



# Self – Assessment Report

Date: July 2021

## Section 1. Introduction

### **Program Description**

The Betty J. Taylor Early Learning Academy operates center-based services through Early Head Start (EHS). The program has one site located on the Tulalip Reservation in Washington State and serves the neighboring Marysville school district area. There are 14 operating classrooms which are all located on site. Total enrollment of the birth to three program is 112, 74 EHS funded slots and 38 Tribal funded slots.

The Betty J. Taylor Early Learning Academy had 4 goals for our five year grant cycle:

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#### GOAL 1:

Children and their families will have a greater understanding, appreciation, and ability to access to participate in cultural experiences.

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#### GOAL 2:

Children and their families will have early access to the restoration of their native Lushootseed language.

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#### GOAL 3:

Prenatal and Postpartum families will have access to support services, educational opportunities, and recruitment opportunities for enrollment to Early Head Start services.

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#### GOAL 4:

Children and families will have a greater understanding of the following domains; gross motor, social emotional, approaches to learning, and cognitive through classroom teachings, parent-teacher interactions, and parent trainings.

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### **Context for Self-Assessment**

1. Program leadership began by creating an inclusive process and allowing all the opportunity to be involved. EHS program standard were also used as references of what to include and focus on.
2. This year the intent of the program is to continue moving toward paperless and to utilize Child Plus as a data tracking and ongoing monitoring resource. Due to the Covid-19 pandemic, during closures and the implementation of on-site and remote learning it was difficult to fully implement.





- Top four categories of focus decided as a team were: child development and health services, family and community engagement, management systems and program design, and cultural experiences.

**Section 2. Methodology**

Date	Action	Purpose
Sept. 2020 – Aug. 2021	Using Child Plus to track data and run reports.	Content areas have access to their records to ensure ongoing monitoring for data tracking.
5/27/2021	Birth to Three team meeting to discuss grant planning.	Start reflection process of a challenging year.
7/8/2021	Birth to Three team meeting to discuss grant deadlines.	Remind team that the grant deadline is Sept. 1, 2021.
7/8/2021	Family Satisfaction Survey distributed to families.	Allow families to complete the survey and provide feedback regarding our program and their experiences.
7/15/2021	Birth to Three team discussions	Discussing progress of program.
7/20/2021	Birth to Three Retreat: Completing Self-Assessment report	Work on combining thoughts on program self-assessment and improvement to complete our program’s self-assessment report and prepare for turning in.





### Section 3. Key Insights

#### a. Strengths

##### Child Development & Health Services Outcomes

- Assessments used as a tool in identifying developmental concerns, observations completed and referrals created when appropriate.
- Health tracking and monitoring is efficient.
- Annual timeline for screenings, conferences, home visits, and staffing.
- Community partnerships and MOU's in place and approved by Policy Council.

##### Family & Community Outcomes

- Increase in positive family outcomes determined during FPAs.
- Maintained parent participation in minimal family events due to Covid: Paddling to Kindergarten, and Paddling to Preschool.

##### Management Systems & Program Design Outcomes

- Classrooms had up to six students to maintain social distancing due to covid, younger rooms had three staff and older classrooms had at least two.
- Professional development is utilized to help employees grow.
- Weekly systems meetings used to promote improvement and consistency in policies and procedures.

##### Cultural Experiences

- Program displays cultural competence by acknowledging the diversity within the academy and honoring all cultures.
- Lushootseed language department working with the teachers to develop and implement remote culture and language curriculum with emphasis on songs and dances for birth to three students.
- Traditional regalia (vests and shawls) worn by preschool graduates for pictures.





## b. Areas for program improvement

### Child Development & Health Services Outcomes

- After one year of using DRDP, staff are not experienced in reading the reports and utilizing them to create curriculum. We will work to address this.
- Follow up on health services and referrals.
- Providing more parent education and staff trainings for child development and safety.

### Family & Community Outcomes

- Did not have 100% completion of FPAs.
- Positive and improved communication between families and program staff.
- Lack of follow up on attendance referrals.
- Parent engagement in parent trainings and events.
- Parent participation in parent committee and policy council.

### Management Systems & Program Design Outcomes

- Staff are in need of quality planning time.
- The capacity for birth the three year olds does not meet the need of the community.
- More involvement from Tribal leadership (Tulalip board of directors).
- Staff trainings and emphasis on team work and relationship building.
- Promote staff wellness.

### Cultural Experiences

- Integrate culture and language curriculum into the classroom lesson plans.
- Family enrichment activities (drum making, clapper making, etc.) should be planned more efficiently to allow planning time for families.
- Providing cultural experiences that go along with traditional seasons.





**c. Progress on meeting our goals and objectives**

Goal	Status
<p><b>Goal #1</b> Children and their families will have a greater understanding, appreciation, and ability to access to participate in cultural experiences.</p>	<p>Due to Covid we were unable to provide these cultural events and activities on site. The rediscovery department provided cultural kits for families to continue participation in cultural activities. We provided plants for home gardening. We could not host drum and clapper making on site, however singing cultural songs still occurred in the classroom and remotely.</p>
<p><b>Goal #2</b> Children and their families will have early access to the restoration of their native Lushootseed language.</p>	<p>Due to Covid we were unable to offer on-site classes, however the Lushootseed department worked with staff through Zoom for curriculum development. The teachers collaborated with the Lushootseed department to create a Lushootseed curriculum for birth to three students.</p>
<p><b>Goal #3</b> Prenatal and Postpartum families will have access to support services, educational opportunities, and recruitment opportunities for enrollment to Early Head Start services.</p>	<p>We continued to partner with Community Health to provide services to prenatal and postpartum families. Family advocates provided the referrals to local community agencies for families in need of additional resources. In addition, we provided an educational brain development parent training.</p>
<p><b>Goal #4</b> Children and families will have a greater understanding of the following domains; gross motor, social emotional, approaches to learning, and cognitive through classroom teachings, parent-teacher interactions, and parent trainings.</p>	<p>We are utilizing Desired Results Developmental Profile (DRDP) to assess children and share with families the progress their children are making with their goals. During covid closures we provided remote learning, and when our Tribal Government reopened we were able to provide on-site and remote services. Conferences and Home Visits were completed via Zoom.</p>





## Section 4. Recommendations for Program Improvement

### Recommendations

1. Provide training on DRDP for staff to help with the understanding of how to read the reports and utilize them to create curriculum.
2. In the 2021-22 school year, work to obtain 100% completion of Family Partnership Agreements.
3. Family Satisfaction Survey showed concerns with the communication between families and staff, we will work to improve this area.
4. We need to create a schedule to allow teaching staff the opportunity to have planning time outside of their classroom.
5. Emphasis on car seat safety training for parents.
6. Promote staff wellness to improve morale.
7. An expansion of the program would allow the enrollment of additional children into our program.
8. Classrooms to add cultural designs and themes that will engage families and students.
9. Creating kid friendly menus that also promote healthy nutrition.
10. Provide more learning opportunities for TELA staff about the history of the Tulalip Tribes as well as resources on tribal cultures and values.
11. Having traditional clothing and regalia available for classroom to incorporate into dramatic play and Lushootseed lessons.
12. Continue to make annual changes to improve systems, policies and procedures in order to better serve our families and meet the program performance standards.





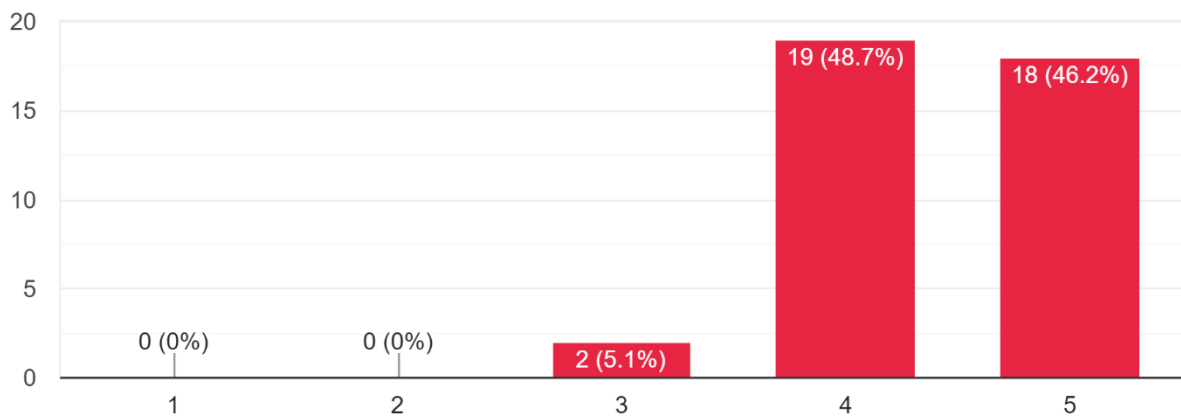
## Family Satisfaction Survey Results 2021

1 – Extremely Unsatisfied

5 – Extremely Satisfied

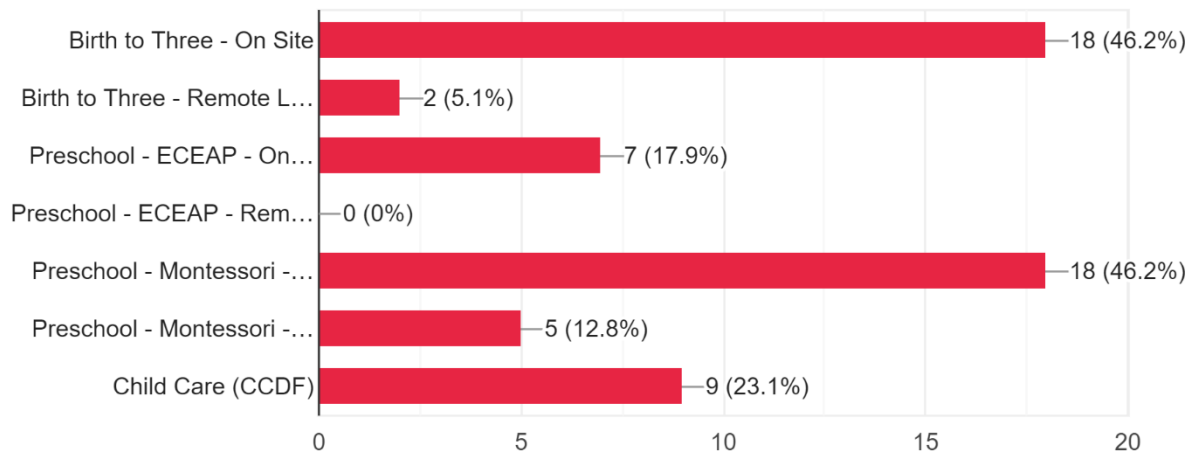
How satisfied are you with your services from the Betty J. Taylor Early Learning Academy

39 responses



Which program(s) do you have children enrolled in?

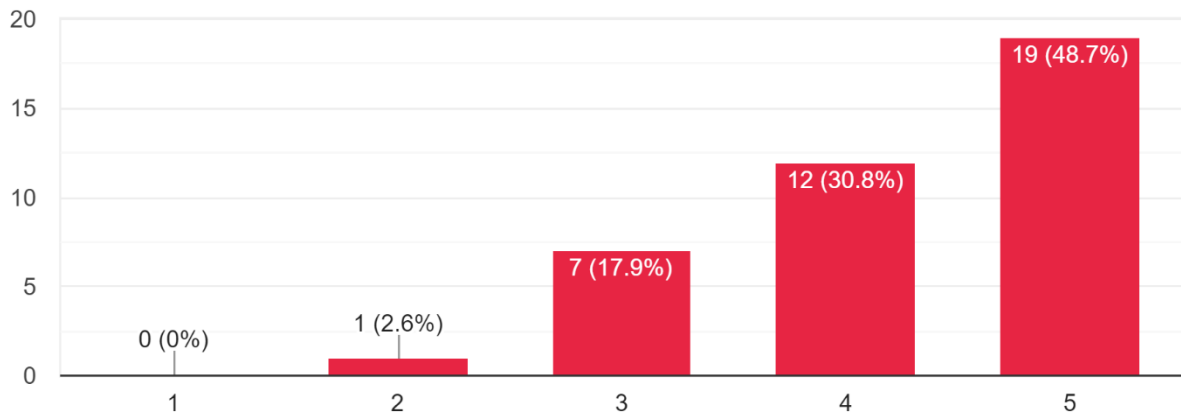
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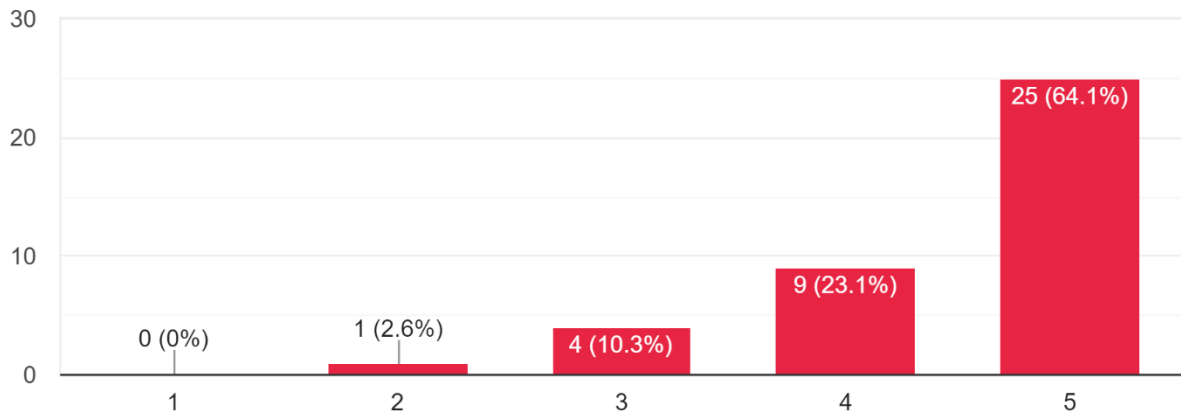
### It was easy for me and my family to enroll into the program.

39 responses



### Staff adequately answer my questions

39 responses

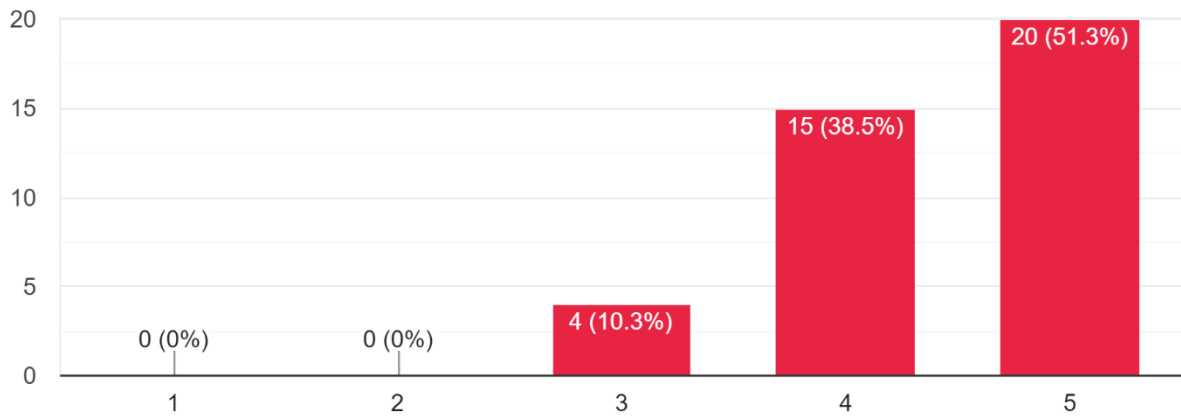






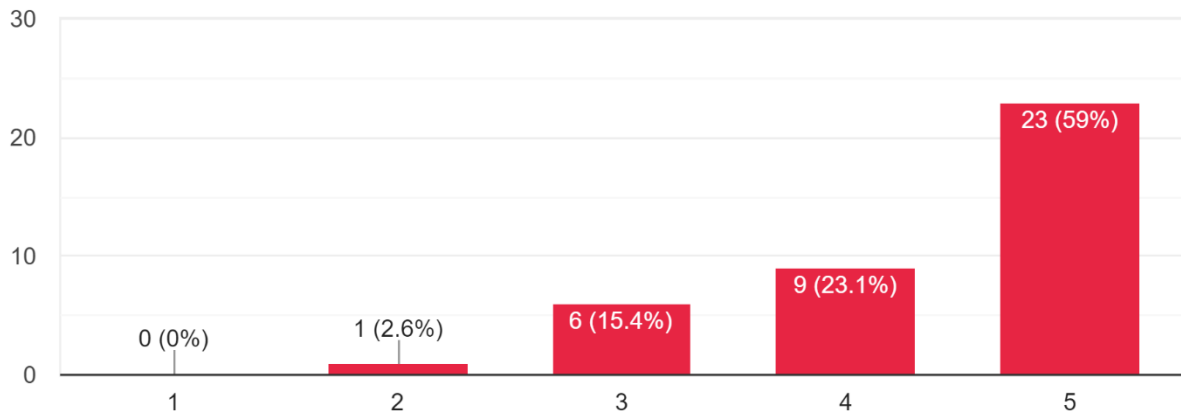
The program helps me meet my needs to the best of their ability.

39 responses



The BJTELA has a great reputation within my community.

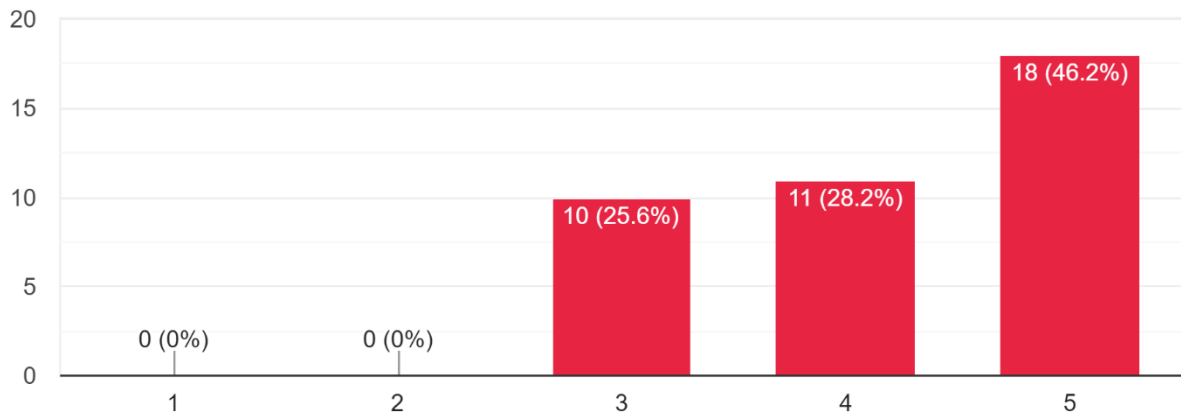
39 responses





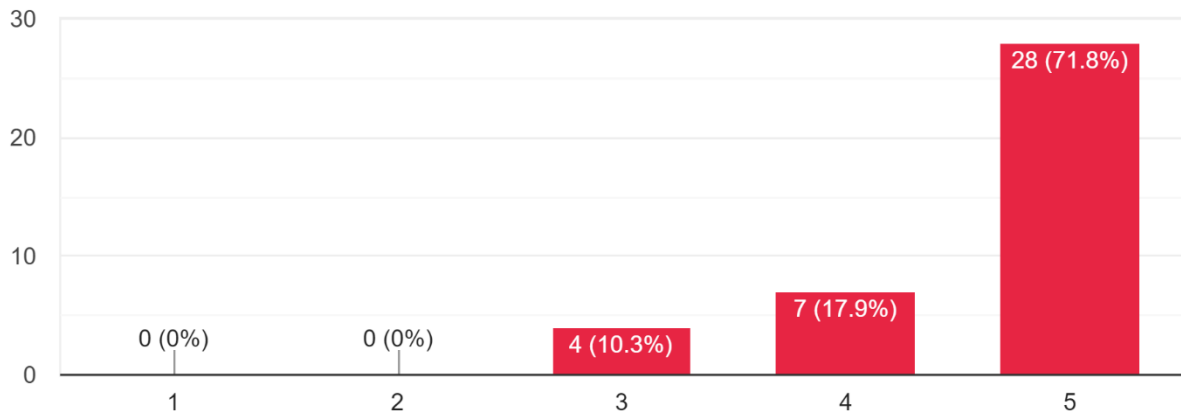
### Communication between staff and parents is effective and efficient.

39 responses



### The BJTELA helps prepare my child for preschool/kindergarten.

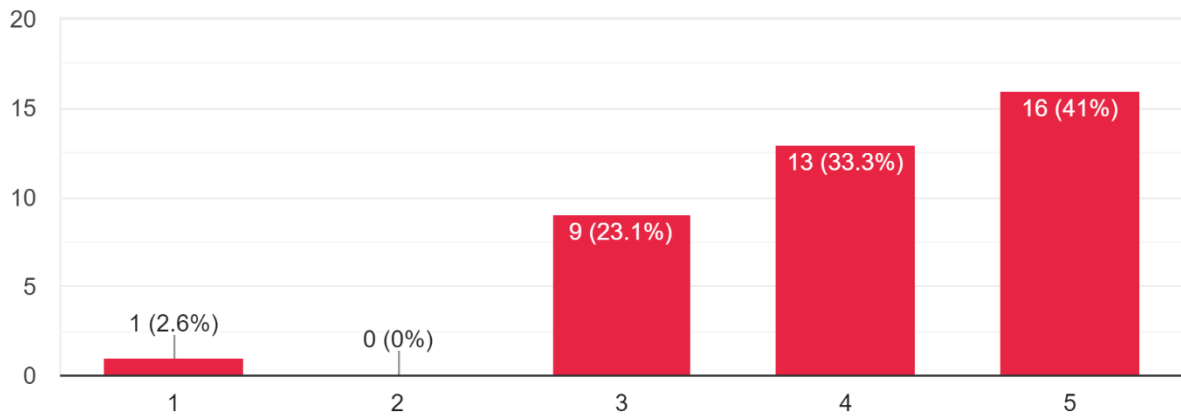
39 responses



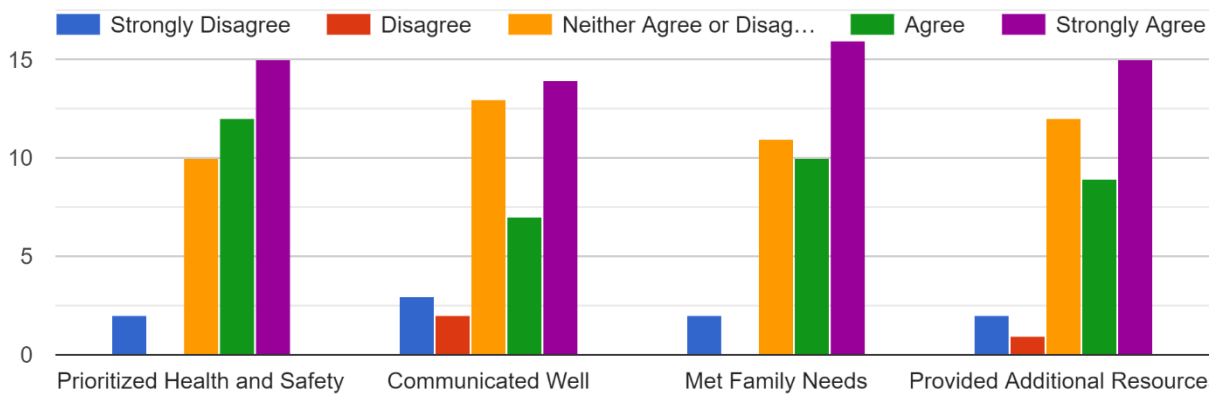


### Parent Meetings and Trainings meet my needs and interests.

39 responses



### BJTELA response to COVID-19





## Additional Comments:

- It's a great atmosphere for the kids. I love walking in and hearing the staff greet each kid by name including the siblings who have gone there in the past.
- They have been great with my children
- High satisfaction
- I think this is a great school with a great program. My only issue is not being able to communicate with my child's teacher like I used to be fore covid. It can make it a little more difficult. And then not knowing closures sometimes till last min was frustrating but I understand with the pandemic things can get crazy. However I love this school and my child's teachers. Hopefully we will be done with all the craziness sooner than later.
- There were a lot of miscommunication during the COVID shutdowns. They did their best, but a lot of answers were, I dont know. They also expected parents to follow COVID protocol, but were laxed about their staff and mask policies.
- Montessori side was awesome with communicating and being diligent at being at work almost everyday and or gave fair warning ahead of time. One of my children's B-3 side was also always there and working with my special needs child . But my youngest child's classroom had call ins , closed classroom due to lack of staff , and or sent my child home for silly reasons wayyyy to much this year asking me to pick this child up instead going through health part of admin to contact me. When I brought this up atleast that part was corrected. School needs more in class help for special needs students .and having Unreliable care is not a fun thing . They were great when at work with my child though. We do love the school but there is always room for improvements.
- More communication for closures. My husband and I are essential workers so when closure happen it leaves us scrambling to find childcare last minute. The continued closure after Christmas should have been announced sooner. Also, is it possible to have childcare open from 7am to 5:30pm? Everything else has been fantastic.
- Absolutely love Darla & Sherry!!
- Sometimes we hear extremely last minute when classrooms are closed, more time in advance would be awesome.
- If, in the future, for the remote learning students, there should be 1 or 2 teachers that are available for the Montessori students staying home. So they still have some interaction with the BJTELA teachers. My kids didn't get too much interaction with their teachers after the preschool opened back up. They only had interaction with their teachers online when all the schools were closed due to the pandemic last year.
- for working parents there are to many closures for daycares...that should always be open.
- My daughter looks forward to coming to her class daily! She loves her teachers.
- Tela has been great for my children

