

Chicago Early Learning Self-Assessment Summary Narrative and Tool Instructions

The goal of the Chicago Early Learning self-assessment plan is to develop a Self-Assessment Narrative template and Summary Tool that is flexible, effective, and inclusive of all program options/models and that supports agencies in building innovative, high quality programs in communities across Chicago.

Methodology

The self-assessment tool is based on the Head Start FY2018 Focus Area Two (FA2) Monitoring Protocol. The self-assessment tool is designed to prep the grantee and delegate agencies and partners for the upcoming federal review. The tool is intended to be used in conjunction with the HSPPS, the Head Start Act, Uniform Guidance, Head Start Early Learning Outcomes Framework (HSELOF), DCFS licensing standards and other regulatory and early learning standards. Delegate agencies and their partners are strongly encouraged to review the FA2 protocol and are required to attend the CSD sponsored self-assessment training before beginning the self-assessment process.

Self-Assessment Summary Tool

FY2018 Focus Area Two (FA2) Monitoring Protocol Topic Areas

The FA2 tool is divided in 6 topic areas.

1. Program design and management
2. Monitoring and implementing quality education and child development services
3. Monitoring and implementing quality health program services
4. Monitoring and implementing quality family and community engagement services
5. Monitoring and implementing fiscal infrastructure
6. Monitoring Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA): eligibility and attendance

These 6 topic areas have specific performance measures listed under each and are included on the self-assessment summary tool, fiscal infrastructure is divided into smaller subsections (fiscal infrastructure, fiscal capacity, fiscal management systems and facilities). The performance measures allow delegate agencies to dive into manageable and targeted sections of the regulatory standards in each area.

How will delegate agencies use FA2 and the self-assessment summary tool?

Chicago Early Learning programs with EHS, EHS-Partners, or HS with or without PFA or PI will complete the entire summary tool, while PFA/PI only programs will complete an abbreviated version of the summary tool. All programs will mimic the process stated in the FA2 protocol. Document reviews, data tours, classroom explorations, interviews with managers, teachers, parents and governing bodies, along with HSPPS and other regulatory guidance will be used to determine if a performance measure listed in each topic area is a strength or a systemic issue. It is suggested that programs use the interview questions and indicators in the “*What We Learn*” sections in the FA2 protocol to lead their work. The data sources column on the self-assessment summary tool is included to support the documentation for each performance measure. Below is a suggested list of data sources to use for the self-assessment.

Data Sources

- Quarterly child outcomes reports/school readiness data
- Program summaries
- Program and fiscal monitoring reports
- Monthly fiscal reports, including credit card expenditures and in-kind/no-federal share reports
- Monthly USDA meal and snack reports
- Federal Program Information Report
- Annual program report
- Community assessment
- Annual fiscal audit reports and corrective measures, as applicable
- Correspondence from DFSS
- Human resources report
- ECERS
- ITERS
- CLASS
- PAS
- All COPA data
- NAEYC Standards
- Progress on goals and objectives
- CACFP monitoring reviews
- Other reports, as deemed appropriate

Performance Measure Scale

Agencies will rate each performance measure using the scale below.

Performance Measure Scale

- 1-Always
- 2-Almost always
- 3-Sometimes
- 4-Sporadically, could be improved
- 5-Almost never

Performance measures rated at 4 and 5 are considered systemic issues and will require a description in the systemic issue section of the narrative. Performance measures rated at a 3 are not considered a systemic issue or a strength. It is the discretion of the program to categorize the performance measure as a systemic issue or the program may implement a plan to monitor the measure over the program year.

PFA/PI Only Programs

PFA/PI only programs will do an abbreviated version of the summary tool. The following is a list of the topic areas and the number of performance measures PFA and PI only programs will complete. Required performance measures for PFA and PI programs are identified in the summary tool in bold under each performance measure.

Topic Areas	PFA # of required performance area measures	PI # of required performance area measures
Program Design and Management	0	0
Education and Child Development Services	5	5
Health Program Services	2	2
Family and Community Engagement Services	4	5
Fiscal Infrastructure	1	1
ERSEA	2	2
Total	14	15

All HS Delegate Agencies with Partner Sites And PFA/PI Sites who are HS Delegate Agency Partners

HS/EHS/EHS-CCP Delegates who have community partners, should complete page 11 of the self-assessment summary tool, focusing specifically on their relationship with the community partners. Likewise, we ask PFS/PI agencies who happen to be HS/EHS/EHS-CCP partners to complete page 11.

The findings from the performance measures on page 11 will help DFSS in its development of a partnership framework, which is one of the goals of its 2017 Action Plan.

Self-Assessment Narrative

All Chicago Early Learning programs are required to submit the self-assessment narrative. The narrative captures results from the delegate agency’s detailed review and analysis of the self-assessment findings. Systemic issues and the program’s plan for quality improvement for each must be described along with descriptions of program strengths. Programs are encouraged to report program enhancements and/or supplemental program initiatives that impact service delivery and/or influences the delegate’s goals and objectives for the upcoming program year.

Delegate Agency Self-Assessment Documentation and Submission

All Chicago Early Learning programs will keep on file all self-assessment documents, e.g., sign in sheets, minutes, notes, documents, reports, summary tool, and narrative for later review. The self-assessment documentation must be available for DFSS staff or other approved officials to review at request or during consultative monitoring visits. Programs are required to send in the self-assessment narrative and summary tool to the Children Services Division Administration Unit by April 16th via cels-planning@cityofchicago.org or fax to 312.743.0400. From there, an aggregate report will be developed that will feed into CSD’s self-assessment report and will be shared with all agencies.