



SELF-ASSESSMENT 2023

Key insights from the annual self-assessment which is conducted to evaluate the program's progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.

Scott County Public School Head Start

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INTRODUCTION

PROGRAM DESCRIPTION

Scott County Public School Head Start (SCPSHS) began in Scott County as an eight-week summer program in 1965. The Rural Areas Development Association, Inc. (RADA) was the fiscal agent & grantee for the Head Start program. In 1995, the Head Start grant was awarded to Scott County Public Schools, who serves as the fiscal agent and grantee today. In addition to the Head Start grant, an Early Head Start grant was awarded to Scott County Public Schools in 2017. The program currently operates four full year, center-based EHS classrooms and eight school year center-based HS classrooms, serving 172 children ages six weeks to five years old.

CONTEXT FOR SELF ASSESSMENT

SCPSHS conducts self-assessment activities annually in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement.

The self-assessment team is comprised of management, staff, policy council representatives, school board members, parents, and community partners. This team evaluates the program in targeted areas using a strength-based approach and collaborative inquiry to analyze data collected.

Data sources reviewed by the self-assessment team include child and family outcomes data, professional development data, ongoing monitoring data, and other applicable program data.

Discoveries and recommendations from the self-assessment team will be used to inform program planning and continuous improvement.

SELF-ASSESSMENT METHODOLOGY

The self-assessment consists of the following focus areas:

1. Program Management and Quality Improvement

- Evaluate the program's effectiveness in providing staff with professional development trainings and opportunities to enhance their knowledge and skills within the scope of their job responsibilities.
- Evaluate how the program uses data to identify program strengths, needs, and areas needing improvement & how the program evaluates progress toward achieving program goals and compliance with program performance standards, and assess the effectiveness of professional development.
- Evaluate the program's structure of governance for making effective decisions related to program design and implementation.
- Evaluate the effectiveness of the program's involvement of parents in program operations and active engagement of policy council in the direction of the program.

2. Fiscal Infrastructure

- Evaluate the program's effectiveness in developing and implementing a budget to sustain management, staffing structures, and the delivery of services that support the needs of enrolled children and families.
- Evaluate the program's ability to implement a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of the organization.
- Evaluate the program's effectiveness of control over and accountability for all funds, property, and assets.
- Evaluate the program's compliance with application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start funds.

3. Human Resource Management

- Evaluate the program's effectiveness in developing and implementing human resource practices to secure and retain qualified employees.
- Evaluate the program's process for ensuring compliance with federal and state background checks.
- Evaluate the program's system for ensuring new employees receive appropriate and adequate support to fulfill job responsibilities.

4. Child Development Services and Disabilities

- Evaluate the program's school readiness efforts in alignment with the Head Start Early Learning Outcomes Framework (HSELOF), and Virginia early learning standards.
- Evaluate the program's teaching practices to ensure the promotion of progress toward school readiness and high-quality learning experiences for children.
- Evaluate the program's effectiveness in ensuring teaching staff are prepared to implement curriculum and support children's progress towards school readiness.
- Evaluate the program's effectiveness in providing the individualized needs of children with disabilities.

5. Health & Safety Services

- Evaluate the effectiveness of the service area's ongoing monitoring procedures and practices in ensuring children's health needs are identified and addressed promptly.
- Evaluate the program's effectiveness to maintain and monitor effective oral health practices and nutrition services that meet nutritional needs and accommodate feeding requirements and allergies.
- Evaluate the program's ability to promote mental health and social and emotional well-being through the use of mental health consultants to support staff.
- Evaluate the program's process for monitoring and maintaining healthy and safe environments.

6. Family and Community Engagement Services

- Evaluate the program's ability to effectively establish a positive goal-oriented relationship with families, impact family wellbeing and promote family engagement in children's learning and development by first identifying areas of strength followed by opportunities for improvement.

7. ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

- Evaluate the program's effectiveness in enrolling children who are categorically eligible or who meet defined income-eligibility requirements including at least 10% filled by children eligible for services under IDEA.
- Evaluate the program's system used to monitor attendance data to support families in promoting individual child attendance and inform program improvements where monthly attendance rates indicate systematic attendance issues.
- Evaluate the program is submitting accurate monthly enrollment numbers to HSES.

SELF-ASSESSMENT TEAM MEMBERS

Child Development and Disabilities, Family and Community Engagement Services (ERSEA), and Fiscal Infrastructure:

Cindy Raymond, Head Start Director
 April Carter, Head Start HR/FO
 Rebecca Dison, Child Development Services Coordinator
 Kelly Bledsoe, Family & Community Services Coordinator
 Kayla Holley, Head Start Teacher
 Kristy Davidson, Head Start Teacher
 Susan Lane, Early Head Start Teacher
 Lisa Parks, Family Resource Specialist
 Sandra Winston, Family Resource Specialist
 Tara Hensley, Mini Miracles Pediatric Therapy/EI/School Services
 Helen Berry, Mini Miracles Pediatric Therapy/EI/School Services
 Renetta Robinette, Policy Council Member (AppCAA)
 Kaye Barger, Policy Council Member (Scott County DSS)
 Carli Gilliam, Policy Council Member (Hope House of Scott County)

Health Services, Program Management & Quality Improvement, Human Resources

Cindy Raymond, Head Start Director
 April Carter, Head Start HR/FO
 Rebecca Dison, Child Development Services Coordinator
 Kelly Bledsoe, Family & Community Services Coordinator
 Angela Taylor, Head Start Teacher
 Kristy Davidson, Head Start Teacher
 Susan Lane, Early Head Start Teacher
 Sandy Winston, Family Resource Specialist
 Lisa Parks, Family Resource Specialist
 Kaye Barger, Policy Council Member (Scott County DSS)
 Pam Cox, Policy Council Member (Scott County Tourism)
 Renetta Robinette, Policy Council Member (AppCAA)
 Carli Gilliam, Policy Council Member (Hope House of Scott County)
 Danielle Calhoun, Policy Council Member (Family Preservation Services)
 Melissa Smith, Policy Council Member (Frontier Health)
 Gary Gilliam, Clinch River Health Services
 Crystal Ball, Clinch River Health Services
 Rhonda Muncy, Scott County Behavioral Health/Frontier Health
 Jill Pearce, Frontier Health
 Robin Collins, Frontier Health
 Mariah Lane, Program Parent

SELF-ASSESSMENT RESULTS

The self-assessment team identified program strengths and successes that can potentially be built upon to support continuous improvement. In addition, goal areas for program improvement and action steps discussed from the self-assessment are delineated under the nine focus areas. Management will utilize this information to make decisions about program operations that will seek to improve service delivery and close any identified gaps in the program's overall performance.

Program Management & Quality Improvement

Strengths

- Alert system for program-wide and center-level event notifications
- Electronic record keeping through ChildPlus
- Installation of Arlo cameras at each site with SRO access
- Weekly management meetings and weekly updates to all staff
- Quarterly program data checkpoints to analyze program findings to coordinate professional development.

Areas of Improvement

1. Ensure all staff are trained in the program-wide alert system.

- Write a procedure on how to use DialMyCalls.
- Provide training during 23/24 preservice on how to use DialMyCalls.

Updates:

2. Research the use of scanner apps for home visit paperwork.

- Obtain information on the use of these apps during home visits
- Purchase app for staff to download on program devices

Updates:

3. Enhance the self-assessment process.

- Revise system of self-assessment invites to ensure safety experts are invited to participate in the self-assessment teams.
- Invite management staff from other local Head Start programs.

- Utilize the National Center on Health, Behavioral Health, & Safety guiding questions for active supervision and safety document for the program's self-assessment evaluation.
- Research self-assessment templates and resources from Walnut Leadership to align the self-assessment, school readiness, and strategic long-term plans.

Updates:

4. Devise a procedural cross-training plan for key management responsibilities.

- Each service manager will create a monthly list of duties with written procedures on how to complete reports and other pertinent responsibilities.

Updates:

5. Revise data collected during quarterly meetings to ensure the right data is being analyzed to inform the program's safety practices and identify any quality improvement strategies needed.

- Add behavioral incident reports with the type of reporting to quarterly data report template.
- Add behavior support plans to the quarterly data report template.
- Analyze data from quarterly incident/accident and licensing monitoring report to the quarterly data report template.
- Create an excel template for data gathering in all service areas and save to shared server files for management access.

Updates:

6. Add additional health & safety information to monthly director's report.

- HSC will report the number of sensory screenings completed, referral status, and the number of screenings to complete on their monthly service area report.
- HSC will report the number of physicals that have expired and are needed on the monthly service area report.
- HSC will report monthly center health and safety checks, as well as the quarterly active supervision monitoring on their monthly service area report.

Updates:

7. Install system-wide monitoring of live classroom video cameras.

- IT will install a system to monitor live classroom footage at the Head Start office.

- All SROs will have access to the respective Head Start centers, live camera footage located at school sites.
- Follow up with the center's SROs that are not located on school sites to gain access to monitoring video footage.

Updates:

8. Revise onboarding process of new policy council members.

- Research ways of getting new policy council members training through a retreat or a series of workshops.
- Research changing the policy council year to begin in September.

Updates:

9. Enhance the program's method of engaging families in policy council and increase parent attendance.

- Provide policy council with informational flyers in acceptance letters and to families during initial home visits.
- Plan summer policy council meetings offsite to increase parent participation during spring and summer months.
- Actively monitor policy council attendance and follow by-laws on consecutive absences to re-elect new members as necessary.
- Rotate teacher's participation in policy council meetings.
- Create a schedule of classroom policy council performances.
- Remove "Committee Reports" from policy council agenda.
- Revise policy council agenda to reflect "Open Floor Discussion" for community and parent representatives.

Updates:

10. Increase connections with the governing body and policy council.

- Invite area principals to serve as community representatives on policy council.
- Director to attend more school board meetings during the 23/24 school year.
- Revise system of training new governing body members to allow for building of relationships in an informal setting.
- Create and implement governance training through online module on program website.

Updates:

Fiscal Infrastructure

Strengths

- Collaborative partnership between fiscal and programmatic staff ensure budgeted funds are allocated towards meeting program goals and objectives and support the needs of enrolled children and families.
- Strong fiscal transparency provides for effective decision making by Governing Body and Policy Council.
- Fiscal staff have a high level of education and experience to support the fiscal complexities of the program.
- Fiscal policies & procedures establish a clear system for internal controls, closeout, and federal reporting.
- Implementation of electronic procurement system ensures costs are necessary, reasonable, and allocable and provide a system of checks and balances.
- Addition of the Division Superintendent Designee/Policy Council Liaison to the budget committee.
- Increase in non-federal share captured through strategic family engagement practices.

Areas of Improvement

1. Restructure fiscal management system to improve workflow and increase program leadership's accessibility to real-time fiscal information.

- Research vendors who offer discounted Intuit services to grant funded organizations.
- Review budget to determine feasibility of QuickBooks Online.
- Migrate QuickBooks account to QuickBooks Online, contingent upon funding.
- Determine object line item structure.
- Consult with accounting firm to redesign structure of accounting system, including class categories and object line items.
- Implement and train applicable staff on QuickBooks Online.

Updates:

2. Implement succession plan for fiscal responsibilities.

- Create fiscal departmental email account for invoicing and statements.
- Determine cross-training activities needed by key position and responsibility.
- Create step-by-step procedures for certain fiscal activities.
- Add procedures to Fiscal Policies & Procedures Manual.
- Cross-train applicable staff on fiscal responsibilities.

Updates:

3. Improve system for tracking equipment and center-level inventory purchased with Head Start funds.

- Design equipment and inventory tracking module in ChildPlus to include condition of equipment.
- Train applicable staff on ChildPlus module.
- Add equipment and tracking verification to center close down procedures.
- Implement equipment and inventory tracking module.

Updates:

4. Increase Payroll/Invoice Clerk's knowledge of Head Start related fiscal requirements.

- Research NHSA's the Academy and other sources for Head Start fiscal trainings.
- Purchase and schedule applicable training for Payroll/Invoice Clerk.

Updates:

5. Strategize methods to support the longevity of outdoor learning environments.

- Utilize maintenance to reseal existing PIP surfacing at HS playgrounds.
- Apply for one-time funding grants through OHS to replace surfacing at EHS playgrounds.

Updates:

Human Resource Management

Strengths

- Partnership with local community college to recruit candidates for employment.
- Recruitment process establishes a pathway for part-time staff seeking career advancement.
- Implementation of Mentor Teachers supports onboarding of new hires.
- Professional development provides staff with opportunities to advance their skills and knowledge.

- Comprehensive fringe benefits package.
- Staffing structure provides for additional classroom supports
- HR technologies improve human resource workflow for payroll, time management, employee records, reporting, professional development plans, and oversight of background check compliance.

Areas of Improvement

1. Increase the program's provision of staff wellness and mental health supports.

- Provide training on NHSA's Starling Minds mental health app.
- Research methods to support staff wellness.
- Sent out reminders to all staff about Staff Recognition platform.

Updates:

2. Revise current employment application to simplify process for candidates of employment.

- Review DocuSign subscription plan and account usage.
- Create PowerForm online application through DocuSign, contingent upon funding and DocuSign usage.
- Add online application to program website and to online job-search platforms.
- Promote online application through social media.

Updates:

3. Improve availability of training documentation and program forms.

- Build Training tab on program website.
- Devise list of trainings to add to website.
- Create or use pre-recorded trainings and upload to Training tab.
- Upload training record form to Training tab.
- Contact IT for support troubleshooting Forms tab.
- Update Forms tab with newest version of program forms.

Updates:

4. Revise part-time employee training system and tracking.

- Include job shadowing hours in annual required trainings.
- Create a training record form for substitutes when attending annual sub trainings.
- Create a tracking report for staff training hours and add to monthly personnel report.

Updates:

5. Update Policies and Procedure Manual

- Establish committee to review existing manual.
- Utilize appendix to update program's policies and procedures.
- Submit proposed changes to policy council and governing body for approval.
- Add revised policy manual to program's website.

Updates:

6. Revise employment contracts and method of delivery.

- Include Program Standards of Conduct to annual employment contract packet.
- Deliver annual contracts via DocuSign.

Updates:

7. Utilize Clinch River Health Services and the Health Wagon for required staff physicals and TB screenings.

- Obtain monthly schedule of service times and locations for each vendor.
- Distribute information about CRHS and HW to staff during orientation.

Updates:

Child Development & Disabilities

Strengths

- Revised initial home visit form that increases teacher's knowledge of child's individualized behavioral needs.
- Strong system of onboarding new education staff through the mentorship program.
- Participation in the Link B5 pilot program.
- Provision of center aides for additional classroom support.
- Participation in the VKRP assessment.

Areas of Improvement

1. Enhance the program's methods of individualized teaching data to guide instructional strategies.

- Create and use the COR Portfolio to individualize data for IEP/DLLs.
- Teachers will obtain copies of the IEP progress reports from the LEA.
- Implement IFSP goal-tracking with EI.
- The CDSC, in collaboration with SLPs, will track data on children receiving SIP services.

Updates:

2. Devise a system in supporting teachers in obtaining quality COR data in a timely manner within each period.

- Research the possibility of reducing COR items entered into the assessment program.
- Layout a plan of action for breaking up COR note entries into smaller chunks throughout the COR period.
- Provide COR training to classroom aides so they can assist in obtaining anecdotal notes.
- CDSC will check progress of COR notes and send out reminders.
- Management will look into providing education staff with teacher workdays during evening hours to assist with scheduled time in entering COR notes.

Updates:

3. Provide supports to teachers in completing VKRP and VLP assessments.

- Devise a system in breaking up the VLP and VKRP screenings into sections.
- Teachers will provide feedback on VDOE surveys to assist the state with making changes.
- Open up screening assessment timeline to complete VKRP and VLP in a timely manner.

Updates:

4. Provide opportunities for individualized training according to teacher needs, goals, and health/safety reports.

- Create and implement PLCs during each scheduled in-service training.
- Survey education staff to identify topics for PLCs.
- Share MyPeers info with teaching staff.

- Provide specific training to education staff on individualization and the program's procedures for documentation and tracking of goals.
- Provide staff with additional challenging behaviors training.
- Provide staff with additional trauma informed care training and resources.
- Provide ongoing CLASS training for mentor teachers.
- Provide PBC to all mentor teachers.
- Provide specific disabilities training to education staff such as speech and language disorders, autism spectrum disorder, and basic sign language skills utilizing special education professionals through EI and the LEA.
- Provide training on field-trip active supervision strategies to staff on parent/chaperone expectations and documentation of child release.
- Provide CLASS training to education staff to increase instructional support strategies in Head Start and engaged support for learning in Early Head Start.

Updates:

5. CDSC will reconvene school readiness goals committee to guide decisions on goals, aligning goals, and reporting of data.

- CDSC will identify members for SRG committee consisting of parents, educators, and LEA supports.
- The CDSC will schedule SRG committee meeting.
- The committee will evaluate a system of reporting child outcomes in quarterly reports on SRG gains in the five main domain areas.

Updates:

Health & Safety Services

Strengths:

- Children's health files stored in ChildPlus.
- Car seat donations.
- Monthly health and safety checks conducted by education staff.
- Individualized active supervision plans for each classroom.
- Purchase of Life VAC devices for all centers.
- Restructure of active supervision training for new and current staff.
- Strong coordination with mental health support such as Frontier Health and Family Preservation Services.

- Implementation of social/emotional lessons with the Mental Health Caseworker in Head Start classrooms.
- Newly created collaborations with Miles for Smiles dental unit and the Clinch River Health Services mobile unit.

Areas of Improvement

1. Design a coordinated system of updating families on referrals.

- The Director will develop a written procedure for notifying families of referrals.
- HSC, PN, FRS, and classroom teachers will work together on notifying families of referrals and following up on referral needs. The roles of each person will be listed in the written procedure.

Updates:

2. Enhance parent's health and safety literacy to create a culture of safety that prioritizes children's health and safety.

- Utilize the Sesame workshop health literacy resources in the classroom by providing training to teachers during pre-service.
- Push out health and safety resources to community partners.
- Increase health and safety information in monthly newsletters.
- Offer car seat training and free car seats to families.
- Provide support to families on obtaining updated physicals for transitions by adding physical tracking to the program's transition support plan from Early Head Start to Head Start and from Head Start to Kindergarten.

Updates:

3. Enhance the program's bus transportation safety protocols.

- Provide Safety First training through the program's T&TA system to all LEA bus drivers.
- Education staff will create and provide yellow folders to bus drivers that will include each child's pertinent information.
- Provide updated emergency contact cards to bus drivers periodically to ensure children's emergency contacts and drop off lists stay current.
- The Director and Transportation Manger will write a procedure for children's bus behavior reports.
- Research requirements for bus STAR safety seats.
- Revise bus rider forms to include a picture of the child for identification purposes.

- Obtain LEA's system for transportation of emergency life saving medications when children who ride the bus have a serious documented allergy or illness.

Updates:

4. Increase staff's knowledge of mandated safety drills to mitigate safety risks.

- Create a training video of all mandated drills and post on the program's website for self-guided training and training refreshers.
- Introduce safety training videos during 23/24 pre-service.
- Utilize updated training and community safety experts to enhance the program's intruder response preparedness.

Updates:

5. Provide staff with a written procedure on maintenance reporting to mitigate safety risks with emergent repair needs.

- Write a procedure for reporting both non-emergent and emergent maintenance needs for classroom staff.
- Add the written procedure to the program's center policies and procedures and introduce to all staff during 23/24 pre-service.

Updates:

6. Upgrade the program's system of security and confidentiality of participants personal identifiable information data.

- Research encrypting online data obtained through DocuSign for enrollment documentation.
- Develop a written policy on employee computer use and documentation of saved files.
- Train staff on written policies regarding PPI.
- Research ChildPlus security features.

Updates:

7. Increase mental health supports in the classroom to support teachers.

- Revise the contract with Frontier Health to increase mental health consultant time in each Head Start center to continue social/emotional observations and skill streaming activities within the classroom.

- Collaborate with Family Preservation Services in adding additional ABI services to Head Start centers as needed for the 23/24 school year.
- Partner with Family Preservation Services and Frontier Health consultants on joint trainings provided by the program on Head Start approaches to social/emotional development and challenging behaviors.
- Provide additional training to staff for strategies on challenging behaviors through Family Perseveration Services and Frontier Health partners.

Updates:

8. Enhance the program's approach in utilizing social/emotional data to track outside mental health referrals, set child goals, and monitor progress of children with interventions.

- Develop a written referral system for tracking Frontier Health's outside referrals and results of interventions.
- Collaborate with Frontier Health and ABI every 90 days on outcome measures with children obtaining mental health interventions to track and document progress towards goals.
- Children needing behavior interventions, utilize mental health consultants in developing behavior support plans and develop a system of monitoring progress towards these plans every three weeks.

Updates:

9. Increase parent's knowledge on mental health resources.

- Provide parents with information on parent-child interactive therapy, as needed.
- Provide parents with information on the Pediatric Psychiatric NP with Clinch River Health Services.

Updates:

10. Increase children's access to dental screenings.

- Collaborate with Miles for Smiles for additional on-site dental screenings.

Updates:

Family & Community Engagement Services

Strengths:

- Center staff utilize Family Engagement Webs archive that focuses on topics of interest and school readiness skills.
- Family Assessment Tool is used to survey parents, plan parent trainings, and evaluate program outcome results.
- The EHS program strengthens support to the community.
- Children are responsive to family resource specialists in developing relationships.

Areas of Improvement**1. Create more opportunities for parents to participate in program workshops.**

- Schedule workshops at different locations throughout the county.
- Distribute monthly folders to parents with resources and handouts provided during workshops and parenting curriculum trainings.
- Offer lunch n' learn opportunities.
- Offer virtual opportunities such as Zoom meetings and Facebook groups.
- Work with the consultants on the delivery of the parenting curriculum to provide a hybrid format of training (in-person & virtual).
- Offer pre-recorded trainings.

Updates:**2. Strengthen the skills of family resource specialists to enhance the delivery of family services and partnership building.**

- Provide a family services learning track during 23/24 pre-service.
- Develop a family services training schedule.
- Provide an ECLKC overview to FRS staff to access resources.
- FRS staff will create a MyPeers account.
- FRS staff will utilize IPD trainings.
- FRS staff will participate in the Family Services Network provided by the Virginia Head Start Association.

Updates:**3. Utilize program wide workshops and parent committee meetings to cultivate the program's culture of safety among families.**

- Create safety topics by center interest to provide monthly tips to families through handouts and guest speakers during parent engagement events.

- FRS will provide backpack connection resources to families according to needs/interest.

Updates:

ERSEA: Eligibility, Recruitment, Selection, Enrollment, & Attendance

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Strengths

- Effective use of Facebook for recruitment.
- Collaborative partnerships with agencies assisting in recruitment efforts.
- Online child enrollment application.
- Program has purchased and utilizes marketing materials to promote the program.
- Reached funded enrollment for 22/23 school year.

Areas of Improvement

1. Ensure children attend school on a regular basis.

- Reinforce program's attendance policy with staff and families at orientation.
- During pre-service, staff will be trained to implement strategies to promote children's attendance.
- Education staff and FRS will monitor attendance in ChildPlus and be in regular communication with each other.
- Track classroom absences monthly and staff children that are at risk for chronic absenteeism.
- Inform community partners of attendance policy.
- Create a list of attendance incentives to be added in the parent handbook.

Updates:

2. Enhance the program's recruitment strategies to ensure a waitlist of eligible children.

- Solicit parent and teacher testimonials for program website.
- Include a QR code for quick enrollment application retrieval on brochures and flyers.
- Utilize staff, families, and community members to place recruitment signs or flyers in high traffic areas.
- Ask agencies to post recruitment information on their social media pages.
- Update and follow program Recruitment Plan.

- FRS will resume recruitment efforts at the Community Services Building.
- FRS will recruit at AppCAA during tax season.

Updates:

3. Increase accessibility to the online application process for families.

- Create a space at the Head Start Office with public computer usage for applicants.
- Promote an online application link through social media.
- Provide the online application link to community partners.

Updates:

CONCLUSION

Scott County Public School Head Start continues to strive for high performance and high-quality service delivery by utilizing program data to inform the decision-making process and continuous quality improvement efforts. The insight received during this year's self-assessment will be used to assist the management team with implementing an improvement plan. The success of the improvement plan based on action steps and suggested time frames will be tracked and monitored to measure progress during quarterly data management team meetings.