

2021-2022 Self-Assessment Report
McPherson/Marion Head Start



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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 and Program Opportunities for Growth

Using data gathered from the self assessment we will utilize the following timeline to identify strengths and high priority areas that need to be addressed and action steps to address those areas.

- February: Management Team identifies immediate changes that can be made to improve the program.
- February-March: Share data and get feedback from each site's PLC team and other stakeholders. Utilize the following questions to have a guided conversation:
 - What facts stand out?
 - What strengths do you see?
 - What concerns you?
 - What high priority areas might benefit from a long term focus?
 - What next steps do we need to take to address the high priority areas?
 - What will we use as evidence of effectiveness?
- March-May: Finalize high priority areas, action steps, and what evidence will be used to measure progress
- 22-23 School Year: Ongoing progress monitoring on high priority areas and making adjustments as needed.

Five Year Goals

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

Expected outcomes:

1. All staff will be provided with professional development opportunities that meet their needs.
 - a. Baseline: 70%
 - b. Update: 75 %
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: 62% of staff indicated that Communication and Collaboration with my school team is effective and consistent. 48 % 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: 47%

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: Spring data from the 20/21 school year indicated that 86 % 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. For the 2020-2021 school year, families were sent home a box each month with a conscious discipline video and an activity that went along with the conscious discipline theme, along with support and other resources posted on classroom facebook or followed up by family advocates.
 - b. Update: Parent Survey indicates that 75% of families identify that their social emotional well-being has increased because of the program. Each month families received a Conscious Discipline box that had activities and resources that could be used at home.
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 68% of staff were satisfied with the organizational culture of the program.

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 20-21 school year 87% 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.
 - b. Update: The 2020-2021 end of year home visits were conducted virtually and 82% of families participated in the 4th home visit. Some families refused the 4th home visit or dropped from the program before the 4th home visits were conducted.
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: 2020-2021 PIR data indicates 65% 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 2022 Community Needs Assessment findings echoed previous years, along with the continuous strain that COVID-19 has created. The toll of COVID-19 is evident within families, programs, and businesses as we all navigated through another year in a pandemic.

McPherson County saw unemployment lower from 3.2% in December of 2020, to 1.4% reported for December of 2021. Marion County unemployment went from 3.3% in December of 2021, to 1.8% reported for December of 2021.¹

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. Those areas continue to be areas of need for both communities, with mental health highly affected by COVID-19 and the ongoing fatigue from living in a pandemic.

CASA for McPherson County reported 34 open Child In Need of Care cases for 2021 and 2020 they reported 43 open CINC cases.²

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).

Kansas did open up funding resources for 3 year-olds who qualified for the At-Risk Program to be funded for the 2021-2022 school year.

Marion Elementary School had 12 students who qualified for the Early Learning Kansans grant and they are requesting 12 slots for the 2022-2023 school year. There would only be a morning session offered.

The McPherson Community Foundation completed a childcare survey that had 180 respondents. 92% answered that they do not believe McPherson County has adequate childcare options. 62% stated the main barrier was that there were no open spaces for children, while cost also proved to be a common barrier for families needing childcare. Before and after school care along with summer care was noted as being a top concern for families in McPherson County.³

Rates of family and child homelessness

McPherson County Point In Time Count for 2021 was collected from three different sites: Live Free Ministries, New Hope- who serves Harvey, McPherson and Marion County, and the McPherson Housing Coalition. New Hope reported that they did not collect a point in time for 2021 but they had cared for around 300 individuals year to date as of the end of November, 2020. They also handed food bags and served 900 individuals with that resource. McPherson County Housing Coalition reported 23 individuals on January 28, 2021. Live Free Ministries reported that their homeless shelter for women and children this year had served 13 women and 7 children. There were 3 families and 10 individuals. The Omega Project served 102 individuals by December of 2021. Reporting varied for the year 2021 but overall trends seem similar to that of previous years.

The McPherson school district, USD 418, reported 22 students qualifying under the McKinney-Vento definition for homeless children, which is significantly lower than the previous year. The data might be skewed from inaccurate reporting. 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.⁴

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 the services that are provided. As a coalition, they look for ways to keep mental health at the forefront for the community. They provided different opportunities for the community during 2021: suicide prevention and resource awareness walk, a mental health first aid training, other avenues for community conversations around mental health, and they promoted a Housing Coalition Conference that was geared towards bringing together businesses leaders and nonprofits to discuss the difficulty in providing safe, affordable housing to McPherson County residents.

Marion County was able to offer free parenting classes through the FACT agency. Families could sign up and attend virtual parenting classes covering Conscious Discipline through 4 different sessions.

Prairie View reported, “Yes – we have seen an increased demand for services and a decrease in qualified staff to provide such services. Our work to take clinical and support services into local schools is one way we are working to increase accessibility and even doing this does not seem to be meeting all the expressed needs. In 2020 we served 1242 patients from MP county. In 2021 we served 1295. The one factor to consider is that some MP county residents could be receiving services in other PV locations.”⁵

Resources

1. Kansas Labor Force Estimates from the Kansas Department of Labor
2. CASA: 9th District
3. McPherson County Community Foundation
4. KSDE Education for Homeless Children and Youth 2021-2022 Data
5. Prairie View Mental Health and Behavioral Services

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 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.

2020-21 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 2020-2021 school year the McPherson Early Childhood classrooms achieved 92% ADA.

End of Month (EOM) Enrollment Reports

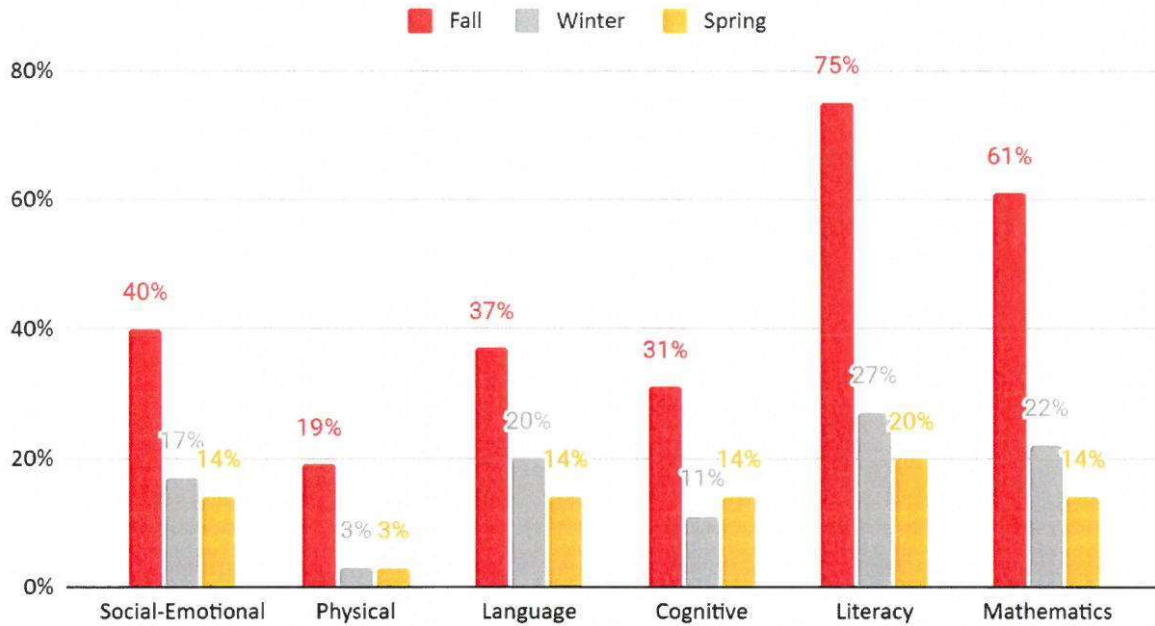
Enrollment numbers are reviewed weekly to ensure that full enrollment is maintained at all times. Monthly enrollment information is reported on the Head Start Enterprise System for the last working day of each month. Head Start averaged 85% average monthly enrollment. While our program was under enrolled for the 20-21 school year Head Start granted programs flexibility with enrollment due to COVID-19.

2020-21 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. Data was analyzed three times throughout the year during the 20-21 school year. The data is used to determine if students are below, meeting, or exceeding expectations. The Fall benchmark period looks at data from the start of the school year to the end of the 1st quarter. The Winter benchmark period looks at data from the start of the 2nd quarter to the end of the third quarter, and the spring benchmark period looks at data from the start of the fourth quarter to the end of the fourth quarter.

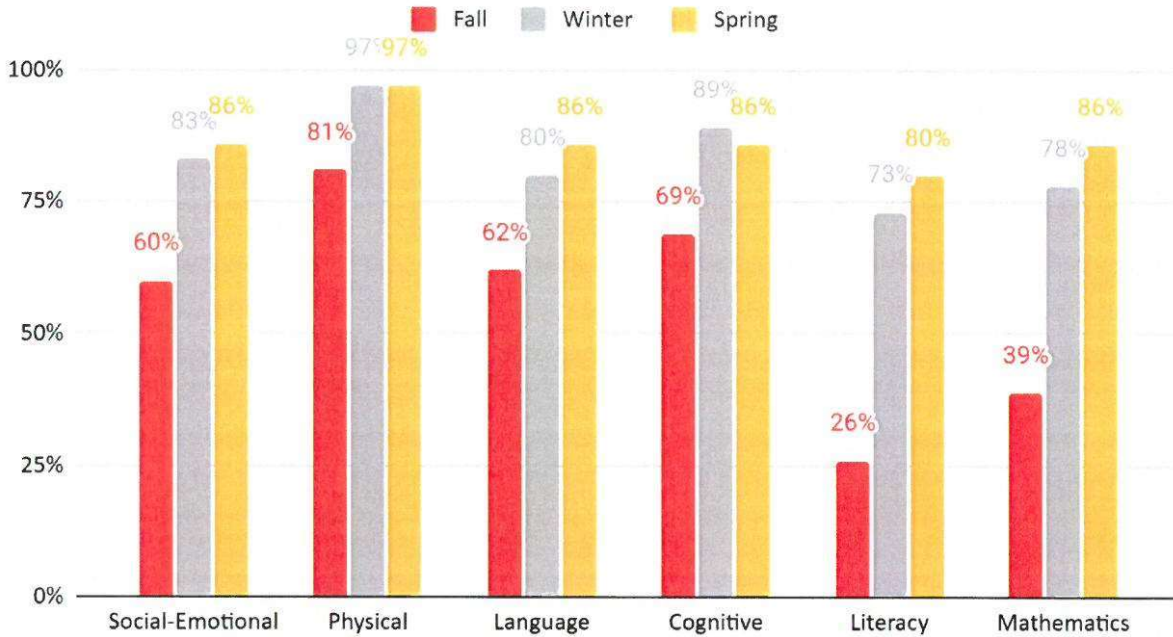
There are two related charts below. The first chart shows the percentage of students that fell below expectations in each of the domains in the fall, winter, and spring. The second chart shows the percentage of students who met or exceeded expectations in the fall, winter, and spring.

Students Below Expectations



As you can see in the chart above from the fall to the spring we had a significant drop in students that fell below expectations.

Students Meeting or Exceeding Expectations



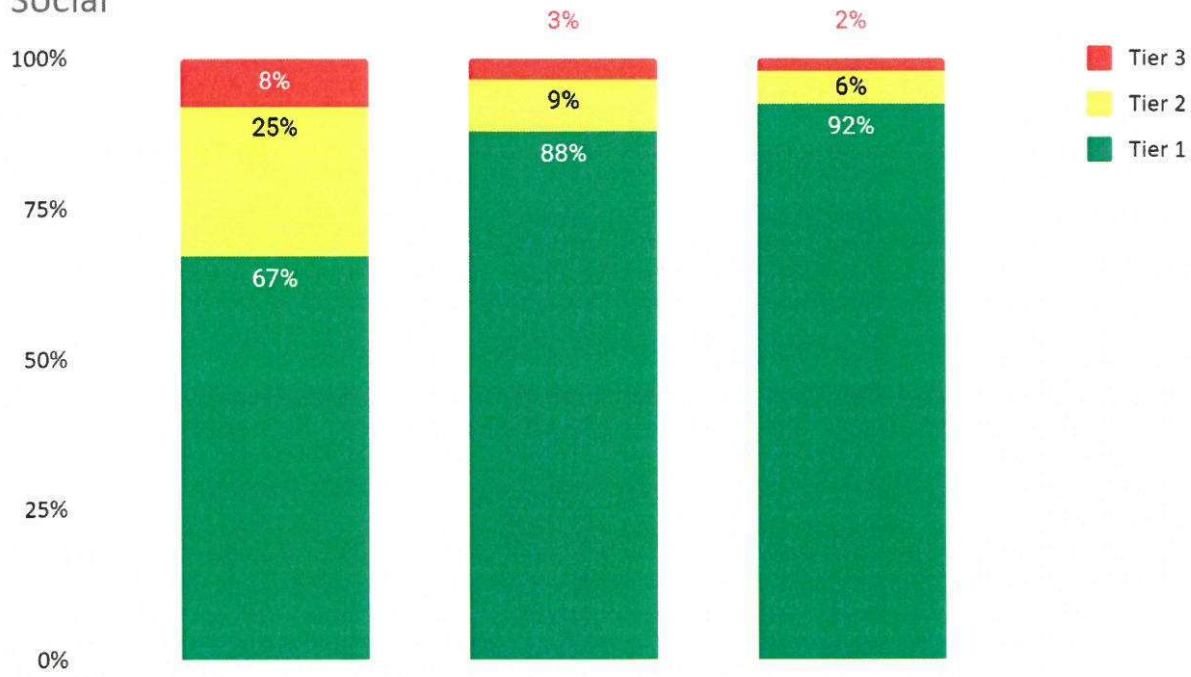
This chart indicates that from the fall to the spring we had a significant increase of students that met or exceeded expectations from the start of the year to the end of the year.

20-21 Tiered Data

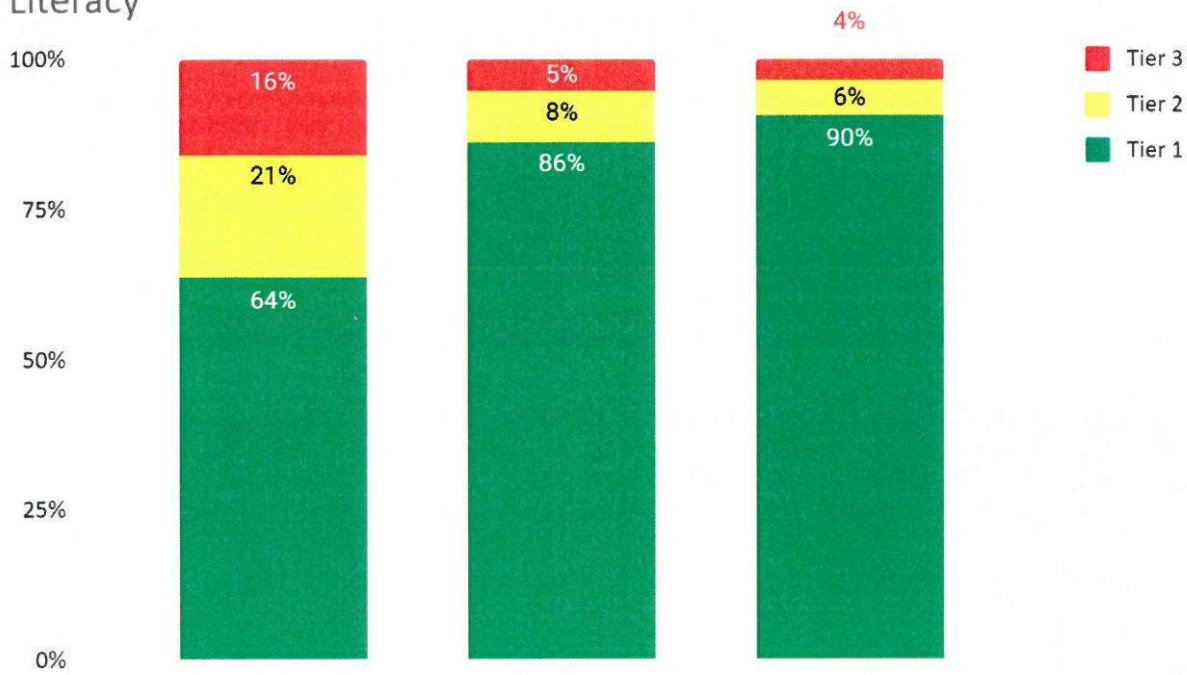
During the 20-21 school year in working with the Kansas Technical Assistance System Network (TASN) and the Kansas Multi-Tiered Systems of Support team our program began looking at our data to determine what percentage of our students were Tier 1, Tier 2, and Tier 3 in Social-Emotional, Literacy, and Math Development. By looking at data through this lens we are able to determine how many students might benefit from supplemental support (small group, targeted intervention, etc) and how many students might need intensive intervention and support.

The graphs below show our tiered data in the developmental areas of social-emotional, literacy, and math from the fall, winter, and spring of 20-21.

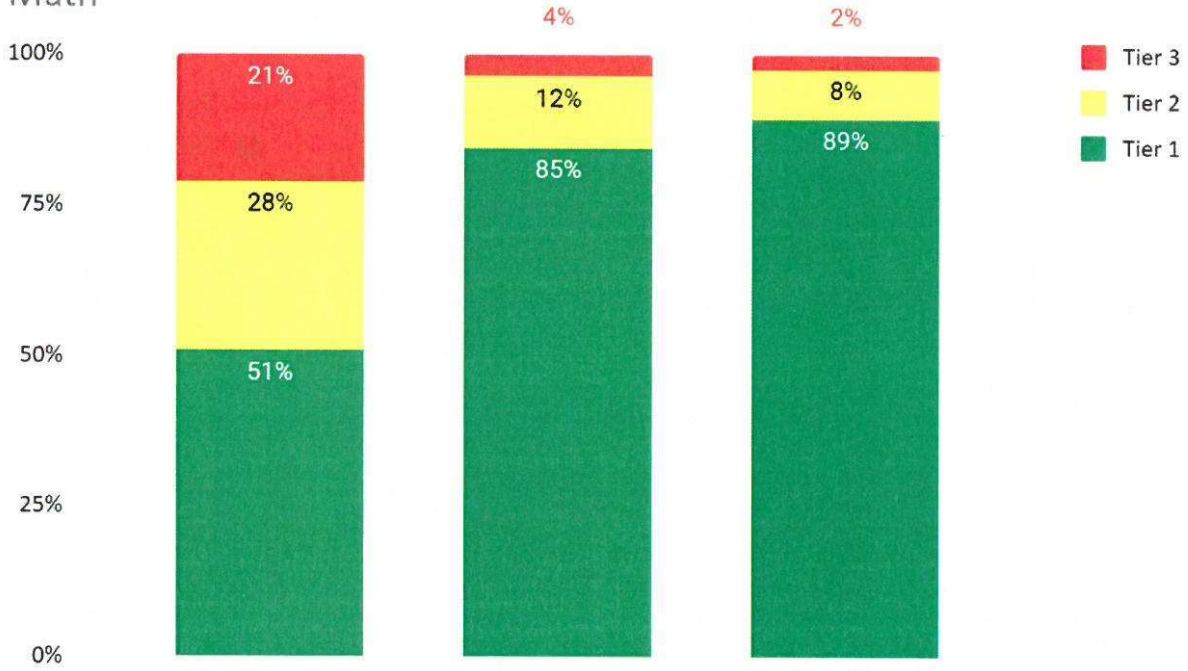
Social



Literacy



Math



Head Start CLASS Score Comparison

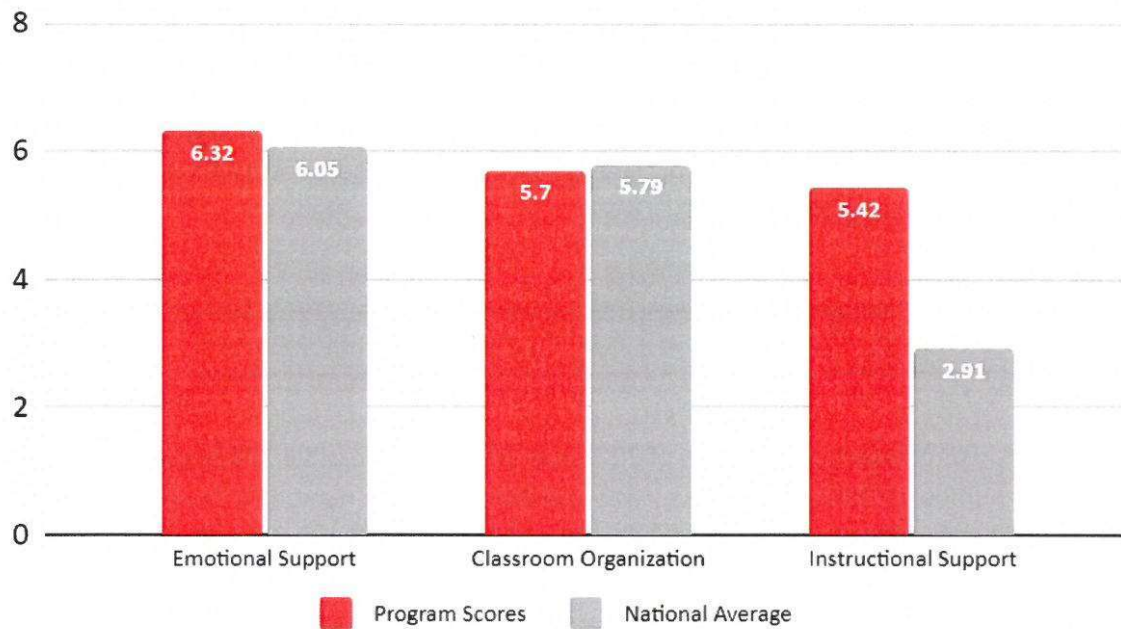
CLASS Results

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.

Our program assesses classrooms and target efforts for improved academic success. Each item is rated in between one and seven.

This chart compares the program's CLASS scores to the National Averages for 2019.

Class Average Scores



2020-21 Program Information Report (PIR) Findings

Head Start

Population Served: 115 children

Ethnicity: 17% Hispanic, 83% Non-Hispanic

Race: White-93%, Biracial/Multi-racial-6%, American Indian or Alaska Native-0%, Asian-1%, Black Or African American-0%

Health: 67% up to date on well child checks; 92% up to date on immunizations, 94% with health insurance, 82% with a medical home.

Dental: 65% completed dental exam, 72% with a dental home.

Disabilities: 26% of children qualified for an IEP.

Homelessness: 11 families were served that experienced homelessness during the enrollment year.

Teacher Qualifications: According to PIR data #151-#153 during the 20-21 school year 93% of classroom teachers met the degree/credential requirements and 63% of preschool classroom assistant teachers had a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program.

2021-22 Parent Satisfaction Survey Results

The Parent Satisfaction Survey was completed in January of 2022 with 57 out of a possible 214 families responding. (27% response rate). Based on the number of families the survey was sent out to and the number of families that responded our margin of error is 10% and our confidence level that families would answer 10% above or below the results is 90% .

The following chart indicates the percentage of parents that responded that they agreed, were neutral, or disagreed with the statements in the survey and compares it to results from Winter of 18/19 and Winter Of 20/21

	Winter 18/19	Winter 20/21	Winter 21/22
I am satisfied with the services at the early childhood program	93% Agree 3% Neutral 4% Disagree	94% Agree 2% Neutral 2% Disagree	96% Agree 4% Neutral 0% Disagree
My needs are addressed.	94% Agree 4% Neutral 2% Disagree	90% Agree 7% Neutral 3% Disagree	96% Agree 2% Neutral 2% Disagree

I am informed of the Early Childhood Program's services and resources.	92% Agree 4% Neutral 4% Disagree	95% Disagree 3% Neutral 2% Disagree	91% Agree 8% Neutral 0% Disagree
My awareness of community opportunities and resources has improved	84% Agree 13% Neutral 3% Disagree	89% Agree 8% Neutral 3% Disagree	75% Agree 20% Neutral 5% Disagree
My involvement in my child's education has improved.	81% Agree 15% Neutral 4% Disagree	79% Agree 19% Neutral 2% Disagree	73% Agree 25% Neutral 2% Disagree
My family is more self-sufficient because of the Early Childhood Program.	67% Agree 26% Neutral 7% Disagree	63% Agree 34% Neutral 3% Neutral	65% Agree 32% Neutral 3% Disagree
My family's emotional well-being is better because of the program.	71% Agree 23% Neutral 6% Disagree	73% Agree 26% Neutral 1% Disagree	75% Agree 25% Neutral 5% Disagree
The staff discusses my child's education with me.	86% Agree 9% Neutral 5% Disagree	89% Agree 6% Neutral 5% Disagree	93% Agree 5% Neutral 2% Disagree
My child's special needs are met.	88% Agree 6% Neutral 6% Disagree	85% Agree 13% Neutral 2% Disagree	93% Agree 7% Neutral 0% Disagree
I am welcomed regardless of my family's culture, ethnicity, or race.	95% Agree 3% Neutral 2% Disagree	98% Agree 0% Neutral 2% Disagree	98% Agree 2% Neutral 0% Disagree
I feel well informed about what is going on in the program.	87% Agree 9% Neutral 4% Disagree	95% Agree 3% Neutral 2% Disagree	90% Agree 9% Neutral 1% Disagree
My Child's progress in school is evaluated and shared with me.	85% Agree 13% Neutral 2% Disagree	89% Agree 10% Neutral 1% Disagree	97% Agree 3% Neutral 0% Disagree
The Early Childhood Program provides a safe environment.	95% Agree 5% Neutral 0% Disagree	98% Agree 2% Neutral 0% Disagree	98% Agree 2% Neutral 0% Disagree
Overall	86% Agree 10% Neutral 4% Disagree	87% Agree 10% Neutral 3% Disagree	88% Agree 11% Neutral 1% Disagree

<p>If you requested and received community resources by your family advocate did you follow up with the resources provided?</p>	<p>47% Yes, every time. 44% Most of the time 13% No or does not apply</p>	<p>44% Yes, every time. 15% Most of the time 40% does not apply</p>	<p>33% Yes, every time. 11% Most of the time 60% does not apply</p>
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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	Winter 20/21	Winter 21/22
<p>Our family's needs would be better served with the option of before and after school care?</p>	<p>Yes: 47% No: 53%</p>	<p>Yes: 35% No:65%</p>
Marion County Families		
Question	Winter 20/21	Winter 21/22
<p>The program schedule meets the needs of my family?</p>	<p>Yes:98% No:2%</p>	<p>Yes: 100% No:0%</p>
<p>Our family's needs would be better served with a five day per week full school day schedule</p>	<p>Yes:44% No: 56%</p>	<p>Yes: 32% No: 54% Child currently in full day classroom: 14%</p>

Parent Comments: Suggestion and Solutions on how our program can improve

- This was confusing (survey) since the boxes started with disagree. I had to redo it.
- I really liked receiving pictures occasionally of my child while at preschool. My child doesn't disclose much information about what she does while at school, so it was nice to see her having fun.
- I really appreciate the great communication! I am so thankful for Jane's texts! She is great at letting us know what is coming up and what we need to know! I look forward to hearing from her! She is absolutely fabulous!!
- To be very honest, it makes absolutely NO sense to me why we are not using our elementary school drop off location that is already in place!! I don't understand why we can't use that location that our kids will be using every day starting in Kindergarten. I understand it may be a bit backed up for pick up since the preschool goes longer than the elementary kids but I still think we should be using it for drop off everyday and figure out a way to use it for pick up. I think it is the safest way and makes the most sense. That way we don't have teachers running down the circle drive to direct traffic and get kids out of/to cars. It was frustrating at the beginning of the year for a first time parent to be demanded to stay in their car when the goal was to help make the experience better and easier. I was also confused on why, when preschool has been happening for many years now, that this process has not been perfected.
- Y'all are great, no ideas at this time.
- Let them ride the bus to school.
- I really appreciate the variety of schedules offered! I feel it meets the needs of many different families!
- A pickup and drop off option for parents who work full time and/do not have available family to take them to and from school.
- Ride the bus to school for a full day student.
- The special education coop has been a huge disappointment this year besides my son's para who is wonderful. I am grateful for the Head Start team for keeping me informed and having the knowledge to provide him with his needs because I am not getting that with his SPED coordinator like I have in the past years.
- I liked seeing the weekly plan at the beginning of the year.
- Opening the doors at 7:50 not 8:00!!!!
- None
- I think you guys are doing great.
- There is nothing I can think of. The program is great and gives littles to have fun and learn at a young age.
- The 3's classroom could use another para.
- More communication by the early childhood office. Follow through on the contract parents sign at the beginning of the year.
- Would be helpful to have after school care.
- None
- There are a lot of days off when the cost is \$300 a month.
- 2:45 pick-up doesn't match with 3:00 pick up.
- I feel I'm not that involved with the school like I was at our previous school.
- "The one lady isn't nice." We have had an issue with a staff member demanding kids respond to her with respect in the morning. The kids are still tired. 90% of the time they do not even tell us goodbye as they are going in.
- The staff in my child's room could use another helper.
- The new person has not been a good or welcomed change. The previous person has been amazing. The new person is not nice and does not talk or address anyone.

Student Comments

We asked parents to ask their students the following questions:

- What do you like most about school?
- What do you not like about school?
- Additional comments about school your pre-k student has?

Below are the responses we received from each question.

What do you like most about school?

- How much they care.
- Great teachers who care.
- The staff is great!
- My kid loves school.
- Friends
- My friends are there.
- The teachers and it's just a few blocks away from our current house.
- The staff are caring and always keep us informed on my child's education and well being.
- When I play outside.
- Structure, caring environment for children to learn.
- Toys
- Likes learning about new things and playing with friends out at recess. I love my teachers.
- All the learning opportunities my child receives. The friendships she is making, the relationship building, all the play she gets to participate in. The love the adults show my daughter, and the school!
- Gets to play with all the kids and toys
- Relationships my son is building. Learning opportunities that he could not get elsewhere.
- Loving and caring environment
- Teachers and friends
- The toy doggies in the kitchen. Sliding down the slide. Building stuff with blocks.
- The toys in my classroom.
- Friendly teachers and staff
- The ladies associated with the school program.
- Very loving staff and they care about my child and his needs.

- Caring kind hearted staff. Their hearts are there for the benefit of the children and family community.
- I'm sure if my son could speak more, he would say he likes the most about school is his teachers and friends.
- Recess
- My teacher, my friends.
- My child is excited to go.
- Playing at the sensory table.
- My child feels loved, safe, and is learning new skills!
- Friends
- Playing with friends
- Snack time
- How much they include my child even with her disabilities. They make sure she has the same experiences as the other children.
- Like it all the same.
- It is the school I grew up in and seems to be following the same steps.
- The environment is great for learning and growth.
- Playing with friends.
- Playing
- The parents and curriculum have helped my daughter with social and educational skills.

What do you not like about school?

- Nothing
- Waking up early
- I just want to do things my way
- Pushing
- Nothing
- He says he doesn't like nap time he just likes to play not sleep.

- Rest time and some of my classmates are mean. I get overwhelmed and don't like people in my space.
- The food choices
- Having to sit next to the mean kid
- Uh, I don't know.
- Standing in line
- I don't know
- None
- Sitting
- Naps
- Eating
- I don't like eating.
- Nope. I like school.
- Refried beans
- I would prefer homeschooling.
- As of right now I have not complaints
- He is very happy in school and very happy with his teachers.
- He likes it
- He loves it
- I love going inside to school. I like every time I play on the playground. I like doing stuff at school. I saw rainbows at school.
- I love school
- I like everything.
- She loves all the staff and students. She is excited to go to school everyday.
- He would rather play then eat.
- No
- She loves her teachers and friends!
- Loves the chicken patties.
- So many school days sometimes.
- I don't understand the question

Additional comments about school your pre-k student has?

2021-22 Staff Satisfaction Survey

The Staff Satisfaction Survey was completed in January of 2022 with 54 out of a possible 65 responses. (82% of people responding). Based on the number of staff the survey was sent out to and the number of staff that responded our margin of error is 6% and our confidence level that staff would answer 6% above or below the actual results is 95%. To each question staff were given the following options to choose from: dissatisfied, neutral, satisfied, n/a. The following chart indicates the percentage of staff that responded that they were satisfied or n/a with the statements in the survey, percentage of staff that responded neutral (option not available for the 18/19 survey), and dissatisfied. The table below compares the results from the Winter 18/19, Winter 20/21, and Winter 21/22

Overall Satisfaction (Satisfied or N/A)	Winter 18/19	Winter 20/21	Winter 21/22
Your role with the Early Childhood Program			
I am given enough authority to make the decisions I need to make.	85% Satisfied 15% Dissatisfied	78% Satisfied 22% Neutral 0% Dissatisfied	67% Satisfied 27% Neutral 6% Dissatisfied
I receive work assignments that are fully explained.	77% Satisfied 23% Dissatisfied	85% Satisfied 13% Neutral 2% Dissatisfied	70% Satisfied 24% Neutral 6% Dissatisfied
I have time to complete job assignments.	80% Satisfied 20% Dissatisfied	73% Satisfied 21% Neutral 6% Dissatisfied	57% Satisfied 30% Neutral 13% Dissatisfied
I like my job.	92% Satisfied 8% Dissatisfied	91% Satisfied 7% Neutral 2% Dissatisfied	81% Satisfied 15% Neutral 4% Dissatisfied
I have the materials and equipment I need to do my work right.	77% Satisfied 23% Dissatisfied	89% Satisfied 11% Neutral 0% Dissatisfied	69% Satisfied 24% Neutral 7% Dissatisfied
I have an opportunity to do what I do best every day.	85% Satisfied 15% Dissatisfied	89% Satisfied 11% Neutral 0% Dissatisfied	75% Satisfied 22% Neutral 3% Dissatisfied
I am recognized for the work I do.	67% Satisfied 33% Dissatisfied	62% Satisfied 32% Neutral 6% Dissatisfied	52% Satisfied 37% Neutral 11% Dissatisfied
Overall Section Average	80% Satisfied 20% Dissatisfied	81% Satisfied 17% Neutral 2% Dissatisfied	67% Satisfied 26% Neutral 7% Dissatisfied

Organizational Culture			
I have confidence in the leadership of the Early Childhood Program.	92% Satisfied 8% Dissatisfied	93% Satisfied 7% Neutral 0% Dissatisfied	63% Satisfied 35% Neutral 2% Dissatisfied
There are written procedures to enable me to make good decisions.	85% Satisfied 15% Dissatisfied	86% Satisfied 14% Neutral 0% Dissatisfied	77% Satisfied 19% Neutral 4% Dissatisfied
There is a spirit of cooperation within the Early Childhood Program	73% Satisfied 17% Dissatisfied	78% Satisfied 20% Neutral 2% Dissatisfied	55% Satisfied 35% Neutral 10% Dissatisfied
Someone at work seems to care about me as a person.	80% Satisfied 20% Dissatisfied	89% Satisfied 9% Neutral 2% Dissatisfied	88% Satisfied 9% Neutral 3% Dissatisfied
The vision/mission of the early childhood program is very clear to me.	79% Satisfied 21% Dissatisfied	86% Satisfied 14% Neutral 0% Dissatisfied	69% Satisfied 27% Neutral 4% Dissatisfied
I feel like I am part of my school team.	74% Satisfied 26% Dissatisfied	77% Satisfied 14% Neutral 9% Dissatisfied	67% Satisfied 28% Neutral 5% Dissatisfied
I feel like I am part of the Early Childhood Team	79% Satisfied 21% Dissatisfied	70% Satisfied 25% Neutral 5% Dissatisfied	56% Satisfied 37% Neutral 7% Dissatisfied
My ideas and suggestions are valued by my colleagues.	77% Satisfied 23% Dissatisfied	78% Satisfied 20% Neutral 2% Dissatisfied	64% Satisfied 27% Neutral 9% Dissatisfied
Overall Section Average	80% Satisfied 20% Dissatisfied	82% Satisfied 15% Neutral 3% Dissatisfied	68% Satisfied 27% Neutral 5% Dissatisfied
Relationship with School Supervisor			
I feel supported by my supervisor.	93% Satisfied 7% Dissatisfied	89% Satisfied 9% Neutral 2% Dissatisfied	85% Satisfied 11% Neutral 4% Dissatisfied
I have clear, effective communication with my supervisor.	90% Satisfied 10% Dissatisfied	85% Satisfied 13% Neutral 2% Dissatisfied	76% Satisfied 20% Neutral 4% Dissatisfied

I feel I can trust what my supervisor tells me.	93% Satisfied 7% Dissatisfied	89% Satisfied 9% Neutral 2% Dissatisfied	87% Satisfied 9% Neutral 4% Dissatisfied
My ideas and suggestions are valued by my supervisor.	85% Satisfied 15% Dissatisfied	89% Satisfied 9% Neutral 2% Dissatisfied	82% Satisfied 13% Neutral 5% Dissatisfied
Overall Section Average	90% Satisfied 10% Dissatisfied	88% Satisfied 10% Neutral 2% Dissatisfied	83% Satisfied 13% Neutral 4% Dissatisfied
Relationship with ECO Administrators			
I feel supported by someone at ECO	92% Satisfied 8% Dissatisfied	75% Satisfied 25% Neutral 0% Dissatisfied	70% Satisfied 20% Neutral 10% Dissatisfied
I have clear, effective communication with someone at ECO.	95% Satisfied 5% Dissatisfied	84% Satisfied 16% Neutral 0% Dissatisfied	69% Satisfied 24% Neutral 7% Dissatisfied
I feel I can trust the information that comes from ECO.	97% Satisfied 3% Dissatisfied	80% Satisfied 19% Neutral 1% Dissatisfied	70% Satisfied 23% Neutral 7% Dissatisfied
My ideas and suggestions are valued by ECO.	87% Satisfied 13% Dissatisfied	70% Satisfied 30% Neutral 0% Dissatisfied	55% Satisfied 35% Neutral 10% Dissatisfied
Overall Section Average	93% Satisfied 7% Dissatisfied	77% Satisfied 22% Neutral 1% Dissatisfied	66% Satisfied 26% Neutral 8% Dissatisfied
Training Opportunities			
Training offered supports my professional growth.	77% Satisfied 23% Dissatisfied	75% Satisfied 25% Neutral 0% Dissatisfied	75% Satisfied 20% Neutral 5% Dissatisfied
Training received this year helped me do my job better.	70% Satisfied 30% Dissatisfied	79% Satisfied 16% Neutral 5% Dissatisfied	67% Satisfied 26% Neutral 7% Dissatisfied

In the last year I have had opportunities to work, learn, and grow.	78% Satisfied 22% Dissatisfied	86% Satisfied 12% Neutral 2% Dissatisfied	82% Satisfied 16% Neutral 2% Dissatisfied
Overall Section Average	75% Satisfied 25% Dissatisfied	80% Satisfied 18% Neutral 2% Dissatisfied	75% Satisfied 21% Neutral 4% Dissatisfied
Public Relations			
I feel like the Early Childhood Program is involved in the community.	69% Satisfied 31% Dissatisfied	60% Satisfied 34% Neutral 6% Dissatisfied	54% Satisfied 41% Neutral 6% Dissatisfied
The program provides a safe environment for students, staff, and families.	85% Agree 13% Neutral 3% Disagree	95% Agree 5% Neutral 0% Disagree	76% Agree 22% Neutral 2% Disagree
Overall Section Average	77% Satisfied 6% Neutral 17% Dissatisfied	78% Satisfied 19% Neutral 3% Dissatisfied	65% Satisfied 31% Neutral 4% Dissatisfied
Communication and Collaboration			
Communication and Collaboration with my school team is effective and consistent.	57% Satisfied 23% Neutral 20% Dissatisfied	70% Satisfied 29% Neutral 1% Dissatisfied	62% Satisfied 34% Neutral 4% Dissatisfied
Communication and Collaboration with ECO staff is effective and consistent.	48% Satisfied 45% Neutral 7% Dissatisfied	75% Satisfied 23% Neutral 2% Dissatisfied	48% Satisfied 44% Neutral 8% Dissatisfied
I feel well informed about what is going on in the program.	34% Satisfied 46% Neutral 20% Dissatisfied	64% Satisfied 34% Neutral 2% Dissatisfied	47% Satisfied 45% Neutral 8% Dissatisfied
Overall Section Average	46% Satisfied 38% Neutral 16% Dissatisfied	70% Satisfied 28% Neutral 2% Dissatisfied	52% Satisfied 41% Neutral 7% Dissatisfied
Overall Survey Average	79%	79%	68%

Staff Comments

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

- Often we are limited by our titles. Education completion limits what's best for children, but no one offers assistance to complete degrees and years of experience count for nothing.
- Just continue the kindness and support you currently give:)
- For future new hires, I would suggest going over their role in detail. Being someone who has never been a para I had for school/headstart policies.
- This has gotten better through the years.
- Sometimes I feel like my voice doesn't matter to the Admin due to my role. I feel like only teachers are actually valued within the program, and even they don't feel like they are valued.
- Being able to collaborate on a weekly basis with classroom teachers and discuss as a team the next weeks plan and to have time away from kids to get things prepped and cleaned.
- Get more help and get rid of bad help.
- I just want to be included in more stuff that is vital for our roles in the program.
- More help in the classrooms so paras can have a break daily.
- It would be great if all head start staff (including teachers aides) could get paid all year even in summer. What ever that would look like to make it work!

Suggestions and solutions on how organizational culture can be improved

- I feel like there is a lot of gossip and negativity
- We're just warm bodies most of the time, no one really cares what you think or feel.
- Provide some more time for team building/collaboration between pre k teachers/staff.
- Meeting opportunities with both teachers and two paras can help us improve with organizational culture.
- Ideas and suggestions are presented, but then they are completely disregarded when the ultimate decision is made.
- The program is moving in the right direction. It starts with open and honest communication.
- It feels like there's a lot of tension. I am not sure I can explain how to improve. It just feels like low trust between admin and the other staff. A lot of conversations have felt like we're checking off a box but not actual discussing anything.
- Within the school team I feel valued and my opinion matters, but outside of that from higher up I do not feel that my opinion matters or the opinions of those of us that are in the trenches together everyday matter. The feeling is you may ask our opinions to look good from the outside or

on paper, but our opinions are not taken into consideration.

- I feel like some of the people don't have the best organization on when to come in and see how we are doing in the classroom.
- More time in classroom for administration so they can truly understand how things are working other than how it works on paper.
- Special Ed paras through coop should mesh well with young children and other adults in the room.

Suggestions and solutions on how relationships can be improved

- Come into the classrooms often and build relationships. The \$150.00 benefit is nice, but pure real appreciation goes farther.
- I feel like we have great communication and support with both the school admin and my ECO supervisor.
- I believe that the ideas of the actual teachers are not valued by ECO until they have been brought up several times and then they are taken more seriously.
- There have been times where teacher opinions were asked for, but it didn't matter what the answer or overall consensus was. A decision had been made and that was the end, no matter what others thought. Asking for feedback is not the same as genuinely considering what staff needs and prefers.
- I feel like there is a lot of talking behind backs and sometimes transparency is limited because of what seems like personal issues. Sometimes it's hard to trust others. I feel like there is sometimes a disconnect when it comes to some ECO staff and communication with the teachers, the people in the actual classrooms.

- I think this is a huge asset to the pre k program.
- I definitely feel like there's support from some but not all ECO staff. One person has actually spread misinformation about me to others about insignificant things. It feels like again, I'm listened to, but only to check off a box that they checked in. They can't even remember the things we talked about accurately.
- Teachers opinions don't always seem to be valued or taken into consideration—when the director says “regardless of what you say I'm ultimately the end decision” that tells me that our suggestions/concerns are not being heard or regarded as important and he already has his mind set.
- Again take into consideration our opinions, ideas, and suggestions because we are the ones that have to work in the trenches everyday.
- They can come help when classrooms need it.
- More communication between everyone.
- More time in classrooms supporting Teachers and Paras.

Suggestions and solutions on how training opportunities can be improved

- I feel I would benefit from some training that are tough behavior related that is NOT conscious discipline. CD does not work for everyone.
- Training is most helpful if it doesn't take the whole day away from classroom/school responsibilities making a burden rather than a positive opportunity.

- The only thing I'd say is when we have full day PD, then more PD right after it makes for a long day!
- All the training in the world cannot overcome a negative work environment. If you feel unsupported and unheard, you won't do your best in your role. We talk a lot about being trauma informed, but I don't see that in action. I see people using trauma as an excuse when it's convenient, but then others who don't share their experience are expected to take on more to pick up the slack and make up for it. But like... Maybe we're tired too. Maybe we have hard things in our past too. Maybe we're triggered by the things we deal with on a daily basis too. Nobody is asking though. Nobody makes sure we're genuinely okay. If someone does ask, it's usually not someone who has any actual power to help.
- CC is now being shoved down our throats. It's a little too late to make CC likable. We haven't liked it since we got it and now doing all this PD is not helping the like factor at all-probably doing the absolute reverse.
- I think ECO has done a great job partnering with McCSEC on creating opportunities for all teachers and paras.
- More hands-on training. And less videos.

Suggestions and solutions on how public relations can be improved

- I feel that (due to Covid)we are not as strong as we used to be, but being able to share ideas with each other could help make public relations better. Would there be a way to start a google doc where teachers/staff could add people/companies names that others could get in contact

with...for field trips, in school learning "trips", zooms ect. This google doc could be placed in the EC drive so everyone has access.

- ECO community fb page or social media might be helpful..
- This may be more of a district issue, but we say we are a "trauma informed" district. We are not! More training to be trauma informed would be helpful and appreciated. And not just conscious Discipline training. Actual trauma informed programs and resources.
- More parenting education for parents but know Covid makes it difficult.
- I think COVID is part of why we are not in the community more. No ideas on how to change that much. I think in theory, we could get out into more family events put on by the city during the summer, but I don't know how to make it happen with staff being off contract during the summer.
- Ask teachers what they are wanting—I'm pretty sure CC wasn't the highest choice from your staff just from asking others and listening to their responses.
- I feel like our FA's do a superb job in making us known in the community.
- Less videos and more in person activities.
- I think we have pockets of excellence in this section, but still room for improvement. For example, we should be the leaders in a MAJOR year of the Young Child event. This should be a BIG deal in our community!

Suggestions and solutions on how to improve communication

- Emails are the most effective and timely way of messaging.
- Communication through email is great!

- I don't always feel like I know what's going on with my room. If something is being done, when you just let me know.
- Better communication does not mean more data and graphs and charts and meetings. I feel like we have gone way overboard with looking at data and creating goals for EVERYTHING. I understand why data analysis is an important part of education and I understand why goal setting is beneficial, but I feel so bogged down by meetings and data this year. We have goals for so many things (individual goals, classroom goals, sight goals, program goals, district goals) it's hard to keep track of and stay on top of all of it. I am a good teacher and I meet my students' needs. A periodic check in to help inform decisions is necessary, but I'm stressed out by all the data.
- Mr. Brock does a good job with this.
- I feel well informed of the basics. I appreciate the communication and assurance as we navigate the vaccine mandate that was at one point a possibility. I was glad to have David explain that this would not be in effect immediately and giving us a better timeline of when to expect to hear more. I don't feel like I hear from David much, but would welcome him if he chooses to visit the classrooms more often. I think it might be nice to get to know our director as more than just a name and face. It would help ease some of the uncertainty if I actually knew him enough to have a conversation if I do have questions.
- Again, making time for classroom teams to meet on a non-kid day to collaborate and prep the classroom for the coming week or weeks. This includes classroom teachers,

paras, Sped staff (when appropriate). Not meeting after school!!!

- I would like to get more emails about what is happening in our program.
- We feel like the big picture, program communication is very effective. However, when there is something more specific to our building, we don't really know what's going on. We assume people are working on situations, but aren't sure what's happening. So I guess we'd just like progress updates.

Suggestions and solutions for program improvement

- Hearing what the staff is saying. That is all about making us feel valued in the communication process. We are asked our opinions or suggestions but then it seems as if they are completely thrown out the window.
- Keep up the good work
- It doesn't matter how many emails we read. We always will feel more respected and involved if we also have a chance to talk face to face. Sending an all staff email is fine, but check in too. I know it has been short staffed at ECO, But maybe sometimes finding a time to pop into a school to say hi to the kids and get to know ALL staff, not just the teachers might be a good idea. Seeing that we're important enough to be checked in on will go a long way.
- When there are questions/ideas/concerns regarding anything program wide, how about bringing the entire staff together and discuss it in person and not rely on a survey that might be misunderstood or read in a whole different way than actually meant.
- I think this is a strong area for Early Childhood! I appreciate all the forms of

communication and collaboration opportunities.

- Make sure everyone is included on emails and that we are being informed sooner than the day of.
- Communication from ECO is pretty good overall. One thing that could improve is “tell what you know, when you know it”. There have been a few times where we’ve heard something through the grapevine before hearing it from ECO staff.
- Appreciate your staff and they will far exceed your expectations.
- The half day model used at the beginning of school was fantastic. Could we use that model again for coming back from breaks as well? And for new students... it might be easier to transition into the program if new students did half days for the first week or 2 they are with us..
- I wish we could hire more paras and be fully staffed.
- We have way too many meetings. I think the PLC data meetings are a waste of time. Creative curriculum is crap (I know this is not a secret among the staff/program) and we should find something better. It’s not an issue of “we don’t understand it well enough so let’s do more PD on it” and being told that is demeaning as a professional educator. I implemented CC because it is my job, but I do a LOT of supplemental and different things that are more appropriate and meet my students' needs. If i had more autonomy with lessons I would be much more satisfied in my role. I understand we use Conscious Discipline and Creative Curriculum as a program, but there are times that I wish we could acknowledge

that there are other ways to do things and that’s ok. CD and CC aren’t the “end all be all” in preschool education. There have been times when I feel teachers are “shamed” for doing something because “well that isn’t a CD strategy.” Don’t ask my opinion just to check off a box. Actually consider other’s perspectives. Adding a 4th checkpoint is busy work and we should go back to only doing 3 checkpoints (beginning, middle, end). Having an EC social worker this year has not been at all what I expected when the idea was originally introduced to us.

- Open for suggestions
- There’s a lot of staff burnout. Recognizing that in our staff and asking what they need might be a good idea.
- I feel as though we have meetings just to have meetings—so a few less meetings would be appreciated (I hear people in the district talk about being fair, well EC has more meetings across the board than any other teacher in the district – we have PLC’s every single week, and EC meetings, plus IEP, committee, ect). And all this data, data, data – and what about data? Goals and Goals and goals – we make too many goals to focus on any one goal and achieve it. And listen to your teachers’ opinions more, we are the ones in the trenches living it day in and day out – don’t just decide because you are the end deciding factor and already have your mind set on what you believe to be the correct solution to any given question/idea.
- Being able to collaborate on non-kid days with classroom staff. Having the freedom to explore and teach kids what they are interested in and not having a 5 million page curriculum to follow and stories that make

no sense of why they go with the study. Teaching used to be so much fun when we could figure out what we wanted to teach based on children's interests and not be dictated on how we should do it.

- I feel like we need to have better communication and try to better our relationships as a whole.
- Fully staffed classrooms, 2 para subs available (we understand the enormity of this task!!!) smaller class sizes are a need for some of our students. It would be nice to

take into account things like, how many students aren't potty trained, behaviors, sensory issues, students on IEPs ect. when placing kids in classrooms. This is about the kids, not the adults in the room. We can handle it, but we sure could help a few of our students feel safer and grow socially/emotionally if we could really focus and connect with them (or we are focusing and connecting with these students at the expense of many others).