

# Confederated Tribes of Grand Ronde

90CI9931 SELF-ASSESSMENT

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## 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 team consisted of the director and four coordinators responsible for each of the core component areas (Education & Disabilities, Health & Safety, Family Engagement and ERSEA).

The team gathered data relative to their areas of responsibility and submitted to the director.

During a Zoom meeting the team utilized data analysis tools (see Appendix) to focus their observations within 20 different topical areas. First, we reviewed the 2019 Program Improvement Plan (since COVID disrupted progress on those goals). Then we reviewed the current data looking for trends and identifying impacts. We then identified program strengths and opportunities and finally considered recommendations.

The 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 using the right tools?
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?

The team then identified next steps and developed the Program Improvement Plan.

## Data reviewed:

<ul style="list-style-type: none"><li>• Attendance</li><li>• Home-based participation rates</li><li>• CLASS Scores</li><li>• Monthly Monitoring Tool</li><li>• Disabilities Data</li><li>• Child Outcomes</li><li>• PIR</li><li>• Family Outcomes</li><li>• Program Goals</li><li>• School Readiness Goals</li></ul>	<ul style="list-style-type: none"><li>• Parent Interest Surveys</li><li>• Health Screening Results</li><li>• Enrollment data</li><li>• Parent engagement – participation and opportunities</li><li>• Previous self-assessment/PIP</li><li>• HSPPS Implementation tools</li><li>• Creative Curriculum Fidelity Checklists</li><li>• Budget expenditures</li></ul>
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## Data collection tools:

- HSES
- Child Plus
- TS Gold
- Abila
- Parent surveys

## Key Insights

### Trends Observed

- Staff observed that many of our parents expressed mental health concerns: a lack of social connection, former experience of domestic violence, abused as a child, previously in foster care, etc. and noted that local mental health resources are scarce.
- Homelessness and housing instability continue to creep up and impact the ability of parents to safely provide for their children.
- Transportation is a significant barrier for families, not only to get back and forth to school but also getting to medical appointments and following up with criminal justice matters, like probation.

### Program Strengths

- Professional consultants that support our program. The Mental Health Consultant and Teaching Coach are knowledgeable, reliable and consistent.
- One of our strengths continues to be low staff turnover, especially in teaching positions. This stability contributes to a stronger program with a great reputation in the community.

- Tribal financial resources are also a strength, contributing approximately 25% of our total annual budget in cash in addition to non-cash support.
- This year we identified cultural education as one of our strengths, with a strong monthly presence in the classroom, quarterly field trips and a successful evening event for families.
- Finally, staff engagement in program decisions has been a strength this year, for example, participating in this Self-Assessment and monthly committees that work on program goals.

## Opportunities

The most glaring opportunity throughout this process was lack of collaboration between our program and other Tribal departments as well as community organizations. For example, information sharing between Tribal CFS and our program has been less than desirable. We also identified other departments within the Tribe that work closely with the same families that we do: Vocational Rehab/477, Food Bank, Tribal Police, Behavioral Health and Housing. Outside of the Tribe, we would like to see a stronger collaboration with WIC and DHS.

The team also identified several areas where the data was either weak or non-existent:

- Measureable family outcomes
- Behavior Incidents
- Employee Satisfaction

## Regulatory Requirements

- Policy Council engagement could be better and we need to do a better job of keeping Tribal Council in the loop.

## Recommendations

**The recommendation was to continue with the 2019 Program Improvement Plan with some minor adjustments:**

**Build relationships with parents through more frequent face-to-face time.**

1. Monthly family events (including quarterly date night)
2. Joint training opportunities and social events for staff and parents
3. School wide events

4. Weekly home visits during distance learning (outdoors)

#### **Build relationships with other Tribal departments and community partners.**

1. CFS: Create protocols for kids transitioning in and out of foster care
2. Voc. Rehab/477: Explore partnership possibilities to support parents
3. WIC

#### **Data collection and analysis**

1. Update and follow “Data Collection” Procedures.
2. Protocols for data entry in Child Plus
3. Review data the first or last Coordinator meeting of the month
4. Share data with parents, staff and community
5. Develop system for tracking health indicators and follow up

#### **Behavior Management**

1. Implement BIRS –Behavior Incident Reporting System
2. Use DECA for children that need referral for mental health or behavior.
3. Hire Social Emotional Learning Coach (Play Therapist)

#### **Professional Development**

1. Social/Emotional support for children that have experienced trauma (CD)
2. CLASS: Instructional Support Domain
3. Employee Resilience/Avoiding burnout/Self-Compassion

#### **Family Services**

1. Support for families in kinship care, guardianship or foster care
2. Transportation vouchers

## **APPENDIX**

### **Self-Assessment Analysis Tool**

**GRAND RONDE HEAD START PRESCHOOL  
SELF ASSESSMENT ANALYSIS TOOL**

**I. IDENTIFY TRENDS & IMPACTS:**

TOPIC	TRENDS	Compliance Issues	Policy Changes	Short Term Goals	Program Design
Recruitment:					
Selection/Enrollment					
Attendance					
School Readiness Goals:					
Child Outcomes:					
CLASS Scores					
Behavior/Mental Health					
Professional Dev.					
Family Engagement: (participation)					
Family Outcomes: Goal Status					
Family Needs:					

**GRAND RONDE HEAD START PRESCHOOL  
SELF ASSESSMENT ANALYSIS TOOL**

TOPIC	TRENDS	School year calendar	Enrollment Priorities		Program design options
High Needs Families					
Parenting Education Opportunities					
Disabilities/Referral Process					
Disabilities/IFSP's					
Health Status					
Dental					
Screenings					
Other Health					
Employee Satisfaction					
Transportation					
Data Integrity					

**GRAND RONDE HEAD START PRESCHOOL  
SELF ASSESSMENT ANALYSIS TOOL**

**II. STRENGTHS/OPPORTUNITIES**


**GRAND RONDE HEAD START PRESCHOOL  
SELF ASSESSMENT ANALYSIS TOOL**

**IV. RECOMMENDATIONS:**

Recruitment & Selection	
Strategic long term goals	
Organizational development and design	
Financial objectives	
Collaborations and partnerships	
Workforce needs and professional development	

**GRAND RONDE HEAD START PRESCHOOL  
SELF ASSESSMENT ANALYSIS TOOL**

**V. NEXT STEPS: 15 minutes**

Strategic planning	
Budget	
Coordinated Approaches	
Professional/Workforce Development	
Monthly Monitoring	
Organizational Development	