

2025

Confederated Tribes of Grand Ronde

90CI010066 SELF-ASSESSMENT

DAWN DOAR

Table of Contents

Introduction	3
Methodology.....	3
Data reviewed	4
Data collection tools	4
Key Insights	4
Trends Observed	4
Program Strengths	4
Opportunities/Challenges	5
Recommendations	5
2025 Program Improvement Plan.....	7

Introduction

The Confederated Tribes of Grand Ronde started offering Head Start services in 1992 as a collaboration with a local Region X grantee and later became a grantee through Region XI. Today, the Tribe operates one Early Childhood Education Center that is designated as a 5-Star program through the State's Quality Rating Improvement Scale (SPARK).

Methodology

The self-assessment core team comprised the director and seven coordinators, each responsible for a specific component area (Education, Inclusion, Infant/Toddler, Health & Nutrition, Family Engagement, ERSEA, and Transportation/Facilities). Although Policy Council and Tribal Council representatives were invited, they were unable to participate.

The core team collected and submitted data related to their areas of responsibility to the director, using data analysis tools to identify trends and impacts within their components. This process led to the identification of program strengths and opportunities, resulting in recommendations that were incorporated into a new Program Improvement Plan.

Recommendations were translated into a new Program Improvement Plan.

The whole team considered the following questions as they reviewed the data:

1. How will or should the trends alter our service delivery and enrollment priorities?
2. Are we collecting the right data?
3. What should we prioritize in professional development as a result of this data?
4. Are we in compliance with HSPPS?
5. What information is missing or insufficient?

Data reviewed

<ul style="list-style-type: none">• Attendance• Home-based participation rates• Monthly Monitoring Tool• Disabilities Data• Child Outcomes• 2024 PIR• Family Outcomes• Program Goals• Workforce demographics• FA1 and FA2 results	<ul style="list-style-type: none">• Parent Interest Surveys• Health Screening Results• Enrollment data• Parent engagement – participation and opportunities• Previous self-assessment/PIP• HSPPS Implementation tools• Creative Curriculum Fidelity Checklists• Budget expenditures• Inclusion Indicators
--	---

Data collection tools:

- HSES
- Child Plus
- TS Gold
- Abila

Key Insights

Trends Observed

- Waitlist is made up primarily of families that are over income and updating risk factors and prioritization of applicants regardless of income is next step.
- Waitlist is much longer for 0-3 center-based slots with very few on the waitlist for 3-5 slots.
- Many families seeking full day care/aftercare (beyond 2pm)
- Homelessness and housing instability continues to grow
- Impact of the pandemic on children and families: sharp decline in employment, increased mental health concerns, lack of socialization/experiences outside the home over the past 18 months.
- Lack of children in our community with diagnosed Autism Spectrum Disorders
- Difficulty filling vacant positions, especially those that require a bachelor's degree
- Higher turnover than normal (although still lower than industry norm)

Program Strengths

- Tribal financial resources continue to be a strength, contributing approximately 25% of our total annual budget in cash in addition to non-cash support (facilities).
- Braided funding from state and federal grants

- Coordinators that are focused on one component
- Offering transportation and after care services to families
- Food service program
- Building culture into our curriculum
- Developing our staff from the ground up, our workforce reflects our community.
- Staff engagement team and activities to support teamwork
- Strong screening process

Opportunities/Challenges

- Young workforce, first job for many
- Upcoming growth in the program, need qualified teachers and assistants
- Curriculum fidelity in Pre K classrooms
- Child Plus utilization/consistency
- Lack of space (classroom, offices, storage)
- No clear communications plan and regular sharing of data
- Internal monitoring module in Child Plus
- Lack of a consistent contracted coach (turn over the last few years)
- Housing expansion in the near future
- Collaboration with the new maternal home visiting program in Public Health may improve service delivery
- Food service and transportation continuing to increase due to growth in the language program
- Parent Committee engagement
- Staff attendance
- Tracking EPSDT requirements/"medical professional determination"
- Hemoglobin and lead testing not always happening during Well-Child visits
- Parent training needed regarding vision/hearing screenings, fluoride, immunizations
- Teachers not comfortable/confident talking to parents
- Transition program to the new Child Development Center in spring 2025

Recommendations

Communications Plan

1. Develop protocols using Brightwheel as main communication tool

2. Protocols for what, how and when to share information
3. Data sharing with parents and staff on a regular basis

Child Development

1. Conscious Discipline implementation plan to support social/emotional development and classroom management
2. Curriculum fidelity checklists for both Pre K and Infant/Toddler classrooms

Data collection and analysis

1. Refine protocols for work flows in Child Plus
2. Procedures to ensure data integrity

Health

1. Build relationships with members of HSAC, including Public Health
2. Tracking EPSDT requirements either through Child Plus or a spreadsheet.
3. Track staff health requirements (ie, physicals)

Disabilities

1. Staff training on Implicit Bias and Autism Spectrum Disorders
2. Use eDeca when warranted and follow up with appropriate referrals

Family Services

1. Track referrals that were utilized (outcomes)
2. Engage the Parent Committee
3. Mid-year check in with families that do not receive regular contact (low-maintenance families)

Budgetary considerations:

1. Most items on our recommendation list have minimal impact on budget.
2. Ensure adequate funding for professional development (CDA, AA, BA)

Focused Professional Development

1. CLASS: Instructional Support Domain
2. Child Plus Customized training
3. Recruit and retain a teaching coach

Safety

1. Coordinate with Education Department and Emergency Services to refine emergency response procedures.
2. Participate in campus-wide drills and training opportunities.
3. Adjust/revise emergency procedures to fit the new Child Development Center

Grand Ronde Head Start Preschool

2025 Program Improvement Plan

Topic	Goal	When	Responsible
Communication	Develop protocols for what, when and how to share information with staff and parents.	Fall/Winter 2024	Manager/Coords
	Develop and implement strategies for using Brightwheel		
	Create plan to share data with staff and parents on a regular basis		
Child Develop.	Conscious Discipline Implementation Plan	All year	Coords/SEL Coach
	Coordinators and SEL work together to ensure CD implemented throughout the program		
	Review CD and Pyramid crosswalk		
Family	Document and track outcomes in addition to referrals	Winter 2024/2025	FP Coord
	Develop tracking tool to document how many parents are responding to referrals and utilizing resources		
	Mid-year check in with families to determine progress (lower-needs that have not had regular contact).		
Health	Build relationships with members of the HSAC	All year	Health Coord
	Develop system to document guidance from the HSAC		
	Strengthen relationship with Tribal Public Health Department and Tribal MIECHV program.		
Safety	Coordinate with Education Department on Evacuation and Natural Disaster Planning	All year	Transp/Facilities
	Participate in department and Tribal training events and meetings, train staff		
Data	Refine Child Plus work flows for each component	All year	ERSEA Coord.
	On-Site CP Consultation for training and technical assistance		
Prof. Develop.	Recruit and retain a teaching coach		Manager
	Contract a coach to start asap	Jan 2025	
	Research options to have a part time coach on staff or combined with other job duties (like Inclusion).	Spring/Summer 2025	
	Provide training and support to strengthen Instructional Support domain of CLASS	Winter 2024/2025	