

Self-Assessment Procedure

Purpose

This explains the purpose and process of PSESD's annual Self-Assessment.

Guidance

As a Head Start and ECEAP grantee, PSESD is required to complete an annual self-assessment process, develop an improvement plan and deliver a report to its funding agencies. Self-assessment is a part of PSESD's overall continuous improvement process. It is a comprehensive review of the Early Learning Program's effectiveness and an opportunity to consider potential changes or improvements to the program.

The process focuses on the collection and analysis of data related to long-term priorities, goals, and strategies. The self-assessment process draws on information from ongoing monitoring data and input from stakeholders such as Policy Council and families, PSESD Early Learning staff, subcontractor leadership and their staff. These are the means to understand how the program is progressing and what can be improved.

Procedure

The Self-Assessment procedure follows these steps:

- 1. Establish Self-Assessment Task Force.** At the start of the annual process, PSESD convenes a Self-Assessment Task Force, comprised of PSESD staff, center directors, families, and other relevant stakeholders. The Task Force establishes the information needs for a given year and reviews and suggests adjustments to methodology for gathering information. The information needs focus on priorities and strategies, and go beyond monitoring data that is regularly reviewed and analyzed.
- 2. Refresh Annual Design.** The Self-Assessment Task Force reflects on the prior year's process, including successes and challenges that were encountered, and suggests potential changes.
 - **Update Self-Assessment Information Needs.** To update the information needs, the Task Force identifies information necessary to assess progress toward established outcomes. Information needs can also be identified from funders' self-assessment topical requirements. When information gaps are likely to exceed capacity for collecting data, the Task Force prioritizes information needs for the year.
 - **Update Data Collection Methods and Samples.** As information needs are identified, data collection methods are determined. Data collection from staff and families combines a broad-reaching survey and regional discussion groups with an in-depth, purposeful sample of sites to balance breadth and depth of information. Data can also be collected through targeted interviews, group discussions, or data/documentation analysis. The Task Force considers whether to expand or modify these approaches each year to fit priorities and capacity.
- 3. Implement, Analyze and Report.** Data are collected in line with the identified information needs, per the determined methods. Data are analyzed to identify common themes that include areas of strength, challenges, and suggestions for improvement. The results are described in an annual Self-Assessment report and shared with stakeholders including Policy Council and families, PSESD Early Learning staff, subcontractor leadership and their staff, and the broader community. PSESD collects stakeholder input to inform an improvement plan, which is written and shared with all funding agencies.