

2020-2021 Self-Assessment Report
McPherson/Marion Head Start



Table Of Contents

Overview of Process

Summary of Findings and Plan for Improvement

Program Strengths

Program Opportunities for Growth

Five Year Goals

Documentation Used to Assess and Revise Opportunities for Growth

Needs Assessment Summary

Health and Safety

2019-20 Average Daily Classroom Attendance (ADA)

End of Month (EOM) Enrollment Reports

2019-2020 Teaching Strategies Gold Assessment Reports

Head Start CLASS Score Comparison

2019-20 Program Information Report (PIR) Findings

2020-21 Parent Satisfaction Survey Results

2020-21 Staff Satisfaction Survey

Staff Comments

Parent Comments

Overview of Process

This report was developed through careful analysis of the results of several monitoring tools. These tools include:

- Program Information Report
- Community Assessment
- Parent and staff satisfaction surveys
- Five Year Program Goals
- Health and Safety Checklists
- CLASS analysis

Summary of Findings and Plan for Improvement

Program Strengths

1. Strong partnership with school districts in providing support, training, and supplies to effectively prepare in keeping students and staff safe during COVID-19.
2. Effective implementation of remote learning platform that supports teachers and families during remote and hybrid learning.
3. Although COVID-19 has created challenges 98% of parents reported that they feel like the program provides a safe and welcoming environment.
4. 82% of staff reported that training and professional development support them in their job and helped them grow professionally.
5. Due to COVID-19 restrictions families were provided engagement opportunities to complete at home.
6. Improvement in analyzing and aggregating program data for continuous program improvement.
7. Implementation of a new process for checking in with each site weekly.

Program Opportunities for Growth

Opportunity for growth

Improve staff roles

Plan of action

1. Provide staff with a clearer picture of individual roles and responsibilities.
2. Continue to identify processes and procedures that combine into one resource manual to provide clear and consistent guidance on expectations.
3. Identify ways to provide staff with more time to collaborate, receive professional development, and complete job assignments.
4. Identify ways to recognize staff for the work they do.

Opportunity for growth

Continued exploration on ways to offer relevant and effective professional development.

Plan of Action

1. Teachers complete self assessment to identify professional development needs
2. Utilize Curriculum Fidelity Tool to identify professional development needs.
3. Analyze CLASS data to determine individual and program professional development needs

4. Analyze professional development plans to provide trainings that support those plans
5. Explore and implement different ways to provide staff with P.D.
6. Development and implementation of a Professional Development Database.

Opportunity for growth

Improve organizational culture

Plan of action

1. Look at the current vision and mission of the program. Work with staff to identify if that continues to be our vision and mission or if the vision and mission need to be updated.
2. Through our Program Leadership Team and individual site meetings work with staff to identify how the program can improve on the spirit of cooperation.

Opportunity for growth

Improve program communication and collaboration

Plan of action

1. Create ways for communication and collaboration with school teams to be effective and consistent.
2. Continue to update Website
3. Continue with effective collaboration meetings.
4. Continue with weekly site visits

Opportunity for growth

Support for challenging behaviors

Plan of action

1. Continue with implementation of Behavior Incident Report for data collection
2. Analyze data to determine individual needs and program needs
3. ECO involvement in the General Education Intervention process
4. Explore the addition of an Early Childhood Social Worker.

Opportunity for growth

Continue to work on improving collaborating with families to meet health service requirements

Plan of action

1. Continue with implementation of Health Requirements Procedure
2. Improve on providing intentional and effective health resources to families using a variety of platforms
3. Implement continuous, year round health follow up and assistance

Five Year Goals

Goal 1: Emphasize professional development, collaboration, and communication opportunities.

Expected outcomes:

1. All staff will be provided with monthly professional development opportunities that meet their needs.
 - a. Baseline: 70%
 - b. Update: 80 %
2. All staff will be provided with weekly collaboration opportunities with early childhood professionals in the program. ECO management team will collaborate with each site on a monthly basis.
 - a. Baseline: 59% of staff indicated that Communication and Collaboration with my school team is effective and consistent. 46% of staff indicate that Communication and Collaboration with ECO staff is effective and consistent.
 - b. Update: 69% of staff indicated that Communication and Collaboration with my school team is effective and consistent. 75 % of staff indicate that Communication and Collaboration with ECO staff is effective and consistent.
3. To increase the percentage of staff to 100% that feel informed about what is going on in the program we will create and maintain various communication platforms that will better inform staff about the program.
 - a. Baseline: 33.3%
 - b. Update: 64%

Goal 2: Improve the social/emotional well being of children, families, and staff.

Expected outcome:

1. Increase the percentage of students that are meeting expectations to 90% in social emotional development according to child level assessment data.
 - a. Baseline: 65 % of students in the program were meeting or exceeding expectations in social/emotional development
 - b. Update: Winter data from the 19/20 school year indicates that 83 % of students met or exceeded expectations in social emotional development
2. Engage 85% of families in family engagement opportunities and 50 families in parenting curriculum classes and events.
 - a. Baseline: Parent Survey indicates that 71% of families identify that their social and emotional well-being has increased because of the program. 20 families attended Conscious Discipline Parenting Classes during the 2017-2018 school year.
 - b. Update: Parent Survey indicates that 74% of families identify that their social emotional well-being has increased because of the program. Conscious Discipline classes were offered to parents during the first semester, but none were offered during 2nd semester due to COVID-19 restrictions. Parents received more informal information and training about conscious discipline via different online platforms.
3. Training 100% of staff in self-care strategies and offering 4+ opportunities to participate in self-care activities individually and program-wide.
 - a. Baseline: According to the self assessment 80% of staff agree or strongly agree that the early childhood program has a strong organizational culture.
 - b. Update: According to the staff survey 82% of staff agree that the early childhood program has a strong organizational culture. We have also provided training in the area of self care and have included self

care resources in our bi-weekly newsletter.

Goal 3: Head Start staff will play a critical role in helping prepare children and families for school entry.

Expected Outcome:

1. All preschool children (ages 3-5) will make progress in all TS Gold areas of development and learning, with at least 85% of students at or above “Widely Held Expectations” for their age.
 - a. Baseline: T.S. Gold Data indicates during the 17-18 school year 77.6% of students were at or above Widely Held Expectations for their age.
 - b. Update: T.S. Gold Data indicates during the 19-20 school year 81% of students were at or above Widely Held Expectations for their age.
2. Families will receive at least 2 opportunities with teachers and advocates to provide support for a positive transition for school entry.
 - a. Baseline: Child Plus report indicates that 81% of families received the final home visit during the 17-18 school year.
 - i. Update: The home 2019-2020 end of year home visits were made optional due to being in remote and dealing with COVID-19.
3. 90% of children will be up-to-date on Kansas Early and Periodic Screening and Diagnostic Testing at the end of enrollment.
 - a. Baseline: 2017-2018 PIR data indicates 74% of students were up-to-date for EPSDT
 - b. Update: 2019-2020 PIR data indicates 69% of students were up-to-date for EPSDT

Documentation Used to Assess and Revise Opportunities for Growth

Needs Assessment Summary

Needs Assessment Summary

2020 Community Assessment Annual Update

Subpart A 1302.11 (b)(2)

Any significant changes:

The majority of the 2021 Community Needs Assessment findings were not major shifts from what has been seen in previous years. COVID-19 had an impact on both counties with the largest effect for families with school aged children being that of an uncertain school schedule for the year. Each district was in charge of making decisions based on data for plans of re-opening and school day format. This created a challenge for families as they were not guaranteed normal school hours throughout the year. The Early Childhood Program had roughly 35 families, from all funding sources, who were enrolled prior to the first day of school, decide not to attend due to COVID-19 and its impact.⁸

The unemployment rate did not rise as dramatically as the national average during 2020 and the COVID-19 pandemic. McPherson County saw unemployment rise from 2% during 2019, to 2.7% in 2020. Marion County unemployment went from 2.6% in December of 2019, to 2.9% reported for December of 2020.¹

A few issues have risen on the scale of being prominent needs and are intertwined with previous issues experienced by both counties. In the 2020 Community Assessment, the program identified mental health, lack of public transportation, and lack of parenting knowledge as the top three greatest unmet needs in the counties. As those continue to be needs within McPherson and Marion County, the findings for the 2021 Community Assessment identified mental health, lack of services for birth to three, and preschool program options to be top concerns for the communities and the families served within the Head Start program.

Increased availability of publicly-funded pre-kindergarten and an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered full school day). (updated)

Marion Elementary School had 6 students who qualified for the Early Learning Kansans grant and they are requesting 12 slots for the 2021-2022 school year. There would only be one morning session offered.

Marion County saw the closure of one private preschool in Marion.

The Moundridge Elementary Preschool Program served twelve 4 year olds through their Early Learning Kansan slots. They did have 6 children on their waitlist but it is unknown if they would have qualified for a funded slot or if they were tuition based families.

All the other public preschools programs in both counties were able to serve students with either half day or full day options for both 3 and 4 year olds, and no one had students on their waitlist.

From the McPherson Early Childhood Program Parent satisfaction survey 98% of families felt like their needs were being met by the current program schedule.

The Early Childhood parent satisfaction survey found that 34% of McPherson County families would be better served with before and after school programs, while 55.4% of Marion County families would benefit from a five day a week program that goes full day.⁶ The need for different program options within McPherson County has been discussed every year to assist with children whose needs might be better served in a smaller classroom or a different classroom structure. The management team for the Early Childhood Program has started gathering data and creating a plan to look at the needs of families for different options and how those might best be addressed.⁶

Rates of family and child homelessness

McPherson County Point In Time count for 2020 was collected from three different sites: Mount Hope, Main Street Ministries, and the McPherson Housing Coalition. McPherson County Housing Coalition reported 46 for

the city of McPherson and 26 HIC for McPherson county. The HIC is the housing inventory chart which is for families with children only.² New Hope reported 27 men, 10 women, 2 teens, 2 children of whom 80% from Harvey, Maron, and McPherson County.⁴ Main Street Ministries has been full for 2020 and currently has 10 families on their waitlist. They have 4 bedrooms and normally have a waitlist.³

The McPherson school district, USD 418, reported 52 students qualifying under the McKinney-Vento definition for homeless children. No school district in Marion county reported a number over 10 students that fell under the McKinney-Vento definition of homeless and therefore they were not included in the published number by the Kansas State Department of Education.⁵

Significant shift in community demographics

There are no significant shifts in community demographics in McPherson or Marion County.

Significant shift in community resources

The McPherson Community Coalition continues to meet bi-monthly and discuss how mental health is affecting the community, each service area, and services that are provided. As a coalition they look for ways to keep mental health at the forefront for the community.

The United Way of McPherson County received funding for 2020 to assist families with financial assistance for rent/mortgage, utilities, and prescriptions to individuals and families who have been directly impacted by COVID-19. January 7, 2021, 208 individuals had applied for assistance. The needs for assistance were as follows: 37% for utilities, 34.6% for rent, 14.6% for food, 10.5% for other, 9 individuals for medication, 3 individuals for day care- families could apply for assistance in more than one category. Of those who applied for assistance, 78 had lost their job, 90 had a reduction in work hours, the rest of the individuals did not have their jobs impacted by COVID-19.⁷

The McPherson Housing Coalition went through a revision during 2020 and they are now able to serve parents who are working on getting their children back and lack housing. They have already been able to assist 2 families who fell under this category. The Coalition also received a new grant that allowed them to assist families before they even received an eviction notice.²

McPherson County has only one service, through the Special Education Co-Op, that provides publicly funded services for birth to three; however, those children must qualify or potentially qualify for special education services. Marion County has services through the Special Education Co-op for birth to three services and also have Parents as Teachers for qualifying families. The Early Childhood Program is working on collecting more information and partnering with the McPherson Community Foundation to start collecting data on the need for birth to three services and what services would best meet the needs of families.

Resources

1. Kansas Labor Force Estimates from the Kansas Department of Labor
2. McPherson Housing Coalition
3. Main Street Ministries Website
4. New Hope September Newsletter
5. KSDE Education for Homeless Children and Youth 2019-2020 Data
6. 2020-2021 Early Childhood Parent Satisfaction Survey
7. United Way of McPherson County Response and Relief Fund Data Report
8. Childplus Waitlist Report

Health and Safety

Health and Safety Checklists

All early childhood classrooms have a thorough inspection using the Head Start Health and Safety Screener three times a year. Classroom teachers are made aware of any findings at the time of the inspection and all results are reported to the management team. Any results needing immediate attention are reported to the Early Childhood Director and Building Principal.

Classroom staff perform a daily playground inspection. The reports are sent to the Health & Safety Coordinator weekly. Findings that require immediate attention are reported to the building principal and Early Childhood Director. Information from the weekly inspections are reported to the Early Childhood Management team.

Fire, Tornado and Intruder Drills

All classrooms follow the state requirements in that three tornado drills, four fire drills, and nine crisis drills will be conducted each school year. Classrooms follow their Building Crisis Management Plan.

District Safety Committee

This committee is composed of the early childhood management team, district administration, school nurses, EMS personnel, law enforcement, members of the fire department, health professionals, and other community members. The committee meets three times a year to discuss crisis management procedures within the district.

2019-20 Average Daily Classroom Attendance (ADA)

Average daily attendance is part of the ongoing monitoring process. All children are expected to attend every day unless they have an excused absence. Unexcused absences are followed up on daily. Families of children with an ADA under 90% are counseled by their family advocate to determine barriers and strategies to improve school attendance.

During the 2019-20 school year the McPherson Early Childhood classrooms achieved 93% ADA.

End of Month (EOM) Enrollment Reports

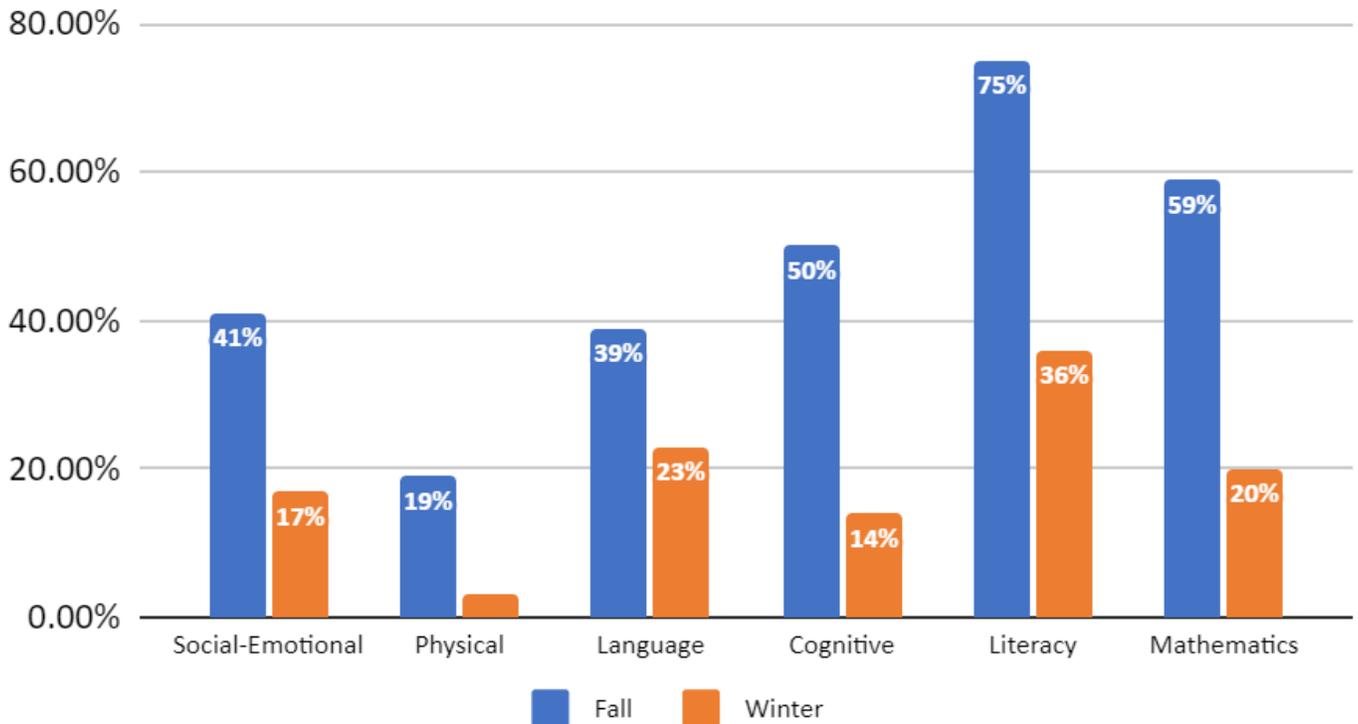
Enrollment numbers are reviewed weekly to ensure that full enrollment is maintained at all times. Monthly enrollment information is reported on the Head Start Enterprise System for the last working day of each month. Head Start averaged $115/115=100\%$

2019-2020 Teaching Strategies Gold Assessment Reports

Children's progress is assessed on an ongoing basis; this information is used for lesson planning for groups of children and to individualize activities for each child. Data is used to track child growth and development and guide lessons so children are prepared for kindergarten. Data is collected in each area throughout the year. Three times a year the data is used to determine if students are below, meeting, or exceeding expectations.

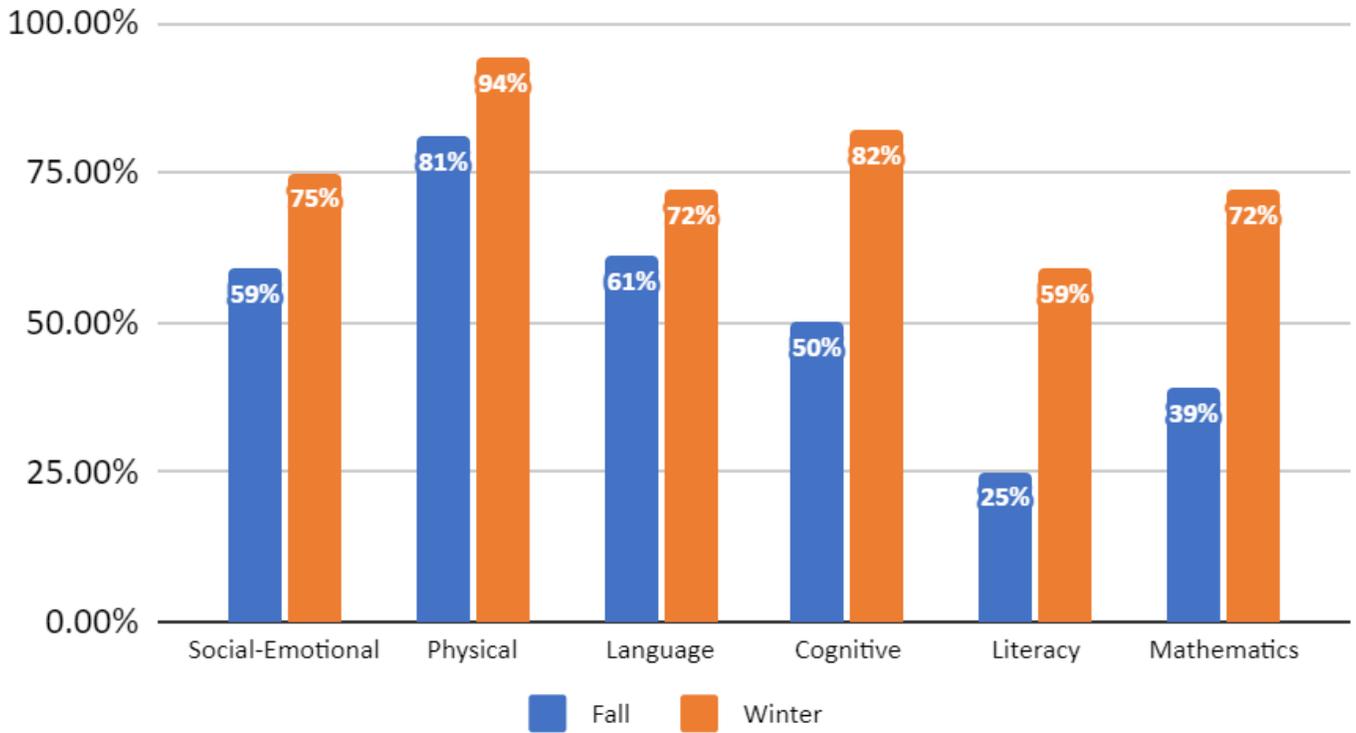
There are three related charts below. The first chart shows the percentage of students that fell below expectations in each of the domains in the fall and winter. The second chart shows the percentage of students who met expectations in the fall and winter. The third chart shows the percentage of students who exceeded expectations in the fall and winter. Due to COVID-19 and schools being closed from March through the end of the school year student data was only collected during the fall and the winter.

Students Below Expectations



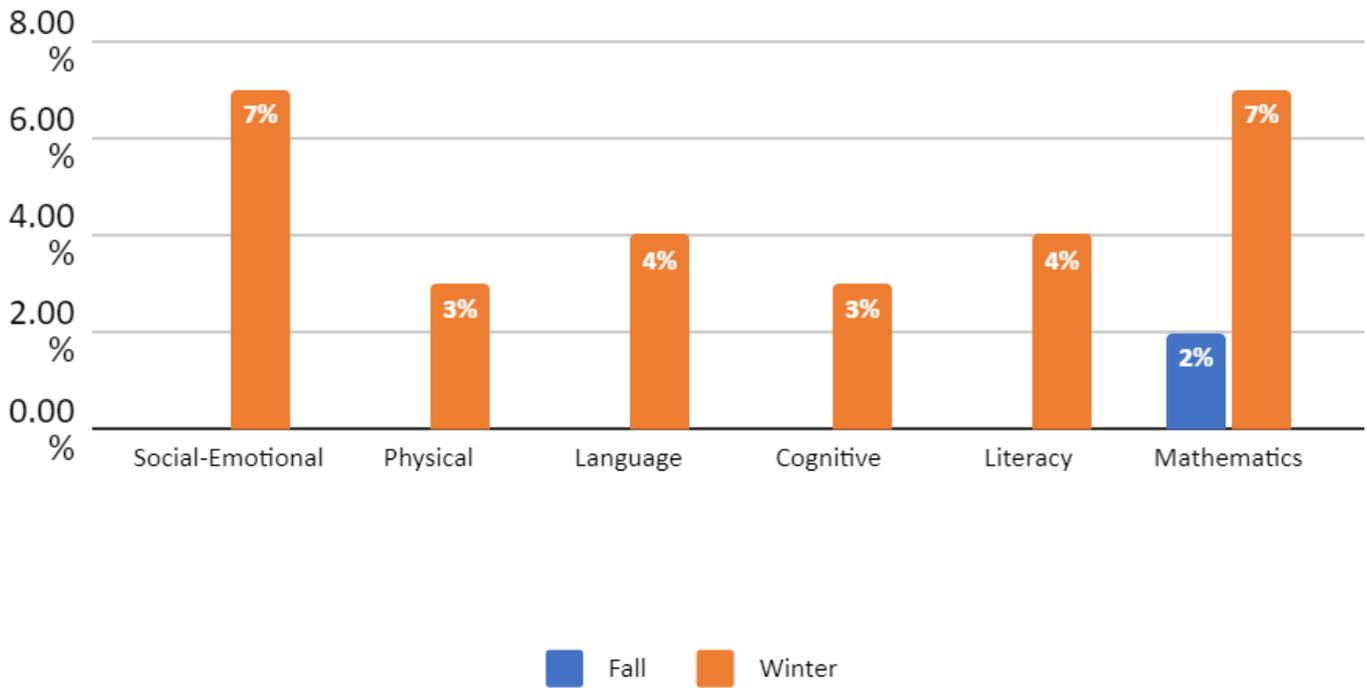
As you can see in the chart above from the fall to the winter we had fewer students in the winter that fell below expectations than in the fall which is a good indication of growth over time.

Students Meeting Expectations



The chart above indicates that from the fall to the winter we had an increase of students that met expectations from the start of the year to the end of the year.

Students Exceeding Expectations



The chart above indicates that from the start of the year to the end of the year there was an increase of students that exceeded expectations in each domain.

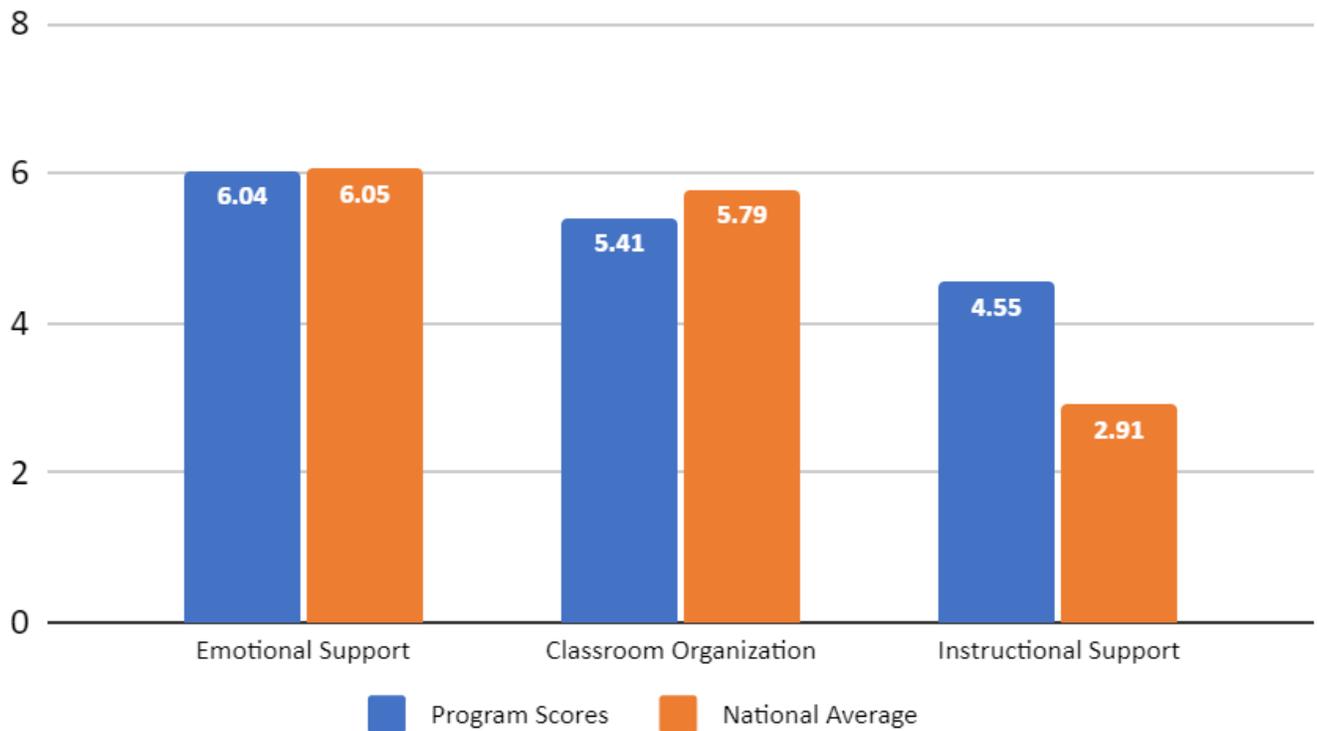
Head Start CLASS Score Comparison

The class is an observation instrument developed to assess classroom quality in preschools. The CLASS dimensions are based solely on interactions between teachers and students in classrooms. Emotional Support, Classroom Organization, and Instructional Support have been identified as the area's most likely to influence academic outcomes.

The Education coordinator assesses the classrooms and targets efforts for improved academic success. Each item is rated between one and seven.

This chart compares the program's CLASS scores to the National Averages for the 2019-20 school year.

Class Average Scores



2019-20 Program Information Report (PIR) Findings

Head Start

Population Served: 125 children

Ethnicity: 17% Hispanic, 83% Non-Hispanic

Race: White-83%, Biracial/Multi-racial-14%, American Indian or Alaska Native-0%, Asian-1%, Black Or African American-1%

Health: 60% up to date on well child checks; 85% up to date on immunizations, 82% with health insurance, 87% with a medical home.

Dental: 50% completed dental exam, 78% with a dental home.

Disabilities: 20% of children qualified for an IEP.

Homelessness: 9 families were served that experienced homelessness during the enrollment year.

Teacher Qualifications: According to PIR data #151-#153 during the 19-20 school year 100% of classroom teachers met the degree/credential requirements and 100% of preschool classroom assistant teachers had a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program.

2020-21 Parent Satisfaction Survey Results

The Parent Satisfaction survey was given out in January of 20/21 and was completed by 61 families.

The following chart indicates the percentage of parents that responded that they agreed with the statements in the survey and compares it to results from Winter of 18/19 through Winter of 20/21.

| | Winter 18/19 | Winter 19/20 | Winter 20/21 |
|---|--------------|--------------|--------------|
| I am satisfied with the services at the early childhood program | 96% | 98% | 97% |
| My needs are addressed. | 94% | 99% | 90% |
| I am informed of the Early Childhood Program's services and resources. | 92% | 97% | 95% |
| My awareness of community opportunities and resources has improved | 84% | 83% | 89% |
| My involvement in my child's education has improved. | 81% | 76% | 80% |
| My family is more self-sufficient because of the Early Childhood Program. | 64% | 60% | 64% |
| My family's emotional well-being is better because of the program. | 71% | 67% | 74% |
| The staff discusses my child's education with me. | 86% | 96% | 95% |
| My child's special needs are met. | 84% | 92% | 87% |
| I am welcomed regardless of my family's culture, ethnicity, or race. | 95% | 98% | 98% |
| I feel well informed about what is going on in the program. | 88% | 95% | 95% |

| | | | |
|--|------------|------------|------------|
| My Child's progress in school is evaluated and shared with me. | 87% | 96% | 89% |
| The Early Childhood Program provides a safe environment. | 92% | 98% | 98% |
| If you request community resources and are provided with resources by your family advocate do you follow up with the resources provided? | 88% | 96% | 93% |
| Overall | 86% | 89% | 89% |

In order to assist with future planning we also asked families some additional questions. Questions and responses are in the table below.

| McPherson County Families | | |
|---|------------|-----------|
| Question | Yes | No |
| Our family's needs would be better served with the option of before and after school care? | 47% | 53% |
| Marion County Families | | |
| Question | Yes | No |
| The program schedule meets the needs of my family? | 98% | 2% |
| Our family's needs would be better served with a five day per week full school day schedule | 44% | 56% |

2020-21 Staff Satisfaction Survey

The Staff Satisfaction Survey was completed in January of 2020 with 55 out of a possible 71 responses (77% of people responding) The following chart indicates the percentage of staff that responded that they were satisfied or n/a with the statements in the survey. The table below compares the results from the Winter 18/19, Winter 19/20, and Winter 20/21

| Overall Satisfaction (Satisfied or N/A) | Winter 18/19 | Winter 19/20 | Winter 20/21 |
|---|--------------|--------------|--------------|
| Your role with the Early Childhood Program | | | |
| I am given enough authority to make the decisions I need to make. | 87% | 87% | 78% |
| I receive work assignments that are fully explained. | 77% | 87% | 85% |
| I have time to complete job assignments. | 82% | 75% | 72% |
| I like my job. | 92% | 87% | 91% |
| I have the materials and equipment I need to do my work right. | 77% | 83% | 89% |
| I have an opportunity to do what I do best every day. | 85% | 83% | 89% |
| I am recognized for the work I do. | 69% | 73% | 61% |
| Overall Average | 81% | 82% | 81% |
| Organizational Culture | | | |
| I have confidence in the leadership of the Early Childhood Program. | 92% | 92% | 93% |
| There are written procedures to enable me to make good decisions. | 85% | 80% | 85% |
| There is a spirit of cooperation within the Early Childhood Program | 74% | 71% | 78% |

| | | | |
|---|------------|------------|------------|
| My supervisor, or someone else at work, seems to care about me as a person. | 82% | 92% | 89% |
| The vision/mission of the early childhood program is very clear to me. | 79% | 63% | 85% |
| I feel like I am part of my school team. | 74% | 75% | 76% |
| I feel like I am part of the Early Childhood Team | 79% | 85% | 70% |
| My ideas and suggestions are valued by my colleagues. | 77% | 77% | 78% |
| Overall Average | 80% | 79% | 82% |
| Relationship with School Supervisor | | | |
| I feel supported by my supervisor. | 92% | 85% | 89% |
| I have clear, effective communication with my supervisor. | 92% | 78% | 85% |
| I feel I can trust what my supervisor tells me. | 95% | 94% | 89% |
| My ideas and suggestions are valued by my supervisor. | 86% | 83% | 82% |
| Overall Average | 91% | 85% | 86% |
| Relationship with ECO Administrators | | | |
| I feel supported by my supervisor | 92% | 86% | 76% |
| I have clear, effective communication with my supervisor. | 95% | 78% | 83% |
| I feel I can trust what my supervisor tells me. | 97% | 92% | 80% |
| My ideas and suggestions are valued by my supervisor. | 83% | 83% | 69% |
| Overall Average | 92% | 85% | 77% |
| Training Opportunities | | | |
| Trainings offered support my Professional Development Plan. | 71% | 69% | 80% |

| | | | |
|--|------------|------------|------------|
| Trainings received this year helped me do my job better. | 70% | 67% | 80% |
| In the last year I have had opportunities to work, learn, and grow. | 81% | 81% | 87% |
| Overall Average | 74% | 72% | 82% |
| Public Relations | | | |
| I feel like the Early Childhood Program is involved in the community. | 75% | 71% | 62% |
| Volunteers are valued by Early Childhood staff. | 95% | 81% | 76% |
| The program provides a safe environment for students, staff, and families. | 87% | 94% | 95% |
| Overall Average | 86% | 82% | 78% |
| Communication and Collaboration | | | |
| Communication and Collaboration with my school team is effective and consistent. | 59% | 71% | 69% |
| Communication and Collaboration with ECO staff is effective and consistent. | 46% | 77% | 75% |
| I feel well informed about what is going on in the program. | 33.3% | 73% | 64% |
| Overall Average | 46% | 74% | 69% |
| Overall Satisfaction | 79% | 80% | 79% |

Staff Comments

Suggestions and solutions on how the program can improve staff roles:

- Everybody needs to try to be on the same page and have all the same guidelines and rules in the certain buildings that you work in.
- The curriculum is my biggest complaint. I feel that it does not allow me to do what I do best. If I veer off course I worry I'm doing something wrong, but it also gets very hard to talk about clothes or sand for 6-8 weeks at a time and follow the study exactly.
- Provide mental health resources beyond 3 sessions at a price that is sustainable compared to our pay.
- I love my position and working with the people I do.
- I believe that this year, being down our usual number of regular classroom para's has presented challenges that have made it difficult to the point that SPED staff has had a difficult time bringing the necessary strength and balance to the classroom and to our services to our kiddos. That said, I'd say ensuring we have consistently appropriate staff would be crucial for us.
- Within our job, our roles are very flexible. We each have our strengths that we emphasize on... the hard part is I feel some of those strengths are easily recognizable because it is more about events and such, where some of us are better at the relationship building which is harder to see and grade (for lack of a better word).
- It would be nice to have a specialist in Autism come out and give us professional instruction.
- To have clearer guidelines communicated to each school/staff about defining the roles between teachers, paras, and advocates and how these are to remain separate.
- I really can't think of any way the program can be improved.

Suggestions and solutions on how organizational culture can be improved

- Acknowledge when staff exceeds expectations and support when staff struggles to fulfill expectations.
- More time for team building/connection to process what is going well and what could be improved. Supervision/processing time to debrief and to connect as a team.
- There are several times in the past couple of years that I have tended to shut down when we are working as a group and discussing events and so far because when I say anything, my ideas get shot down or get taken over by someone else. There are a couple of people who have very big opinions and I feel as though if we don't do things their way then we won't do them at all.
- Continued meetings and communication are key.

Suggestions and solutions on how relationships can be improved

- I have a strong bond with my classroom staff but struggle socially with staff from other rooms. I need help navigating through difficult conversations with coworkers.

- This has improved during my 8 years at LES.
- I greatly value our ECO staff and all they do for support and encouragement. They also are willing to help! My building supervisor is a great supervisor from what I see with all the teachers and support staff, however I don't feel like I'm supported with my job role and often feel overlooked. I also feel that my teachers avoid talking to me about some things and go to the counselor to handle things and no one keeps me in the loop.
- My direct management supervisor at ECO is very open and willing to be involved and communicate.

Suggestions and solutions on how training opportunities can be improved

- I feel like the training is always the same vague/surface information. I would like more in-depth training opportunities in specific areas. For example, training on autism or sensory processing disorder, training on how to effectively teach phonics, training on how to use technology in the pre-k classroom.
- I understand the training materials as a concept but I still feel as though seeing higher staff (David, Jenny, etc.) model these techniques would help me understand the implementation.
- As a building principal I have not been part of this. But they always inform, update, and invite us.
- Need to look at a different way to include all training needs. I know you all are currently working on how to do that.
- I feel as though COVID has affected training opportunities.
- Training has gotten better in my tenure here.
- Training is fine but occasionally difficult to fit in with the daily schedule.
- Pre-recorded training/video would be helpful

Suggestions and solutions on how public relations can be improved

- Because of COVID it is hard to have volunteers or to be active in the community but I know many people who would like to help or provide but do not know of the needs or who to contact.
- Community involvement is an area I think we could grow in.
- I don't feel like we have any volunteers, even in a regular year. Not sure how to get more people involved.

Suggestions and solutions on how to improve communication

- I struggle to communicate difficult conversations with staff outside of my room.
- I feel that the work and the strategies that have been put in place by the ECO team to improve communication have been effective!!
- A lot of info is presented, on multiple platforms. I enjoy all of that.
- Collaboration is getting better, however it still can use improvements and teachers keep advocates in on the loop needs to be expressed more by management so that teachers will do it. Communication from ECO has gotten so much better.
- Continued emails but honestly probably won't read much that doesn't pertain to our daily efforts.
- I like filtered, need based information. I appreciate my Lead Teacher disseminating important information to me so I am not bogged down with things I find unnecessary.
- More time to collaborate with teaching staff on a consistent basis.

- Its fine.

Suggestions and solutions for program improvement

- Honestly-different curriculum. I truly enjoy my job, but the curriculum has so many issues that it is hard for me to get on board with. I do what I must because it's my job, but I hate the topics/studies, the way activities (ITC) are so sporadic and have no linear progression, the amount of time spent on some things (too much time) and the lack of repetition with other things.
- I need to know when I am meeting expectations, and if I am not, how best to improve. I need grace extended as I work through personal matters that are affecting my attendance and performance. And I need some way of reassurance that when I can not exceed expectations there will be a correction process and understanding.
- I wish that we could have some combined meetings-that include both paras and teachers meeting together.
- The ECO team works hard. Due to being in a different location there can be communication breakdowns which is frustrating. This may always be the case just because of geography but a continued effort to communicate (ECO to the schools) will always be noticed.

Parent Comments

Suggestion and Solutions on how our program can improve

- Keep it up
- When I was told that potty training can be done at school, I thought it would help him improve more. He was completely potty trained before school, but would mess once in a while. Seems like the school has slacked here, because at least once a week he messes his pants at school. During Christmas break he didn't mess his pants once at home.
- Hard to say since we're not in the classroom
- Keep up the great work!
- Letting parents know how their child is doing in class, and what new skills they've noticed developing.
- I think you all are doing amazing with what has been dealt this year.
- Nothing? I love my children's school and we especially like Mrs. Jane!!!