



**Southeast
Nebraska
Community
Action**

**2022-2023 SENCA HEAD START
SELF-ASSESSMENT AND
2023-2024 PROGRAM
IMPROVEMENT PLAN**

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***“Investing in Our Neighbors through Education and Partnerships to
Improve Lives and Build Strong Communities in Southeast Nebraska”***





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INTRODUCTION

SENCA Head Start

SENCA Head Start is a long-standing program that has operated since 1968. The program is center-based and serves the counties of Nemaha, Otoe, Pawnee, and Richardson in southeast Nebraska. Center-based options include part day, full day, and collaboration sites. The program is funded to serve 151 children of which 76 enrollment slots provide a minimum of three and a half hours of service Monday through Thursday. The remaining 75 enrollment slots provide seven and a half hours of service Monday through Thursday. Forty-six (45) of these enrollment slots are served through a collaboration agreement with three local public schools. SENCA is a multi-purpose, 501(c)(3) non-profit organization known as a Community Action Agency.

SENCA Head Start conducts self-assessment activities annually in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance, as well as influence continuous quality improvement.

Context for Self-Assessment

SENCA Head Start completed its third year of a 5-year project period on January 31, 2023 and began its fourth year of the current project period that runs from February 1, 2023 to January 31, 2024. The self-assessment is conducted based upon data gathered during the program or school year to ensure continuity. Prior to beginning the self-assessment process, a self-assessment plan was developed and approved by the Policy Council and Board of Directors.

Every five years, SENCA Head Start establishes broad program goals and school readiness goals. Many goals are tied directly to the parent, family, and community engagement outcomes. These goals and objectives are reviewed annually and revised, as needed. The program's five-year strategic plan goals and school readiness goals can be found below. The parent, family, community engagement (PFCE) goals for the 2020-2025 project period can be found on page 7 of this report.

Program Goals

- SENCA Head Start will enhance educational services to improve children's literacy and language skills in preparation for future school and life success through use of the Big 5 for All.
- SENCA Head Start will develop methods or practices to improve all areas of ERSEA in order to identify eligible children sooner, increase recruitment numbers, complete more timely selection of children, and improve child attendance.
- SENCA Head Start will carry out research and activities aimed at expanding duration to all Head Start operated classrooms and implementing an Early Head Start program within at least one county in the service area.

School Readiness Goals

- Children will demonstrate interest, creativity, and independence in their environment.
- Children will demonstrate self-regulation.
- Children will engage in positive relationships with adults and peers.
- Children will understand emotions of self and others.
- Children will recognize self as unique and have a sense of belonging to family and community.
- Children will show alphabet knowledge and early writing skills.
- Children will demonstrate communication skills.
- Children will understand and utilize a wide range of vocabulary.

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- Children will comprehend and demonstrate early literacy skills supported by family/child engagement.
- Children will demonstrate mathematical skills and processes.
- Children will use the scientific method in their environment.
- Children will demonstrate control of gross-motor skills.
- Children will demonstrate control of fine-motor skills.
- Children will understand and practice safe and healthy habits.

METHODOLOGY

Self-Assessment Design, Team, and Time Frame

There are five actual phases to the self-assessment process. There are also tasks that will be completed prior to phase one and after phase five. Each phase is assigned to one or more persons that assume responsibility for the assigned phase.

Core team members will include, at a minimum, at least one of each of the following: Head Start Director; Policy Council member(s); Governing Body member(s); Leadership Team member(s); community partner(s) and other community members; and parents of currently enrolled children. Members will represent all four counties of the service area.

The self-assessment process is an ongoing process, but formally begins in January annually. The process is completed in June/July and is then presented to the Policy Council and Board of Directors each July. Once approved, the self-assessment and program improvement plan are submitted to the Regional Office. This chart outlines the self-assessment process, responsibilities, teams, and time frame for each phase.

PRE <i>Director & Leadership Team</i>	DESIGN PROCESS <i>Director</i>	ENGAGE TEAM <i>Director & Leadership Team</i>	ANALYZE & DIALOGUE <i>Self-Assessment Team</i>	RECOMMEND <i>Self-Assessment Team</i>	PREPARE REPORT <i>Director</i>	POST <i>Program Leadership</i>
<p>Ask important questions about the data collected thus far</p> <p>Prioritize areas for investigation</p> <p>Create summaries of the data related to areas of focus</p>	<p>Develop plan for self-assessment</p> <p>Identifies and invites internal and external team members</p> <p>Consult with Policy Council and the Governing Body and seeks approval of the self-assessment plan</p>	<p>Orient self-assessment team members</p> <p>Share the self-assessment plan</p> <p>Share ongoing monitoring data, last year's self-assessment report, and other data the self-assessment team will need</p> <p>Identify other team members, as needed</p> <p>Form teams and begin the process</p>	<p>Explore systemic issues</p> <p>Review and analyze data and seek additional data, as needed</p> <p>Engage in dialogue using probing questions</p> <p>Examine progress on goals and objectives</p> <p>Formulate discoveries</p>	<p>Consolidate discoveries across teams</p> <p>Prepare final recommendations to inform program planning</p> <p>Provide feedback on the self-assessment process for next year's self-assessment</p>	<p>Prepare self-assessment report</p> <p>Submit report to Policy Council and Governing Body for approval</p> <p>Submit approved report to Regional Office</p>	<p>Review feedback from this year's self-assessment team to help plan for the next year</p> <p>Use self-assessment report recommendations to confirm or revise program goals and objectives</p> <p>Add to or revise annual actoin plan, as necessary</p> <p>Communicate self-assessment insights to staff and other stakeholders</p>
January 2023	January 2023	March 2023	April 2023	May 2023	June/July 2023	August 2023

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Data and Topics of Focus

Data to be reviewed will include ongoing monitoring data, child outcomes data, family outcomes data, and other applicable program data. Compliance with Head Start Program Performance Standards will be evaluated. Progress on program goals and objectives will also be reviewed. At a minimum, data will include the following:

- Individual child assessment data
- Aggregated child-level data
- Classroom-level data on teacher practice
- Family needs assessments
- Comprehensive services

Ongoing monitoring data has been reviewed and it has been determined that the main topics of focus for this self-assessment include:

- Child recruitment and enrollment
- Language and literacy
- Staff retention and recruitment
- Child health and safety

Additional Information

Input collected throughout the year from staff, parents, Policy Council, and the Board of Directors was utilized and contacts were made for any additional input during this time. Self-assessment team meetings were held in April and May to review compliance, identify strengths, and not opportunities for improvements.

KEY INSIGHTS

Compliance and Program Strengths

Program activities were compared to the Head Start Program Performance Standards to identify compliance and strengths.

Service Area	Compliance		Program Strengths
	Yes	No	
Program Design and Management	X		Active participation of Policy Council & Board of Directors New onboarding system developed Ongoing monitoring through information sharing
Fiscal	X		No audit findings & monthly reports presented Excellent internal controls
ERSEA	X		New recruitment banners & signs SNAP as an automatic eligibility category Collaboration with LEAs for recruitment
Child Development	X		Staff have good understanding of child development Head Start is active in IEP process Great collaborations for specialized services
Family and Community Engagement	X		Relationships with families Community partnerships
Health and Safety	X	X	Health partnerships for screenings Numerous ongoing monitoring checks <i>Incomplete initial child health work & follow-up treatments</i>
Non-Compliance: <i>Initial health work not completed in 90 days.</i>			

*Not all identified strengths are listed, but additional strengths can be found in documentation.

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Opportunities for Improvement

Each of the service areas reviewed also underwent analysis to identify opportunities for improvement. The results of this analysis are outlined in the following table.

Service Area	Opportunities for Improvement
Program Design and Management	Expand onboarding process for each position Look to increase wages
Fiscal	Develop facility maintenance plan
ERSEA	Increase presentations to communities Host open houses
Child Development	Enhance individualization training Strengthen relationships with professionals to speed up referral process
Family and Community Engagement	More outreach & publication of events Strengthen connections with families Work with high school for community service
Health and Safety	Improve timeline for completing initial and follow-up health work Assist families more in meeting health work requirements through increased contact Look into a possible preschool health screening fair/event

Goal and Objective Progress

The 2020-2025 program goals were developed in the fall of 2019 and intensive work began on February 1, 2020, when the new project period began. The following outlines the progress on the strategic plan goals, school readiness goals, and the PFCE goals for this time frame. A full breakdown of progress can be found in the 2020-2025 SENCA Head Start Program Goals Progress Report.

Strategic Plan Goals

Goal 1 – SENCA Head Start will enhance educational services to improve children’s literacy and language skills in preparation for future school and life success through use of the Big 5 for All.

- **Objective** – The program will increase 80% of Head Start children’s (transitioning to kindergarten) literacy and language skills by 25% or more from the beginning of the school year to the end of the school year annually.
 - 2021-2022 – 62 children transitioned to kindergarten – 69% seeing a skill increase of at least 25% - average increase was 17%
 - *About the same compared to 2021-2022*
- **Expected Outcome** – A minimum of 80% of Head Start students will meet or exceed expectations in vocabulary and comprehension at the end of Head Start, end of first grade, and end of third grade on an ongoing basis.
 - 2022-2023 – 93% Head Start children were meeting or exceeding in vocabulary and comprehension – first grade data showed 64% meeting or exceeding and third grade data showed 43% meeting or exceeding.
 - *Slight increase (9%) from 2021-2022 – Not all public schools submitted data.*

Goal 2 – SENCA Head Start will develop methods or practices to improve all areas of ERSEA in order to identify eligible children sooner, increase recruitment numbers, complete more timely selection of children, and improve child attendance.

- **Objective** – The program will identify two new resources or methods to identify, recruit, and select children by March 31, 2021.
 - 2022-2023 – A third resource of banners and yard signs were developed. – 187 Applications processed
 - *Decrease of 8% from 2021-2022*

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- **Objective** – Using 2019-2020 attendance as a baseline, child attendance will improve by 5% during the 2020-2021 school year.
 - 2022-2023 – Children with an attendance equal to or greater than 85% was 87%
 - Increase of 33% from 2021-2022
 - 2022-2023 - Program-wide average attendance was 92.5%
 - Increase of 63% from 2021-2022
- **Expected Outcome** – The number of children recruited will increase by 5% for the 2021-2022 program year.
 - 2022-2023 – 187 Applications processed
 - Decrease of 8% from 2021-2022
- **Expected Outcome** – Program-wide attendance will exceed the 85% requirement during the 2020-2021 school year.
 - 2022-2023 – Program-wide average attendance was 92.5%
 - Increase of 63% from 2021-2022

Goal 3 – SENCA Head Start will carry out research and activities aimed at expanding duration to all Head Start operated classrooms and implementing an Early Head Start program within at least one county in the service area.

- **Objective** – The program will expand duration hours to two, part day centers and provide full day (1,020 hours) of service to an additional 34 to 51 children by August 1, 2025.
 - 2022-2023 – 73 (48%) Head Start funded enrollment slots in full day programs
 - Increase of 14% from 2021-2022
- **Objective** – The program will utilize conversion to provide Early Head Start services in one county by August 1, 2025 and provide services to approximately 8 children.
 - 2022-2023 – 0 Early Head Start funded enrollment slots
- **Expected Outcome** – The number of children receiving full day services will increase by at least 34 children for the 2025-2026 program year.
 - 2022-2023 – 73 (48%) Head Start funded enrollment slots in full day programs
 - Increase of 14% from 2021-2022
- **Expected Outcome** – Early Head Start services will be provided in Otoe County to approximately 8 children 0 to 3 years old in the 2025-2026 school year.
 - 2022-2023 – 0 Early Head Start funded enrollment slots
 - No change from 2021-2022

School Readiness Goals

- **Domain** – Approaches to Learning – Interest, creativity, and independence - 95% meeting or exceeding
- **Domain** – Approaches to Learning – Self-regulation - 94% meeting or exceeding

- **Domain** – Social and Emotional Development – Positive relationships - 93% meeting or exceeding
- **Domain** – Social and Emotional Development – Understand emotions - 95% meeting or exceeding
- **Domain** – Social and Emotional Development – Recognize as unique - 93% meeting or exceeding

- **Domain** – Language and Literacy Development – Alphabet and early writing - 93% meeting or exceeding
- **Domain** – Language and Literacy Development – Communication skills - 93% meeting or exceeding
- **Domain** – Language and Literacy Development – Vocabulary - 93% meeting or exceeding

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- **Domain** – Language and Literacy Development – Literacy skills - 92% meeting or exceeding
- **Domain** – Cognition and General Knowledge – Mathematical skills - 91% meeting or exceeding
- **Domain** – Cognition and General Knowledge – Scientific method - 95% meeting or exceeding
- **Domain** – Physical Development and Health – Gross motor - 96% meeting or exceeding
- **Domain** – Physical Development and Health – Fine motor - 95% meeting or exceeding
- **Domain** – Physical Development and Health – Safe and healthy habits - 94% meeting or exceeding

PFCE Goals

Goal 1 – Families will work with Family Service Advocates to identify needs & goals. Families will be assisted in obtaining needed services in order to reach their goals.

- 2022-2023 – 109 Family assessments completed – 109 family plans developed – 106 family needs met
 - *Decrease of 16% from 2021-2022.*

Goal 2 – Parents will participate in parenting classes to gain knowledge and skills aimed at building positive relationships with their child.

- 2022-2023 – 65 Parents attended parenting class
 - *Increase of 18% from 2021-2022.*

Goal 3 – Parents will utilize education and child activities at home related to the Big 5 for All to support their child's development in literacy and language.

- 2022-2023 – 64 Families submitted 1 or more literacy calendars – 21 Families submitted 5 or more literacy calendars – 90% Children were meeting or exceeding in literacy skills
 - *Compared to 2021-2022, there was a 49% increase in families submitting at least one calendar, but the number submitting five or more decreased of 38%.*

Goal 4 – Parents will receive education on the importance and benefits of regular attendance as it relates to school and life success. Parents will identify reasons for absences and develop a plan to minimize child absence.

- 2022-2023 – 135 Families trained – 92.5% Program-wide child attendance
 - *100% of families trained and 63% increase in attendance over 2021-2022.*

Goal 5 – Families transitioning from Head Start to kindergarten will be supported and will participate in the transition process. This process will include support for parents in their advocacy efforts for their child's learning and development.

- 2022-2023 – 62 children transitioned to kindergarten – At least 34 children and 39 adults attended kindergarten round-up. – 62 Transition home visits completed for those going to kindergarten.
 - *Better tracking must be implemented to measure this goal.*

Goal 6 – Parent and families will form connections with their peers in both formal and informal settings that are supportive and/or educational and enhance social well-being and community life.

- 2022-2023 – 65 Parents attended parent meetings – 55 Adults attended parenting class – 231 Parents volunteered in the program
 - *25% increase in parent meeting attendance and parenting class, and 13% increase in parent volunteers over 2021-2022.*

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Goal 7 – Community members, partners, staff, and parents will serve on planning teams working towards expanding duration hours and developing an Early Head Start program. This includes participating in the development of safe environments for children to learn and grow.

- 2022-2023 – Twelve (12) parents have participated in early discussions of Early Head Start.
 - *Data from the 2022 Community Assessment will be vital to moving forward with these discussions.*

FOCUS AREA ASSESSMENT

Child Recruitment and Enrollment

Recruitment in rural areas has proven to be challenging and it was even more difficult during the pandemic. Even with the health emergency ended, recruitment continues to be a struggle. While the pandemic did affect the program's ability to maintain full enrollment in 2020-2021, since then enrollment numbers have been impacted more by short-staffing, higher incomes in the area, and families leaving the area for various reasons. During 2022-2023, the program has had 15 drops from the program. Fifty-three percent (53%) of those were due to families moving out of the service area. The remaining drops were related to parents feeling the child was not ready for school (13%), children transferred to different program due to short-staffing and staff turnover at Head Start (27%), and family issues (7%).

In January 2023, Nebraska's minimum wage increased to \$10.50/hour and is scheduled to increase by \$1.50/hour each January until the minimum wage reaches \$15.00/hour. The program's wait list now already has 56% of those families in the over income category and the program is unable to serve them. The increase in minimum wage will only continue to make that more difficult for families to qualify for Head Start. These are families that need the services that Head Start can provide and even though they will still not make a "living wage", they will be considered ineligible for the program. The most recent wage study (2022) completed by SENCA indicates that the lowest average starting wage in the area was \$12.00/hour. It is important to note that the program can only enroll 35% (52) children at the 130% poverty level and the majority must be at the 100% poverty level.

Looking forward to the 2023-2024 school year, at this time we have the potential for 118 children with ample time remaining to get additional applications. However, based upon the past couple of years, the higher incomes, and staff turnover rates Leadership feels an enrollment reduction is a wise decision. Therefore, the program is submitting a request for a change in scope to reduce the funded enrollment to 135 slots. Moving forward the program will also look to convert more part day slots into full day slots to meet family demands.

Parents have always been SENCA Head Start's best supporters and recruiters. Good word of mouth about the program has benefited the program for many years. The program has held recruitment events and knowledgeable staff do an excellent job of spreading the word about the program. Facebook ads, recruitment banners, online applications, and yard signs have been added to the recruitment toolbox. This is something that needs to be evaluated to determine the need to continue.

Language and Literacy

Language and literacy are a large focus within the program's five-year goals and all efforts will be made to ensure children leave Head Start with the knowledge and skills to be successful in this domain beyond the Head Start classroom. Education staff identified the need to improve the growth of children in this domain. More focus has been placed on the program's planned language approach, dual language learners, and the Big 5 for All. Revised and more formal plans for planned language and dual language learners was a part of this process.

Language and literacy training around the Big 5 for All is an ongoing part of professional development. Education staff have also looked into preschool language and literacy assessments that compliment what is used at the public schools to ensure consistency in tracking children's vocabulary and comprehension through the third grade. In 2022-2023, children gained in

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these areas at each checkpoint with 93% meeting or exceeding expectation in this domain. In connection with continuing to increase parent involvement, there will be a renewed focus on connecting home and school in the areas of language and literacy. Education staff have renewed their commitment to finding ways to include more individualized instruction in language and literacy skills.

Staff Recruitment and Retention

In analyzing the short-staffing and higher incomes that are affecting enrollment, the following conclusions have been identified. Short-staffing and frequent turnover began with the vaccine mandate and has yet to level out. While initially, staff indicated the reason for leaving the program was due to the vaccine mandate, the reasons have changed over the past year. Child behaviors have increased and the behaviors have become more challenging than ever before. These behaviors, coupled with short-staff and/or turnover, lead to higher stress amongst staff in a field that is known for lower wages. Turnover leads to high program costs, constant changes for children, and necessary training time for staff to fully understand their roles. All of these have a major impact on not only but children and families, but also on staff.

As the announcement of the COVID-19 vaccination requirement rolled out, several SENCA Head Start staff rolled out the door. The program staff approximately 25% to 30% of its staff resign and struggled to find new staff to fill those positions. Applications are no longer being received in the numbers the program once experienced just a few short years ago. Many area employers have experienced similar situations and where possible those employers began to raise wages. SENCA Head Start did the same, but was not been able to raise wages as much as needed to attract qualified applicants. However, since then the program received a 5.6% COLA which will be given to all Head Start staff. This COLA, coupled with a quality improvement raise will raise wages between 7.6% to 10.6%, dependent upon years of service. If the program's enrollment reduction request is approved, wages of the lowest paid staff will be increase even more.

Existing staff noted that the program must sell the vast majority of both the financial and non-financial benefits available. Financial benefits include health insurance, cafeteria plan, retirement, generous sick leave and annual leave policies, holiday pay, education assistance, summer unemployment pay, and paid training. The non-financial benefits include being appreciated, being supported, family friendly environment, excellent teamwork, and having the summer off. Several staff indicated that not only do they believe they are making a difference in lives, but that the program makes a difference in their lives. Staff indicated they not only feel supported professionally, but also personally.

SENCA has implemented a new onboarding process for recruitment and hiring. This will be fully implemented in Head Start in the fall of 2023. The program has developed a detailed outline of what all new Head Start staff will receive beginning on their first day of employment. Onboarding will be individualized for each position, while maintaining consistency across all positions. The specific Head Start onboarding process will ensure new staff are properly trained and feel supported in their position. This process is aimed at ensuring applicants know they are appreciated and that they feel welcomed.

Child Health and Safety

Child health and safety is always a top priority and will always be reviewed on an ongoing basis. The program utilizes numerous tools, resources, and checklists to ensure the healthiest and safest environment possible for children. This is an area that is very strong for SENCA Head Start, but like any other area there is always room for improvement. The training process or schedule for new staff and existing staff will be enhanced through onboarding to ensure all staff are aware of all health and safety protocols. The program is currently unable to complete the fingerprinting portion of the background checks. The program will continue to work towards implementing fingerprinting, if allowed under state statute. Training on active supervision, avoiding false accusations, and safety protocols are now a part of the annual pre-service. The heightened cleaning protocols used during COVID-19 will become permanent. Forms utilized to document child health will be updated to include the Central Office phone number in order to assist in getting this information more timely.



PROGRAM IMPROVEMENT

Summary

The program improvement plan found on the following pages outlines concerns, opportunities for improvement, and recommendations or plans to address focus areas identified. The following pages will identify any corrective action needed, plans for addressing opportunities for improvement, and recommendations to improve the areas of focus for this self-assessment. The program improvement plan also identifies whether the concerns, opportunities for improvement, or recommendations for focus areas are specific or isolated issues or if they are systemic issue. Specific or isolated issues will be addressed within the program improvement plan and may create the need for revisions to the SENCA Head Start written plans or manuals and/or the Training and Technical Assistance Plan. Systemic issues may need to be addressed within the SENCA Head Start 2020-2025 Strategic Plan. In some situations, concerns, opportunities for improvement, or recommendations for focus areas may be addressed in one or more of these plans. Some opportunities for improvement may fit in multiple categories, but will be addressed in the most relevant or related key area.

2023-2024 SENCA Head Start Program Improvement Plan

Key Area	Concern or Opportunity for Improvement	Corrective Action (Due Date)	Evidence			
			Program Improvement Plan (Specific/Isolated Issue)	Strategic Plan (Systemic Issue)	Written Plans or Operation Manual (Updated)	T&TA Plan (Updated)
Program Design and Management	Continue seeking possible ways to implement fingerprinting as a part of the background check.	Monitor state regulations that would allow Head Start to conduct fingerprinting. If approved, revise the background check process. (Ongoing)	X			
	Develop new comprehensive, onboarding process for staff by position to help reduce turn over.	Develop specific onboarding procedures for each position. (July 2023)	X		X <i>Operation Manual</i>	
	Increase wages for all staff and made significant increases for the lowest paid staff.	Distribute COLA and Quality Improvement funding to all staff. Utilize savings from enrollment reduction to further increase wages of lowest paid staff. (September 2023)	X			
Fiscal	Develop facility maintenance plan and develop schedule for updates.	Develop plan and maintenance schedule. (January 2024)	X		X <i>Operation Manual</i>	
ERSEA	Increase presentations in communities.	See Strategic Plan and recommendations for focus area improvement. (Ongoing)		X		
	Host open houses throughout the program year.	Host open houses as a part of recruitment efforts. (May 2024)	X			
	Improve child attendance.	See Strategic Plan and recommendations for improvement. (Ongoing)		X		

Key Area	Concern or Opportunity for Improvement	Corrective Action (Due Date)	Evidence			
			Program Improvement Plan (Specific/Isolated Issue)	Strategic Plan (Systemic Issue)	Written Plans or Operation Manual (Updated)	T&TA Plan (Updated)
Child Development	Provide enhanced training on individualization and completing anecdotal documentation	Train all classroom staff on individualization and anecdotal documentation. (August 2023)	X			X
Family and Community Engagement	Continue to provide training on relationship building to ensure solid connections with families.	Provide relationship building training for those working directly with families. (January 2024)	X			
	Conduct outreach activities and publicize events to ensure community awareness.	See Strategic Plan and recommendations for focus area improvement. (Ongoing)		X		
Health and Safety	Identify ways to hold parents accountable for health follow-up to ensure child well-being. Assist families in meeting deadlines.	Work closely with parents to develop health work plans with deadlines. Continue education with parents on how health issues effect educational success. (August 2023 – Ongoing)	X			
	Research and make contacts with local providers on the possibility of conducting a preschool health screening fair or event.	Make contact with providers and discuss a potential preschool health screening fair or event. (May 2024)	X			

Focus Area	Recommendation for Focus Area Improvement (Due Date)	Evidence			
		Program Improvement Plan (Specific/Isolated Issue)	Strategic Plan (Systemic Issue)	Written Plans or Operation Manual (Updated)	T&TA Plan (Updated)
Child Recruitment	Increase and strengthen SENCA Head Start publicity within the service area in order to be seen as an early childhood leader in the area, including banners and yard signs. See Strategic Plan goal 2. (Ongoing)		X		
Language and Literacy	Continue focus on the program's planned language approach, dual language learners, and the Big 5 for All in order to improve child growth in language and literacy. Revise formal plans as needed and have approved. Big 5 for All is a part of ongoing professional development. See Strategic Plan goal 1. (Ongoing)		X		
Staff Recruitment and Retention	Develop specific onboarding procedures for each position. (July 2023)	X		X <i>Operation Manual</i>	
	Distribute COLA and Quality Improvement funding to all staff. Utilize savings from enrollment reduction to further increase wages of lowest paid staff. (September 2023)	X			
Child Health and Safety	Work closely with parents to develop health work plans with deadlines. Continue education with parents on how health issues effect educational success. (August 2023 – Ongoing)	X			