents on meals prepared at sites where we cook</li> <li>• Garden spaces at most sites</li> </ul>
<i>Challenges:</i>	<ul style="list-style-type: none"> <li>• We don't have a lot of control over Vended Meals</li> <li>• Staff at Vended Meal sites are not familiar enough with specific components to determine if they meet CACFP guidelines</li> <li>• Turnover in staffing and short-staffing results in confusion around meal count responsibility, meal components and meal service requirements</li> <li>• Gardens not being utilized at all sites or being utilized minimally</li> <li>• COVID meal styles and shortages in staff have created a need to utilize paper service that has become a habit</li> </ul>

<i>Nutrition Services Self-Assessment Action Plan</i>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Train staff at vended meal sites on specific components and what to do when they determine a component does not meet guidelines</i>	<i>Staff attendance at training</i>	<i>FSM, NSS</i>	<i>Time during preservice week</i>	<i>9/7/2022</i>
2.	<i>Increase scratch-made menu items</i> <ul style="list-style-type: none"> <li>• <i>Create training plan for cooks to increase knowledge of scratch-made menu items</i></li> <li>• <i>Include menu items on menu</i></li> <li>• <i>Get feedback from children and staff</i></li> </ul>	<i>Staff attendance at training; Menus with new items; feedback analysis</i>	<i>FSM, NSS</i>	<i>Time each month for training of cooks</i>	<i>6/1/2023</i>

3.	<i>Provide menus in advance to all staff and parents in a format that allows for changes to be noted</i>	<i>Menus available by the 25<sup>th</sup> of each month; evidence of changes noted</i>	<i>FSM, FCCS</i>	<i>Access to website; printing of menus</i>	<i>11/1/2022</i>
4.	<i>Create a plan to increase the variety of fruits and veggies in the menu and presenting them in ways that are attractive to children</i>	<i>Evidence of plan</i>	<i>FSM, NSS</i>	<i>Time to develop plan and training for staff</i>	<i>12/1/2022</i>
5.	<i>Include more culturally diverse items on the menu based on parent feedback</i>  <ul style="list-style-type: none"> <li>• <i>Create survey for parents to request menu items</i></li> <li>• <i>Train staff on cooking culturally diverse menu items</i></li> <li>• <i>Include items on menu</i></li> <li>• <i>Obtain feedback from children, staff and parents</i></li> </ul>	<i>Evidence of survey and analysis; Staff attendance at training; Menus that include culturally diverse items; feedback analysis</i>	<i>FSM, NSS</i>	<i>Training time for staff</i>	<i>6/1/2023</i>
6.	<i>Develop a plan for meal substitutions that reduces mistakes and food waste</i>	<i>Evidence of plan</i>	<i>FSM, NSS</i>	<i>Time to develop plan and training for staff</i>	<i>9/7/2022</i>
7.	<i>Create a plan to utilize garden plots at all sites</i>	<i>Gardening Plan</i>	<i>NSS</i>	<i>Time to develop plan; gardening tools and supplies</i>	<i>12/1/2022</i>
8.	<i>Create a sustainability plan to reduce waste at centers</i>	<i>Sustainability Plan</i>	<i>NSS</i>	<i>Time to develop plan</i>	<i>3/1/2023</i>

<b><i>Operations</i></b>	
<b><i>Data Reviewed:</i></b>	<ul style="list-style-type: none"> <li>• MBI</li> <li>• Monthly Health and Safety Checks</li> <li>• Monday work orders</li> </ul>
<b><i>Focusing Questions:</i></b>	<ul style="list-style-type: none"> <li>• Updated Emergency Preparedness Plan</li> <li>• Playground bark chips raked weekly</li> <li>• Custodial supplies on hand</li> </ul>
<b><i>Strengths:</i></b>	<ul style="list-style-type: none"> <li>• Have current plan to update</li> <li>• Current tasks on weekly checklist</li> </ul>

	<ul style="list-style-type: none"> <li>• Current custodial vendor offered their services</li> </ul>
<b>Challenges:</b>	<ul style="list-style-type: none"> <li>• Limited staff in Operations component</li> <li>• Most center staff on layoff until fall</li> </ul>

<b>Operations Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	<i>Playground checklist- raking bark chips weekly</i>	<i>Checked off on weekly checklist</i>	<i>Center staff</i>	<i>Training, have rakes available</i>	<i>Fall 2022</i>
2.	<i>Emergency Preparedness Plan</i>	<i>Approved by Fire Marshal</i>	<i>Operations Managers</i>	<i>Oregon Fire Codes, resources from community partnership meeting for disaster planning</i>	<i>October 2022</i>
3.	<i>Custodial supplies ordering without running out of needed items</i>	<i>Supplies always available</i>	<i>ProClean</i>	<i>Proclean to do inventory per center by end of July</i>	<i>August 1, 2022</i>

<b>Parent, Family, and Community Engagement (PFCE)</b>	
<b>Data Reviewed:</b>	<ul style="list-style-type: none"> <li>• Completed home visits for HS/EHS Center-Based and EHS Home-based home visitors</li> <li>• Number of family goals set for HS/EHS Center-Based and EHS Home-Based families – how many were started, partially achieved, fully achieved, inactive, etc.</li> </ul>



	<ul style="list-style-type: none"> <li>• PFCE Framework categories attached to goals set: Top 4 categories for Center-Based HS/EHS families: 1) Family Well-Being, 2) Families as Lifelong Educators, 3) Parent Child Relationships and 4) Families as Learners. Top 4 categories for EHS Home-Based families: 1) Positive Parent-Child Relationships, 2) Family Well-Being, 3) Families as Learners, 4) Families as Lifelong Educators</li> <li>• Family Assessment of Strengths and Needs (FASN) completion rates and family gains in FASN stability scores from entry to exit.</li> <li>• Family Engagement attendance (broken down by center, events, number of volunteers and number of hours volunteered)</li> <li>• Reading Log participation by program, center, number of minutes of reading and activities submitted on Reading Logs, hours of quality parent/child learning and bonding time</li> <li>• Parent Survey results not in yet</li> <li>• Homelessness data</li> <li>• Performance Evaluation Data – Advocate Rubric</li> <li>• Needs identified broken down by Center-Based HS and EH, and Home-Based EHS families and outcome ratings of satisfied, ongoing use of resource, unsatisfied, no longer needed, etc.</li> <li>• Parent Education classes: Circle of Security, Nurturing Parenting, Abriendo Puertas, Cooking Matters and Financial Literacy parent attendance for all sessions, number of hours of learning, numbers of parents attending by all sites and including home-based EHS.</li> </ul>
<i>Focusing Questions:</i>	<ul style="list-style-type: none"> <li>• How can we structure Parent Education so that we can meet parent education needs for families and staff throughout the year?</li> <li>• With Family Gathering attendance numbers improving since pre-COVID, how can we increase communication by all staff to continue to increase family engagement and connection (program wide)?</li> <li>• How do we or can we prepare to welcome volunteers into our buildings in the fall (or later)?</li> <li>• How can we simplify the data entry of family services home visit events (current data entry procedure is complicated and very specific, errors don't allow true numbers to pull) and for shared families?</li> </ul>
<i>Strengths:</i>	<ul style="list-style-type: none"> <li>• Attendance at Family Gathering events increased over 2020-2021 Family Gathering Events – 167 parents attended at least 1 Family Gathering.</li> <li>• Successful Job Smart Program.</li> <li>• Home visit completion rates are high for both HS and EHS, and increased over the 2020-2021 school year.</li> <li>• High number of family strengths identified for HS and EHS.</li> <li>• High number of needs identified: 1186 needs were identified for 568 Center-Based families – 81% of the needs identified were satisfied, ongoing use, inactive or unused. 215 needs were identified for 83 EHS Home-Based families. Currently EHS is still</li> </ul>

	<p>working on outcome ratings for EHS Home-Based services. So far 60% of the needs identified were satisfied, ongoing use, inactive or unused.</p> <ul style="list-style-type: none"> <li>• 88% of Family Advocates met baseline expectations on Rubric for Performance Evaluations for this school year.</li> <li>• 91% (for 435 kids) of Center-Based families as of 6/9/22 had completed FASN entry scores and 74% had exit scores completed (HS duration and EHS center-based still in session). 89% (for 73 kids) of EHS Home-Based families as of 6/9/22 had completed FASN entry scores and 20% of EHS Home-Based families completed exit scores. FEs are still working on wrapping up FASN exit scores.</li> <li>• High numbers of goals set with families: 389 goals set with HS/EHS Center-Based families and 126 goals set with EHS Home-Based families</li> <li>• Reading Log participation: In 2020-2021 15 families completed Reading Logs during stay home and virtual services, totaling 31 logs and 7650 minutes. In 2021-2022 98 families completed 206 logs and 40,515 minutes of reading. 2019-2020 resulted in 185 families completing 409 logs and 82, 140 minutes.</li> </ul>
<b>Challenges:</b>	<ul style="list-style-type: none"> <li>• Connecting and engaging with families with limited in-person events.</li> <li>• Limitations of interactions with parents during COVID-19.</li> <li>• Time restrictions for TFAs to attend training and monthly Social Services meetings.</li> <li>• Limited training days monthly for staff due to other meetings or required class times (Center Meeting, SSCBT, education cohorts, duration teacher schedule in classroom, etc.)</li> <li>• Health status does not allow in-person engagement events and parent education classes.</li> </ul>

<b><i>PFCE Self-Assessment Action Plan</i></b>					
<b><i>SAAP</i></b>	<b><i>Specific goal:</i></b>	<b><i>Measurable – how we know it's achieved:</i></b>	<b><i>Achievable by whom:</i></b>	<b><i>Realistic – resources necessary:</i></b>	<b><i>Timed (Due):</i></b>
1.	<i>Improve communication with all staff to continue to increase family engagement and connection with families.</i>	<i>Family Gathering numbers will continue to increase; Parents and staff will report improvement through survey results</i>	<i>PFCEM, FSS, (FCM for reader board help)</i>	<i>Time</i>	<i>9/2022</i>

2.	<i>Structural Improvements for Parent Education that meet family and staff needs.</i>	<p><i>Parent and staff reports through surveys</i>  <i>Continue to explore additional partnerships with community partners</i>  <i>Parenting education tracking and training</i>  <i>Attendance tracking system for Circle of Security</i></p> <p><i>Expand trainer or trainers for COS, Abriendo Puertas, Nurturing Parenting</i>  <i>Plan for meals/snacks for in-person parent education</i>  <i>Cooking Matters – explore guest chefs with community partners and support from Operations/Nutrition Team</i>  <i>Explore virtual connection possible when in-person parent ed classes resume</i></p>	<i>PFCEM, FSS</i>	<i>Time</i>	<i>9/2022</i>
3.	<i>Plan and prepare volunteer system to be ready for in-person parent volunteers.</i>	<p><i>P&amp;P for volunteers to include staff roles as well as step by step information for parents (from interest to being placed in volunteer experience)</i></p> <ul style="list-style-type: none"> <li><i>a) What kind of volunteer opportunities can we provide with current COVID-19 restrictions and what does that look like for in-person services in the fall?</i></li> <li><i>b) What are staff roles?</i></li> <li><i>c) What are parent roles?</i></li> <li><i>d) How do parents become volunteers?</i></li> <li><i>e) Who will train our volunteers?</i></li> <li><i>f) How do we acknowledge volunteers throughout the school year and at the end of the year?</i></li> <li><i>g) Which staff take the lead in the regular and consistent communication needed to retain volunteers?</i></li> <li><i>h) How are volunteers supported throughout the year?</i></li> </ul>	<i>PFCEM, HR, PSD, PPDM</i>	<i>Time</i>	<i>9/2022</i>

4.	<i>Continue to improve the training of family services staff and data entry of CP.</i>	<i>Simplify family services home visit event data entry Clarify and simplify shared family data entry Provide ongoing data entry training for TFA/FA throughout year Provide monitoring and training for ESs to monitor and evaluate TFAs</i>	<i>PFCEM, FSS,</i>	<i>Time</i>	<i>9/2022</i>
5.	<i>Improve Family Services home visit completion rate to 85% by June 30, 2023.</i>	<i>Increase family service worker level monitoring Clarify HV completion data entry expectations for staff</i>			
6.	<i>Enhance Family Services Credential option and process for family services staff.</i>	<i>Explore shorter family services credential used by Umatilla Morrow Head Start (4 days through PSU, rather than approx. 100+ hours needed for SSCBT)  Expand internal SSCBT trainer team</i>			

<b><i>Program Professional Development</i></b>	
<b><i>Data Reviewed:</i></b>	<ul style="list-style-type: none"> <li>• Practice Based Coaching data</li> <li>• Circle of Security in the Classroom coaching data</li> <li>• ECE cohort data (partnership with CCC)</li> <li>• Degree and credential path progress rates</li> <li>• Training participant response surveys</li> <li>• Teaching practices needs assessments</li> <li>• Child outcomes</li> <li>• CLASS scores</li> <li>• TPOT &amp; TPITOS scores</li> <li>• Curriculum fidelity scores</li> </ul>
<b><i>Focusing Questions:</i></b>	<ul style="list-style-type: none"> <li>• How can we improve effectiveness of trainings and provide follow-up?</li> <li>• How can we change the culture around Coaching being punitive?</li> <li>• What role does Professional Development play in HR?</li> </ul>
<b><i>Strengths:</i></b>	<ul style="list-style-type: none"> <li>• Increased attendance of TLCs</li> <li>• Staff retention of TLC and COS-C participants</li> <li>• Increased capacity for coaching and professional development opportunities</li> </ul>

<b>Challenges:</b>	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Varied start and end times for classrooms</li> </ul>
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<b>Program Professional Development Self-Assessment Action Plan</b>					
<i>SAAP</i>	<i>Specific goal:</i>	<i>Measurable – how we know it's achieved:</i>	<i>Achievable by whom:</i>	<i>Realistic – resources necessary:</i>	<i>Timed (Due):</i>
1.	50% Self-Selected participation across all Prof Development/Coaching opportunities.	Increased number of education staff will invest in life-long learning and continuous improvement.	Coaching Team	Help from Comm Team and social media or messaging, etc.	9/30/2023
2.	Education Staff will understand and implement teaching practices from all CLASS domains.	Increase in Classroom Organization & Instructional Support scores by __ % Fall-Spring	Coaching Team	TLC and Pre-service training time (or other time designated on the calendar), post Assessment meetings with Teachers	5/31/2023
3.	Increase effectiveness of trainings provided to staff by internal trainers.	Increase pre/post evaluations scores, self-assessment data aligns with outcomes data	Coaches, Specialists, all staff who provide trainings to staff and parents	Professional Development opportunities on effective facilitation. Reflective feedback time after trainings (for trainers).	10/31/2022
4.	Develop tracking system for certifications and/or degree paths for new hires.	100% compliance for Performance Standards and Licensing of Staff Qualifications	PPDM, PSD, HR		1/31/2023
5.	Update P&Ps, forms and tools that relate to internal training planning, implementation, and ORO submissions	Approved updates from Management Team of Training Proposal Doc, Training Logs, and other identified P&Ps	PPDM		10/31/2022
6.	Increase use of Universal Supports and Tier 1 Pyramid Model Supports/Strategies	Formal and informal observation tools, monitoring tools, and Supervisor reports indicate consistent use of practices.	PPDM, ESMs	New/Effective delivery of Pyramid Model trainings and on-going monitoring using Practice Implementation Checklists	12/31/2022

*Revised: 8/3/2022*