2015
ANNUAL SELF-ASSESSMENT REPORT

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OVERVIEW

The annual Self-Assessment is a crucial element of the EightCAP, Inc. 0-5 Head Start Program. The information that is gathered during Self-Assessment is used to improve and strengthen the program, as well as provide effective oversight.

Data is collected and analyzed on an ongoing basis throughout the year. Ongoing monitoring is a means for the program to answer the question, “Are we doing things right?” During the Self-Assessment process, the focus is switched to answering the question, “Are we doing the right things?”

Annual Self-Assessment must be objective, inclusive and comprehensive. As such, it incorporates feedback and observations from multiple individuals and utilizes a wide variety of tools and data sources. The 2014-2015 Self-Assessment process includes 0-5 Head Start and GSRP Family Satisfaction Surveys, CACFP Meal Reviews, CLASS Observations, Community Partnership Surveys, Early Head Start Parent Interviews, Governance, Leadership and Oversight Capacity Screener, GSRP File Audit, Health and Safety Screeners, Home Visit Completion, OHS Monitoring Protocol: Environmental Health & Safety, Parent, Family and Community Engagement Outcomes, Parent/Teacher Conferences and Home Visit Completion for Preschool, Program Checklists, School Readiness Outcomes, Single Agency Audit, Socializations (EHS) and Teacher/Lead Infant Toddler Educator Interviews.

PROCESS

The 2014-2015 Self-Assessment process was conducted over a period of months, beginning in September 2014 with the Health and Safety Screeners. The Grantee requires Health and Safety Screeners to be completed at all sites, including locations where socializations are held, prior to children and families being present. Any findings must be corrected prior to the space being used for any reason. Additionally, OHS conducted an Environmental Health and Safety Review in November 2014. All preschool and infant/toddler centers, as well as socialization sites were visited by an OHS reviewer.

In March 2015, the 0-5 Head Start Coordinator met with review teams composed of EightCAP, Inc. staff, Policy Council Members, Community Partners and 0-5 Head Start parents to be cross-trained on the instruments and procedures. CLASS observations were conducted by reliable observers three times during the school year in November 2014, March 2015 and May 2015. CACFP Meal Reviews were done in March 2015 by the ECS – Coaches. Policy Council Members completed Program Checklists, Teacher/LITE Interviews and Early Head Start Parent Interviews in April 2015. All enrolled families were asked to complete and return a Family Satisfaction Survey that was provided to them in March 2015. Community Partners were asked to provide feedback via an on-line survey regarding their partnership with the Grantee. Grantee Administrative staff managed the gathering of information Governance, Leadership and Oversight Capacity Screener and the Single Agency Audit. Content Area Managers completed Monitoring Protocols as directed. The Child File Audit was conducted by a representative from the Montcalm Area Intermediate School District (MAISD). Data for the Grantees School Readiness Outcomes was gathered, analyzed and compared at four “Checkpoints” by using the Teaching Strategies GOLD on-line ongoing assessment system. Parent, Family and Community Engagement data was collected and reported from the Family Strengths Assessment “Pre” and “Post” tests completed with families.
ANALYSIS

Self-Assessment teams forwarded their completed information to the 0-5 Head Start Coordinator, who compiled the data with the assistance from the Outcomes Analyst. Together these staff reviewed and aggregated individual child data and completed the Grantee’s School Readiness Goals Report. In addition, the Parent, Family and Community Engagement Coordinator completed a report that included data from the Family Strengths Assessment. A Final Report was completed and disseminated to Policy Council at the July 2015 meeting and to the Governing Board on July 24, 2015.

SUMMARIES AND RECOMMENDATIONS

The following section of the report details the findings identified by the many evaluative sources used.

0-5 Head Start and GSRP Program Family Satisfaction Surveys

The Grantee asked all enrolled families to complete and return a Family Satisfaction Survey. Surveys were distributed to families in March 2015. The survey asked various questions that focused on the following areas: Curriculum, School Readiness and Early Learning, Communication and Relationships, Family Involvement and General Satisfaction.

Curriculum, School Readiness and Early Learning

Survey Question: Do the activities provided by your child’s teacher or home visitor support the goals you have for your child’s development and learning?

Strengths:
• “Yes, he’s pointing out letters and numbers regularly.”
• “Yes, I feel she provides wonderful learning activities.”
• “Yes, my child is exceeding my expectations. I’m very proud of all that we have accomplished.”
• “Absolutely, I’ve seen huge improvements in all of our developmental goals.”
• “I think that all the home activities help with child development and I like them.”

Recommendations:
None
Communication and Relationships

Survey Question: Do you feel your child’s teacher or home visitor listens to you and has a respect for your family’s culture, language, goals and preferences?

**Strengths:**
- “Yes, they are very understanding and contact me if they need anything.”
- “Yes, she has good respect for my house and others.”
- “Yes! Very respectful people.”
- “Yes, very satisfied.”
- “Yes. Handles concerns and answers questions I have and always replies to messages.”

**Recommendations:**
- Better utilize Friday Folders in preschool classrooms for back-and-forth communications with parents.

Family Involvement

Survey Question: Do you feel your child’s teacher or home visitor encourages you to be actively involved in your child’s learning?

**Strengths:**
- “More than other programs. They encourage all parents to actively be involved and practice in school and at home.”
- “Yes, definitely! Family involvement is very important and always encouraged and welcomed.”
• “Yes, I get to play with my child or make things with them.”
• “Yes, every time there is something to be involved in I get a call.”
• “Yes, my son has fun when everyone at home helps him with his homework!”

Recommendations:
• Offer activities such as family movie or game nights and field trips (museum, zoo, parks, etc.).

General Satisfaction

Survey Question: On a scale of 1-10, (10 being the highest), please rate your overall satisfaction with the program’s care and education.

![General Satisfaction Pie Chart]

Strengths:
• “I really enjoy being a part of this program because it really opened my eyes about early development learning for my son. Also, it prepares me and my son for the next level in his education.”
• “My family has enjoyed the whole experience. We had the best home visitor, not to mention her love for kids is amazing.”
• “I love when my daughter comes home and she is excited about something that she learned in school.”
• “Completely satisfied with the program. Very happy for this new all day program.”
• “I would like to thank you for what the program has taught me so far and more for what the program has to offer.”
• “I have been very pleased with EightCAP schooling all 3 children just wish they could stay with EightCAP for all of their schooling.”

Recommendations:
• Improve the reliability and consistency of transportation, as well as staff attitudes and appearance.
• Incorporate “anti-bullying” activities into preschool curriculum that involve parents, children and staff.
• Ensure that children with disabilities are receiving services and that individual IEP goals, if applicable, are part of children’s daily routine.

**CACFP Meal Reviews**

The ECS – Coaches conducted CACFP Meal Reviews during the fall of 2014 and the spring of 2015. These observations were documented on the Department of Education Child and Adult Care Food Program Review Form. Coaches observed either a breakfast, lunch or snack at each center. Findings during the meal reviews were minimal.

**Strengths:**
- The staff in the classroom sat down with the children and ate the same foods.
- Staff encouraged children to try new foods.

**Recommendations:**
- Minimize wait time.
- Ensure all sites have required postings in a visible area.

**Classroom Assessment Scoring System (CLASS)**

CLASS observations were conducted three times during the 2014-2015 school year in all 29 preschool classrooms. Fall observations occurred in November 2014, winter observations occurred in March 2015 and spring observations occurred in May 2015. Four “reliable” raters completed the observations. The figure below illustrates the comparison of the Grantees Fall and Spring CLASS scores, as well as the 2014 national averages and lowest 10% nationally. CLASS scores will range on a scale of 1(lowest) to 7(highest).

![CLASS Scores Chart]

**Strengths:**
- Instructional Support scores are well above the National Average.
- Gains were made in all domains from fall 2014 to spring 2015.
Recommendations (Developed in collaboration with the T & TA Specialist):

- Reduce the number of reliable raters who conduct observations from four to two.
- Conduct “side-by-side” observations with the Training and Technical Assistance Specialist to ensure consistency of raters.

Community Partnership Survey

The Grantee requested its community partners to complete a brief survey regarding their current partnership with EightCAP, Inc. Participants were asked to describe their current partnership, including any changes they feel are necessary, strengths and their overall satisfaction with the partnership.

Strengths:

- “I appreciate the Head Start teachers and staff for their willingness to work with the college students both in and out of the classroom. It’s exciting to think of future partnerships as well.”
- “Our relationship is very strong and communication is good.”
- “EightCAP, Inc. has been a great partner in our collective efforts to provide inclusive opportunities for preschoolers with special needs.”
- EightCAP staff attends and actively participates in Great Start Collaborative meetings/events.

Recommendations:

- Conduct regular meetings with community partners to ensure maximum integration of services.

Early Head Start (EHS) Parent Interviews

A parent from the Building Blocks IV Teen Parent Center, who is also a Policy Council member, completed interviews with parents of children enrolled in the EHS home-based program in April 2015.

Strengths:

- Home Visitors plan for and incorporate the activities parents want to do during home visits.
- Home Visitors provide information to families regarding community resources, playgroups and referrals for special services when needed.

Recommendations:

None

Governance, Leadership and Oversight Capacity Screener

The Grantee completed a screening of the governance and leadership capacity with its Governing Board in March 2014. The results of the screener determined that EightCAP, Inc. has current practices in place to meet all Head Start governance practices and related regulations.
Strengths:

- All practices and regulations are being met as required.

Recommendations:

None

Great Start Readiness Program (GSRP) File Audit

The GSRP Director from the Montcalm Area Intermediate School District (MAISD) conducted an audit of the GSRP children’s files in May 2015. A total of 16 files were randomly selected for review. The following items were checked for accuracy/completion in each file:

- Proof of age
- Income Guidelines Code
- Documentation of Risk Factors
- Date of Health Appraisal
- Immunization Records
- Parent/Guardian Name & Contact Information
- Developmental Screening
- Assessment of Child’s Progress
- Home Visit Documentation
- Parent/Teacher Conference Documentation
- Referrals
- Anecdotal Records
- Classroom Portfolio
- Individualized Planning

The file audit had only one finding: A paper copy of a child’s health appraisal was missing from the file. Further research determined that the child did have a current health appraisal that has been entered and
uploaded to the Grantee’s data management system, Child Plus. A copy was made and placed in the appropriate child file.

**Strengths:**
- Files are very organized and kept in one place.
- Flow charts for the developmental screening process are helpful in illustrating the supports available for families when needed.
- Health supports and referrals for families are well documented.

**Recommendations:**
- Include anecdotal records reports in children’s files at the end of the year.
- Document referrals that teachers make to support families in children’s files.

**Health and Safety Screener**

The Grantee conducted Health and Safety Screeners at 37 sites in five counties. The sites included all preschool and infant/toddler centers, as well as locations where socializations are held. The Health and Safety Screener includes 47 items to review. Of those 47 items, only 3 findings were noted at 5 sites. The sites that had findings included Building Blocks I, Building Blocks IV, Crystal Head Start, Mt. Pleasant Head Start and Shepherd Head Start. Three sites had playground findings due to unsafe equipment; Building Blocks I was found to need a new emergency flashlight; Crystal Head Start was missing a paper copy of the Teacher Assistants first aid/CPR certification. All of these findings were corrected in a timely manner.

The report received from OHS in regards to the Health and Safety monitoring review that occurred in November of 2014 was nearly flawless. There were 2 areas of concern that were addressed during the review, however there were no findings. The report stated that, “…no area of non-compliance was found during the course of the review.”

**Strengths:**
- Staff is trained to implement procedures that ensure children are released only to authorized individuals.
- Grantee has developed redundant procedures to ensure that no child is left alone.

**Recommendations:**
- None

**Home Visit Completion (EHS Home-Based)**

The Grantee serves children ages 0-3 and pregnant women in five counties. The program runs year round, with families receiving one home visit per week. The chart below illustrates the current home visit completion rate for each county for the 2014-2015 program year. Each program year begins on August 1st and ends the following July 31st.
<table>
<thead>
<tr>
<th>County</th>
<th>Completion Rate (August 2014 – May 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinton</td>
<td>100%</td>
</tr>
<tr>
<td>Gratiot</td>
<td>97%</td>
</tr>
<tr>
<td>Ionia</td>
<td>82%</td>
</tr>
<tr>
<td>Isabella</td>
<td>90%</td>
</tr>
<tr>
<td>Montcalm</td>
<td>96%</td>
</tr>
<tr>
<td>Program Average</td>
<td>93%</td>
</tr>
</tbody>
</table>

Strengths:
- Program average is currently 93%.

Recommendations:
- Determine reasons for the low percentage in Ionia County and develop a plan to increase completion rates.

Office of Head Start Monitoring Protocol: Environmental Health & Safety

0-5 Head Start Education Coordinators completed the protocol in April 2015. The Grantee was found to be in compliance with all 4 key indicators: Safe and Clean Facilities, Healthy Learning Environments, Safe Learning Environment and Supervision and Environmental Health and Safety.

Strengths:
- The Classroom Safety Transition Plan provides detailed procedures for staff regarding safety measures for their classroom.

Recommendations:
None

Parent, Family and Community (PFCE) Outcomes

Families completed a Family Strengths Survey upon entry to the program. The results of the surveys were used to set goals in one of four areas: Experience Rich Environment, Family Routines, Positive Discipline and Promoting Literacy. “Pre” and “Post” tests were completed to determine where families made gains on their goals.

Strengths:
- 99% of families completed a “Pre” test and set goals; 96% of families completed a “Post” test.

Recommendations:
- Provide more resources to families (i.e. workshops, events, meetings, at-home activities, etc.) that focus on their PFCE goal(s).
Parent/Teacher Conferences & Home Visit Completion (Preschool)

Head Start and GSRP preschool staff schedule two home visits and two parent/teacher conferences with parents/guardians during the course of a school year. The initial home visit is completed prior to or within one week of a child starting school. Parent/teacher conferences were conducted in November 2014 and March 2015. Final home visits were completed in May 2015. The chart below lists the completion percentages of these events by county.

<table>
<thead>
<tr>
<th>Event</th>
<th>Gratiot</th>
<th>Ionia</th>
<th>Isabella</th>
<th>Montcalm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Home Visit</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Fall PTC</td>
<td>86%</td>
<td>87%</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>Spring PTC</td>
<td>88%</td>
<td>90%</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>Final Home Visit</td>
<td>95%</td>
<td>99%</td>
<td>94%</td>
<td>98%</td>
</tr>
</tbody>
</table>

**Strengths:**
- All families received an initial home visit.

**Recommendations:**
- Raise attendance at PTCs

**Program Checklists**

Policy Council members visited a total of 8 Head Start, GSRP and Infant/Toddler centers in April and May of 2015 to complete Program Checklists. Members were allowed to choose the sites they wanted to review.

**Strengths:**
- Children wear helmets when riding wheeled equipment.
- Busses are equipped with 2 seat belt cutters for use in an emergency.
- Staff and children washed hands regularly, as required.
Recommendations:

- St. Louis Head Start: State of Michigan Child Care License expired. It was determined that this site had received a licensing visit from Mary Pat Jennings, Licensing Consultant, on 4/7/2015, and was found to be in compliance with all CDC regulations. Updated licenses are distributed via U.S. Mail and had not yet been received by the Grantee.
- Building Blocks III: Tape holding the materials label was starting to peel off. The Lead Infant Toddler Educator replaced the defective tape immediately.
- Building Blocks III: The classrooms daily schedule was posted but not at a level that the children could see with ease.

School Readiness Outcomes

The Grantee revised their School Readiness Goals in December 2014. Two goals were identified, based on TS GOLD scores from the fall 2014 checkpoint period, for each of the following domains: Social and Emotional Development, Language and Literacy, Cognition and General Knowledge, Physical Well-Being and Motor Development and Approaches Toward Learning.

The following illustrates the number of children that were determined to be “below”, “meeting”, or “exceeding” expectations for their age range during the fall 2014 and spring 2015 checkpoint periods.

<table>
<thead>
<tr>
<th></th>
<th>BELOW Fall</th>
<th>Meeting Fall</th>
<th>EXCEEDING Fall</th>
<th>BELOW Spring</th>
<th>Meeting Spring</th>
<th>EXCEEDING Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social &amp; Emotional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1</td>
<td>7%</td>
<td>2%</td>
<td>83%</td>
<td>82%</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Goal 2</td>
<td>9%</td>
<td>4%</td>
<td>76%</td>
<td>79%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Language &amp; Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1</td>
<td>4%</td>
<td>3%</td>
<td>86%</td>
<td>84%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Goal 2</td>
<td>13%</td>
<td>8%</td>
<td>79%</td>
<td>81%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Cognition &amp; General Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1</td>
<td>21%</td>
<td>7%</td>
<td>73%</td>
<td>79%</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>Goal 2</td>
<td>5%</td>
<td>1%</td>
<td>87%</td>
<td>94%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Physical Well-Being &amp; Motor Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1</td>
<td>5%</td>
<td>2%</td>
<td>77%</td>
<td>81%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>Goal 2</td>
<td>4%</td>
<td>1%</td>
<td>77%</td>
<td>80%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Approaches Toward Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1</td>
<td>4%</td>
<td>1%</td>
<td>84%</td>
<td>85%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Goal 2</td>
<td>4%</td>
<td>1%</td>
<td>84%</td>
<td>89%</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>

In addition, individualized school readiness goals were set in collaboration with families during home visits and parent/teacher conferences. Based on data gathered during the 2014-2015 school year, it was determined that mathematics will continue to be a focus for the upcoming school year.
Strengths:

• Cognition and General Knowledge: Goal 1 had a 13.5% increase in children meeting/exceeding Widely Held Expectations.
• Approaches Toward Learning: Goal 1 saw a 10.75% growth in children meeting/exceeding Widely Held Expectations.

Recommendations:

• The Outcomes Committee suggested that data from EHS be separated into two categories: center based and home based.
• Determine and indicate how many children had previous early childhood experience (EHS, HS, GSRP, private preschool, etc.).

Single Agency Audit (Financial)
An audit of the Grantee’s financial statements was conducted by Rehmann Robson which determined the agency’s financial position as of September 30, 2014. The documents below indicate the auditors’ opinions.

[Table of findings and questioned costs]

**EIGHTCAP, INC.**

<table>
<thead>
<tr>
<th>Schedule of Findings and Questioned Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the Year Ended September 30, 2014</td>
</tr>
</tbody>
</table>

**SECTION I - SUMMARY OF AUDITORS' RESULTS**

**Financial Statements**

- Type of auditors’ report issued: Unmodified
- Internal control over financial reporting:
  - Material weakness(es) identified: yes
  - Significant deficiency(ies) identified: yes
  - Noncompliance material to financial statements noted: yes
- Federal Awards:
  - Internal control over major programs:
    - Material weakness(es) identified: yes
    - Significant deficiency(ies) identified: yes
  - Type of auditors’ report issued on compliance for major programs: Unmodified
  - Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section 510(a)? yes

**CFDA Number**

- 64.013: Supportive Services for Veteran Families Program
- 93.569: Community Services Block Grant Cluster
- 93.600: Head Start and Early Head Start Cluster

**Dollar threshold used to distinguish between Type A and Type B programs:** $300,000

**Auditee qualified as low-risk auditee?** yes
Strengths:
- The Grantee had no findings or questioned costs.
- Prior audit findings were corrected.

Recommendations:
None

Socializations (EHS Home-Based)

The Grantee invites EHS families to attend socializations, also known as playgroups, on a regular basis. Clinton, Ionia and Montcalm Counties collaborate with their community partners to offer socializations on a weekly basis. Gratiot and Isabella Counties hold their own socializations twice per month. The table below indicates how many EHS families have attended socializations during the 2014-2015 program year (Aug. – May) compared to how many children are currently enrolled in the home-based program by county.
### Strengths:

- The Grantee has developed partnerships within the communities they serve to offer socializations to families.

### Recommendations:

- Explore ways to increase parent involvement/attendance at socializations.

#### Teacher/Lead Infant Toddler Educator Interviews

In addition to the Program Checklists, Policy Council members conducted interviews with preschool teachers and Lead Infant Toddler Educators.

### Strengths:

- Every child has individualized goals that are created in collaboration with parents/guardians.
- Small Group activities are structured to allow for one-on-one time to work on children’s goals.
- Redundant procedures are implemented throughout the day to ensure the safety of the children at all times, including transitions.

### Recommendations:

None

### PROGRAM IMPROVEMENT PLAN

The four areas targeted for Continuous Improvement in the 2014 Self-Assessment process were addressed in the following ways:

- Community networks and resources to meet the dental health needs of children and families were recruited, with an increase of 20% accessing a dental home, as well as promoting relevant educational materials to all parents and families. (Health)
- At least 90% of parents completed pre and post Family Strengths Assessments related to routines in the home, helping families to make the connection between family life practices and closing the achievement gap to success in school and in life. (PFCE)
- By expanding services to full school-day at 13 centers, about 210 four-year-olds were able to attend full school-day Head Start programming in collaboration with three Intermediate School Districts utilizing Great Start Readiness Program funds. (Education)
- Intensive in-service training was provided to the EHS home visitors and parents to reduce family use of emergency rooms as a medical home; provide education regarding protection...
from overexposure to the sun; and other related health areas an effort to increase the health and safety of enrolled children, 0-3. (EHS Health & Safety)

- Additionally, the Outcomes Planning Committee, with assistance from Jessica Moore, assigned T & TA Early Childhood Education Specialist from STG, revised the 0-5 Head Start School Readiness Outcomes process, which included revamping the school readiness goals, reporting mechanisms and review process.

Based on information gathered during the 2015 Self-Assessment process, the Grantee has identified the following goals for program improvement:

**CLASS**

Goal: Ensure accuracy of CLASS scores throughout the program.

- Reduce the number of raters that conduct CLASS observations from four to two.
- Schedule “side-by-side” ratings with the Training and Technical Assistance Specialist.
- Provide ongoing training for CLASS raters.

**Community Partnerships**

Goal: Work collaboratively with community partners to ensure maximum integration of services.

- Make regular contact with community partners via phone calls, email and at least one face-to-face meeting.
- Conduct regular surveys, including having a link on the agency website for community partners to access as they wish.

**Home Visit Completion (EHS Home-Based)**

Goal: Increase home visit completion rate, specifically in Ionia County.

- Meet with Education Coordinators individually to discuss how home visits are managed by county.
- Review Child Plus 4140 Reports to look for trends in regards to reasons for missed visits.

**Parent, Family and Community Engagement**

Goal: Increase parent involvement in classrooms, home visits, meetings, playgroups, events and as paid classroom substitutes.

- Ensure regular, ongoing communication with parents by better utilizing Friday Folders and providing at-home activities.
- Effectively use the Family Site on Teaching Strategies GOLD.
- Making, at minimum, one meaningful monthly contact with families via phone or home visit (Center-Based).
- Develop activities, objectives and timelines around established 5 year goal and associated objectives with measurement.
- Define monthly Center Committee/VOICE Meetings which include structure, standard agenda and topics of parental or community interest.
Parent/Teacher Conferences and Home Visit Completion (Preschool)

Goal: Increase attendance at Parent/Teacher Conferences

- Develop a committee consisting of parents and staff to examine why this may be occurring and develop strategies to increase attendance.

School Readiness Outcomes

Goal: Further aggregate data to show trends based on past and present involvement in early childhood programs.

- Compare and analyze data from children enrolled in EHS center-based vs. home-based programming.
- Gather data pertaining to children’s previous attendance in early childhood programs (EHS, HS, private preschool, etc.) to determine its impact on school readiness outcomes.

Socializations (EHS)

Goal: Increase parent involvement/attendance at socializations.

- Develop and disseminate a survey to EHS families in regards to the ideas and interests, including the most convenient time to hold socializations.
- Organize a contest for families to submit their ideas for a new, “catchy” name for socializations.
- Extend the EHS Scrapbooking Project to socializations.
- Plan and implement developmentally appropriate lesson plans based on best practice.