2022-2023 Self-Assessment Report

Introduction

Poudre School District Early Childhood Education (PSD ECE) provides comprehensive services for Early/Head Start, Colorado Preschool Program, Tuition-Based, Circle Grant and Stabilization Grant and Early Childhood Special Education funded students. Preschool services are provided in 37 classrooms in 21 district elementary schools, and 7 classrooms in 5 community childcare centers. Early Head Start services include 16 children in four classrooms in a community childcare center, and 92 family homes in weekly home visiting. Over the 2021-2022 (data year represented in self-assessment) and the 2022-2023 school year (current year) many adjustments have been made to respond to changing circumstances in our community related to the pandemic, economic challenges and changing landscape. Despite the many challenges, we are currently fully enrolled in pre-K and nearing full enrollment in EHS. Each year, our self-assessment and our community assessment are used to evaluate the program's progress towards our grant goals and reset priorities to respond to changing needs.

Methodology

Self-assessment is something our program hopes that all stakeholder groups will participate in, including staff, families, community and leadership. Self-assessment occurs in three phases: a family/community member meeting, a staff portion, and an online only portion. During the hour and a half meeting in person meeting, there is a data presentation, and discussion related to:

- What trends can we identify from our data about the program?

- What are the recommendations and ideas do they have moving forward?

For the family and community event, invitations are sent to all members of the program as an invite to November's policy council meeting. Invitations are also sent to all community partners through RFPs and partnership agreements as well as members of our health advisory committee, key volunteers and partners, social services reps and members of other departments who support the program in the school district. Participants have the option of coming in person or attending virtual/on-line groups. This year, our November meeting was canceled due to a snow day, and we had to reschedule for December's policy council meeting. We had 25 attendees. For the family and community groups, the presentation was in English, with Spanish translation available for those who needed it. We had a large group presentation and a small group breakout session. For the staff meeting, we had an in-person meeting with a large group presentation and a small group break out session, given public health conditions and the size of the group. We had 92 attendees. Each participant saw the same data presentation and engaged in the same questions regarding trends and recommendations. For those participating in online formats only, they let us know they were not able to attend virtual sessions or in-person sessions. We provided the PowerPoint of data, the same note catcher for discussions and the questions for top recommendations with a survey link in English and Spanish. We got 21 responses to the survey.

Key learnings and Action Steps

From the discussion groups, several themes emerged:

- Student Success & Achievement
- Family Involvement
- Program Design and Management related to student access

	Key Learnings	Top Recommendations
Student Success and Achievement	- Areas of high growth were noted for students on IEPS - Class coding is well above national average. - EHS achievement is less than 85% in a lot of areas. - Low growth for students who are Native American. - Relationships and foundations created with kids is reflected with high social emotional growth AND high class scores for emotional support.	❑ Additional staff in classrooms (also see workforce development) really help meet social emotional needs. ❑ It is a priority that we focus on student growth over student achievement. We still want strong student achievement, but we want to honor the growth they made over time more. ❑ Continue work on toward equity/anti-bias throughout the program to promote strong growth across all groups of students. ❑ Keep doing what we are doing for social emotional and academic development – our students are making great growth.
Family Involvement	- Strong program satisfaction surfaced for both Pre-K and EHS. - Activation of family memberships was up last year, and the trend is also up this year.	❑ Increase the number of community experiences for language and cognitive development. ❑ Increase family input and recommendations through surveys. ❑ Increase family engagement with family

		partnerships in the community.
Program Design and Management related to Student Access	▪ School closures for covid were very impactful for children. ▪ Attendance, vacation days, and supporting students who are ill were topics of discussions. ▪ We still struggle with no-call-no-show data. ▪ Full day programs are always full. Half day programs are less full. ▪ Number of students with COVID events last year was significant.	❑ Increase number of slots available for families. ❑ Increase access to full day programming. ❑ Investigation options for workforce development. We want to add more classrooms, paraprofessionals if possible. We also want to continue to seek a diverse workforce that represents our demographics. ❑ Support with transitions to kindergarten. ❑ Increase access to transportation for students. ❑ Continued work on attendance, attendance education and support when families are not attending in both pre-K and EHS. ❑ Ongoing monitoring on EHS data would help us make adjustments in real time.