
SCICAP Early Childhood

Program

Head Start/Early Head

Start

Annual Self-Assessment

2018/2019

SCICAP Early Childhood Program Head Start/Early Head Start staff, along with parents and community agencies, perform a comprehensive self-assessment each year to look at all program operations to ensure compliance, and form strategies to move beyond compliance.

SCICAP Early Childhood
Program Head Start/Early Head
Start Annual Self-Assessment
2018/2019 was approved on

SCICAP Early Childhood Program Head Start/Early Head Start Self-Assessment

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Verification of Approval

SCICAP Early Childhood Program Head Start/Early Head Start Annual Self-Assessment 2018/2019 was approved by the SCICAP Early Childhood Program Head Start/Early Head Start Policy Council on July 17, 2019.

* Jerry Durian
SCICAP Early Childhood Program Policy Council Chairperson

7-17-19
Date

SCICAP Early Childhood Program Head Start/Early Head Start Annual Self-Assessment 2018/2019 was approved by the SCICAP Governing Board on _____.

SCICAP Governing Board Chairperson

Date

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SCICAP Governing Board Chairperson

Date

Self-Assessment Policy

SCICAP Early Childhood Program Head Start/Early Head Start performs a comprehensive self-assessment annually looking at the program's entire operations to measure its effectiveness in meeting program goals and objectives. Goals and objectives include but not limited to the areas of School Readiness Goals aligned with the Head Start child Outcomes Framework, State Early Learning Standards as appropriate, and requirements and expectations of the schools the children will be attending.

Members of the self-assessment team include: parents, community partners, members of governing body, and policy council members along with program staff.

Information from the self-assessment, along with program data, is used to develop long and short term goals and strategic plan for the program to improve and excel beyond compliance requirements. The information is also used as a part of planning for the annual budgets.

Procedure

SCICAP Early Childhood Program Self-Assessment

Self-Assessment Process

SCICAP Early Childhood Program Head Start/Early Head Start performs a Five Phase strength based self-assessment annually looking at the program's Linkage of Systems – Record Keeping, Program Planning, Specialty Area Specific Data, Ongoing Monitoring, Fiscal Management and Self-Assessment. Through systems the program sets goals and objectives. These goals and objectives are reflected in the Programs School Readiness Goals, Child and Family Outcomes, On-Going Monitoring.

The Pre Self-Assessment task includes the Program Director and Management Team who collect data, prioritize areas for investigating and summaries of the data.

The Five Phase Approach:

- Design the Process
- Engage the Team
- Analyze and Dialogue
- Recommend
- Prepare Report

The Post Self-Assessment task includes reviewing feedback from the assessment team to assist with planning for next year, utilizing assessment report to revise program goals and objectives, to add or revise program action plans and to communicate assessment insights to staff and program stakeholders.

Members of the self-assessment team include: parents, community partners, members of governing body, and policy council members along with program staff.

Procedure

SCICAP Early Childhood Program Head Start/Early Head Start will, on an annual basis, conduct a Self-Assessment using the following guidelines:

- The Program Director and Management Staff will prepare for the Self-Assessment by;
 - o Setting the time period the Self-Assessment will take place
 - o Utilize the following: OHSMS Monitoring Protocol Tool, ChildPlus Data, Monitoring Reports of Management Staff and any other information that gives a snapshot of the program for that current year.
 - o Utilizing the following to gather information : parents, community partners, members of governing body, policy council and staff
 - Self-Assessment Coordinator will review, analyze, record and summarize all documented results and data that has been gathered in multiple avenues. The results and data will be recorded as the current year Self-Assessment Report and submitted to the SCICAP Governing Body and Policy Council for review and approval. The submitted report will include:
 - o Summary of Content Areas
 - o Strengths
 - o Program Areas Needing Improvement
 - o Addressing Program Areas Needing Improvement with a Written Plan (MATRIX)

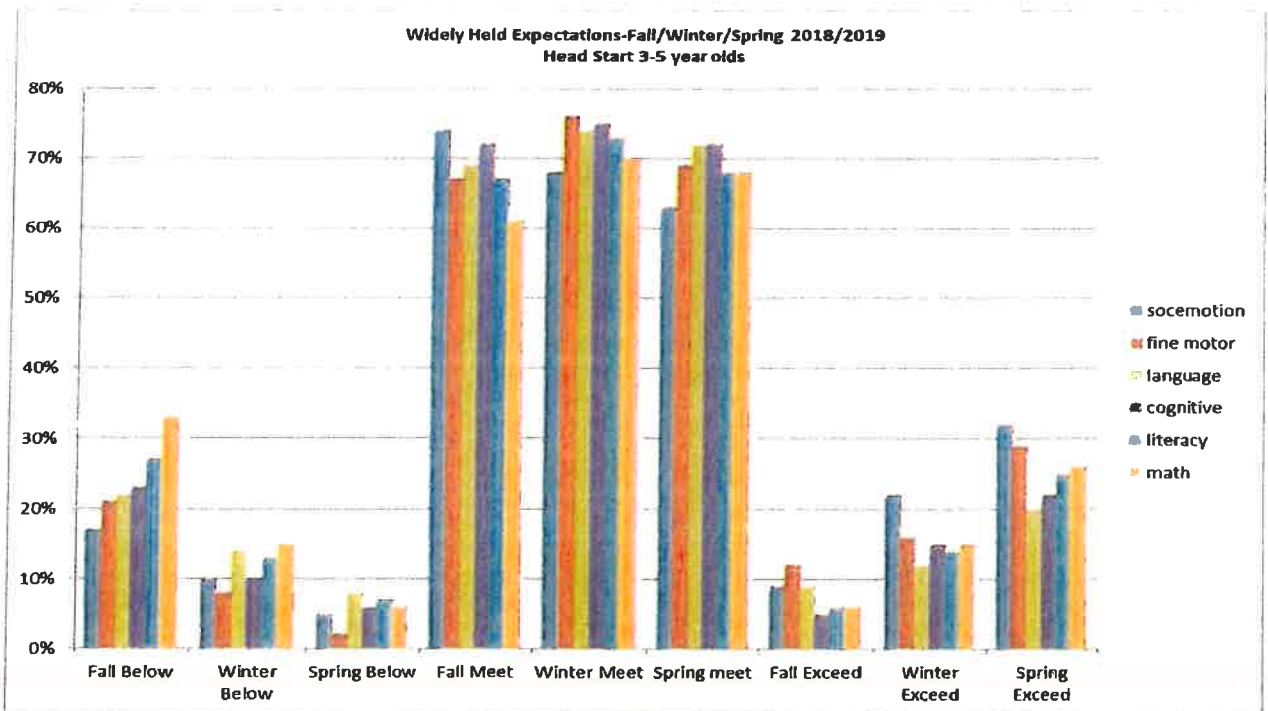
Education:

We utilize the Teaching Strategies Gold Curriculum throughout the year. The five domains that our data focuses on are: Math, Fine Motor, Language, Literacy, Social-Emotional and Cognitive. The following tables summarize the data from the Widely Held Expectations for fall 2018 through spring 2019:

Data collected from Head Start in the fall showed that math and literacy were the areas that teachers needed to focus on the most. By the winter reporting, all areas had improved and there was substantial progress charted in the fall. The spring data shows that all areas still had improvement.

The data shows that overall as a program, our children have made significant growth in all five domain areas. Throughout the year, teachers focused on skills to get children school ready, and this graph shows that children are becoming school ready by the end of the school year. As a program we incorporated a new literacy curriculum called Jump Start. This curriculum has helped our program with the growth in the Literacy domain.

Throughout the year, we had CLASS coaching sessions in small groups. Teachers videotaped a lesson and as a group they watched the video. Teachers discussed how their peers did according to CLASS as well as how they could have added math/literacy/science into the lesson that they watched. Throughout these coaching sessions we also discussed studies and how teachers needed to be more intentional with incorporating those domain areas that were lower in the fall or winter. With teachers being more intentional it increased our math and literacy scores by the spring finalization.



Disabilities:

HS Disabilities:

28/180=16%

1-autism

8-non-categorical/developmental delays

19-speech/language impairment

EHS Disabilities:

6/32=19%

2-non-categorical/developmental delays

4-speech/language impairment

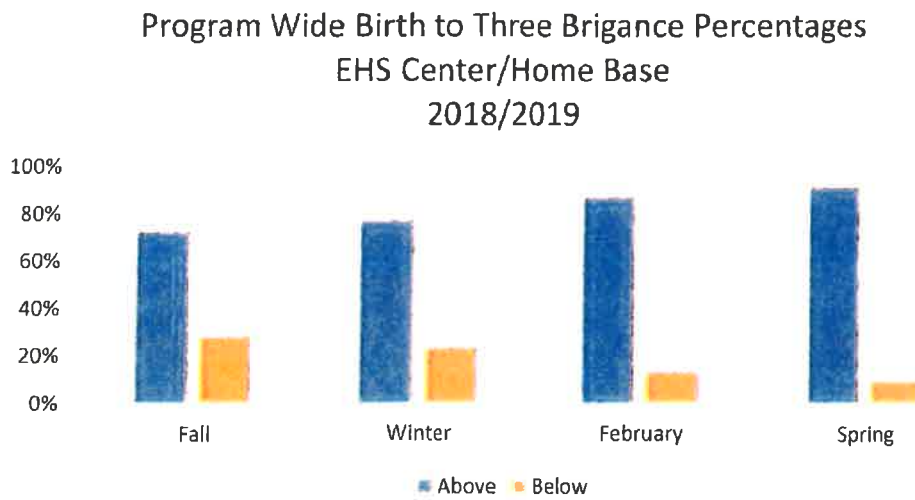
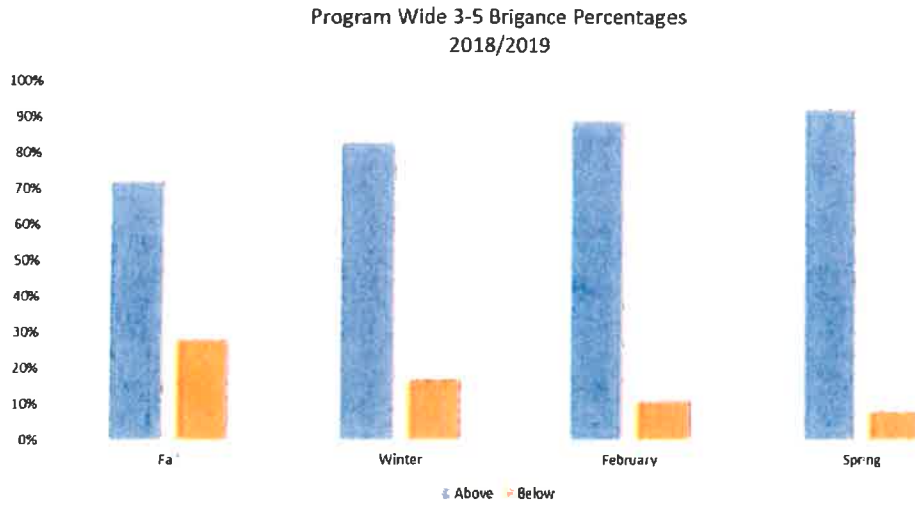
Program overall percentage: 16%

HS referrals that ended in IEP's: 11

EHS referrals that ended in IFSP's: 3

Brigance Developmental Screenings:

Brigance Developmental Screening is used in our Head Start setting. The screenings are completed at four times throughout the school year; fall – within the first two weeks class, winter – within the first 45 days of class, February, and spring – by the end of the school year. Our goal is to see growth throughout the entire year. The graph below shows that throughout the school year there has been significant growth in the scores on the developmental screening.



Practice-Base Coaching:

The SCICAP Early Childhood Program has been incorporating practice-base coaching with the teaching staff. There are three groups of teachers that have different types of coaching throughout the school year. Two of those groups have coaching done on site as they are five days a week, full day program. The teaching staff at these sites meet with the coaches at a time convenient to them. During these times they review the progress they are making on goals, change goals if needed, and watch short videos of themselves with the coaches.

The last group is made up of teachers that only have students four days a week. This group meets at a central location, on a day that works for all of them. They also review progress made on goals, change goals if needed, and watch short videos with the coaches.

CLASS
(Classroom Assessment Scoring System)
Explanation of CLASS Dimensions

Scoring Range - 1 through 7 - The attached graph shows how the Head Start and Collaboration Teachers have scored in the 2018 - 2019 school year.

- A score of 1 to 2 is considered to be in the low range.
- A score of 3, 4, or 5 is considered to be in the middle range.
- A score of 6 or 7 is considered to be in the high range.

CLASS Dimensions:

1. Positive Climate - Reflects the emotional connection between the teacher and students and among students and the warmth, respect and enjoyment communicated by verbal and nonverbal interactions.
2. Negative Climate - Reflects the overall level of expressed negativity in the classroom, the frequency, quality and intensity of teacher and peer negativity are key to this scale. This score should be a 1.
3. Teacher Sensitivity - Encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs; high levels of sensitivity facilitate students' ability to actively explore and learn because the teacher consistently provides comforts, reassurance, and encouragement.
4. Regard for Student Perspectives - Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.
5. Behavior Management - Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.
6. Productivity - Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
7. Instructional Learning Formats - Focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.
8. Concept Development - Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.
9. Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.
10. Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.

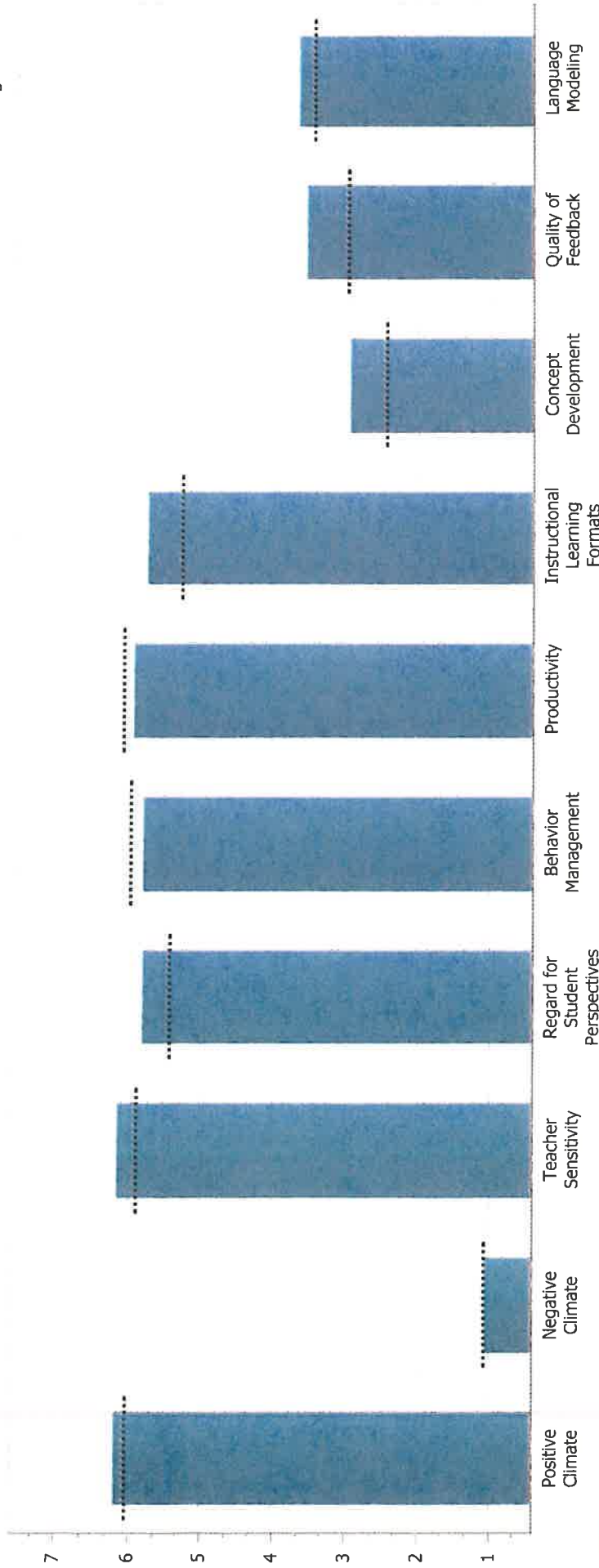
On this graph the broken black dotted line shows the 2018 National Average Scores.



South Central Iowa CAP, Inc. 5630 - Pre-K CLASS® Average Score Charts

South Central Iowa CAP, Inc.

2018 National Average



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM
All Observations	6.16	1.01	6.14	5.81	5.81	5.94	5.75	2.92	3.55	3.65

Classroom Assessment Scoring System® and CLASS® are registered trademarks of Teachstone Training, LLC ("Teachstone"), 675 Peter Jefferson Parkway, Suite 400, Charlottesville, VA 22911. <http://teachstone.com>. Teachstone is the copyright owner of the Pre-K CLASS® Manual and Pre-K-3 Score Sheet by Robert Pianta, Karen LaParo, and Bridget Hamre, and these materials are used with Teachstone's permission.

Information for Self-Assessment

Parent Evaluation Info- Fall 83% of evaluations were returned

Spring 65% of evaluations were returned.

Parent comments:

- Love Mormon Trail School,
- Great program.
- Child loves coming to play and learn after getting adjusted to leaving Mom.
- I enjoy sending my child to school. I think it would be beneficial to the parents if they followed the Chariton school schedule. It makes scheduling for older siblings better.
- Amazing I feel my children are learning and progressing well this year. I hope we are able to curb some of the behaviors and overcome the issues facing them with their learning and listening skills.
- My daughter potty training was wonderful. It was helpful to have the support of the school.
- Keep up the good work with the children, teacher's aides, assistants and cooks.
- Love everything about the program.
- Well rounded, good support.
- You're doing an amazing job with my children and other kids. Thank you.
- Awesome staff!!!
- My child loves going to school here! I just wish she could ride the morning bus again. It's caused a little stress in the mornings with having to take the newborn outside during this cold weather. Otherwise I have no complaints or comments about her education here.
- Love it!
- Amazing program. Dacia does an amazing job and is excellent with the kids and parents.
- My daughter loves the program and is excited every and loves sharing what she learned at the end of the day.
- They are doing a wonderful job!
- Mrs. Mick is wonderful
- Dacia is amazing. My kids love her and she is one of the best educators for early learning. I couldn't ask her for a better teacher for my children.
- Our daughter loves her school, teachers and friends; and can't wait for the weekends to end so she can come back. She is learning so much.
- Albia Head Start is the best.

- No complaints
- Our community would benefit greatly from Early Headstart
- It's a wonderful program
- An Early Head Start center would certainly benefit my family in Albia
- You guys are doing Amazing
- Albia can benefit from an Early Head Start center. Many students have siblings whose parents both work
- Very happy with my child's progress and learning
- Keep doing what you're doing. You're doing a great job
- My child has come a long way so far this year and we really appreciate all the help and suggestions for behavior issues. I'm still new to some of this and it has really helped.
- Just had some concern about one of the assistant teachers here at my daughter's school being rude and snotty with the children
- So far so good
- This program continues to meet and exceed my expectations from an early learning program
- None, great program
- Karrie has been great with my child
- Love the different learning activities and how they change throughout the year for each kid to learning a new activity meaningful to everyday life.
- I am very glad my child goes to Lovilia Head Start. I think the employees are amazing and have done wonderful with teaching and helping my child.
- Have transportation!
- Pre-school/Headstart program is great!
- My daughter loves going to school and loves her teachers.
- Father specific activities for dads to participate in
- Love child's teacher. She is the most patient, understanding and just overall wonderful with my child.
- Efficiency wages. Pay your heroes and champions more than they could earn elsewhere-if you don't already.
- Did not need well-check reminders
- WE have enjoyed our daughter attending pre-school/Headstart. She has learned so much.
- Amazing teachers! So thankful.
- She enjoys her time at school and likes everyone. Thank you!

Referrals-

201 referrals were made and 171 were completed for a percentage of 85% completed as of 5/13

196 Direct services were completed.

94% of families made a Family goal 33% have completed them and the rest are in various stages of completion. Most report still planning to finish by end of school year.

Attendance Home visits-

Seven children required attendance/wellness home visits. Some required multiple ones. Others had phone calls at times.

29 children had chronic absences of over 20%.

Father Involvement-

2018-19 school year 141/208 student's fathers were reported as involved in Head Start experience that is 67%

2017-18 113/208 were involved with a percentage of 54%.

Community Involvement- There are multiple agencies and volunteer groups that assist our families, such as food pantries, rent assistance, free clothing etc.

Annual Self-Assessment – Health/Nutrition 2018/2019

Dentals - 56% have current dental exams on file
96% have current dental screens on file

Dental follow up – this has increased slightly over last year possibly related to better follow up with staff checking with family to see if treatment was completed and increased number of reminders with referral list provided throughout the year

Overall trend shows that about 3% less children had current dental exams on file at the end of enrollment when compared to last year. However, the number of children who received dental screens and preventative dental care increased 4% from end of enrollment this year when compared to last year. More health care providers are documenting they did a dental screen with well child exams and an increased number of children are participating in ISmiles dental screens this year. We are handing out a list of dentists that accept Medicaid and Hawk-I insurance multiple times throughout the year and sending reminders more often to children who are missing a dental exam. There continue to be no dentists in Osceola who accept Medicaid. This is a barrier for children in that area to receive dental exams without traveling out of the area.

Physical exams 98% have a current physical exam on file

This remains relatively consistent when compared to last year. We continue to have a couple children at our collaborations where they allow children to participate with an expired physical exam. We continue to provide written reminders to family and provide a blank physical exam consistently throughout the year.

Lead screens -

We partnered again with public health to have lead screens done at our sites for children with missing leads. The number of Head Start children who participated in this no-cost service more than doubled from last year. We had 21 children participate and 28 had signed consents. Seven children were absent on the day of screening. This service was also offered to preschoolers outside of the Head Start program as a courtesy. 147 out of 180 children were up to date on lead screenings as of May 2019. That is 82%. This is up significantly from previous years.

Hearing/Vision –

We continue to partner with AEA to provide hearing screenings to all of our children. There is improved communication with this agency. The Lion's Club continues to provide vision screenings with Kids Sight. There was less children this year who were treated for vision problems when compared to last year. Last year 17 children were reported as having vision difficulties and this year only 12 were noted.

Nutrition –

We have made an effort to update all menus to reflect cultural diversity at our centers. With these changes we now incorporate a whole grain each day to meet the new requirements with CACFP. Each classroom now offers water throughout the day to meet updated standards. Our program has done a good job to ensure changes have been made to meet new requirements with CACFP and now exclusively provide from scratch main dishes. Increased staff training and monitoring of our kitchens has been positive. CACFP continues to make changes related to ounce equivalents. More changes are currently being done to the menus and food production paperwork to incorporate these changes that take effect Oct. 1, 2019. We continue to add more educational materials translated to Spanish.

Annual Self-Assessment – Health/Nutrition 2018/2019

Health Trends:

There seems to be fewer issues with bed bugs with the families we serve. A new bed bug procedure was put in to place last summer. There continue to be families who choose to use the religious exemption to not have their children vaccinated. We have about the same number of children who do not receive vaccinations this year when compared to last year. There is a growing trend with the CDC to promote education related to the myths related to giving vaccinations. We will continue to educate our families as needed. Mental health has been a focused trend over the past couple of years. We are fortunate to have a new mental health facility being built in Osceola to assess and treat several levels of mental health issues. First Five is a newer referral resource we are utilizing more for our families for mental health related services. We are encouraging our teachers to provide more referrals to this resource. Only five children were reported as being treated for asthma this year as compared to nine children last year.

BMI monitoring –

We have expanded our BMI monitoring and now send a BMI letter with our nutrition assessments at the beginning of the year. We avoid using the term ‘obese’. This has been received well by the families and staff. BMI education is provided and we are reminding families this is a screening and not a diagnosis.

Tobacco use – family

We have provided educational materials for QUITIOWA to all applicable families at enrollment. A brochure was provided to educate families that tobacco use includes vaporized cigarettes, electronic cigarettes, chewing tobacco, etc. Studies have shown that tobacco exposure to young children has negative effects. Offering a referral to a cessation program is being proactive in promoting improved health for our children and families.

Health Advisory Board –

We continue to see increased participation and attendance at these meetings. A nice diversity of resource agencies has been represented over the past year. This has been beneficial related to partnering with outside agencies, such as public health, AEA and ISmiles.

Children Behaviors –

The PBIS team has met regularly over the past year to address BIR’s and problem behaviors. Management staff did several observations. Additional staff was hired in Chariton. The mental health consultant did additional observations with recommendations in classrooms with increased BIR’s. A A PBIS training was conducted for all staff in March.

We hired a health assistant last Fall to visit sites, do data entry tasks and also serve as a substitute in all areas of the program. We will continue to educate staff about promoting referrals with proper documentation, CACFP meal supervision and new requirements, using health care plans and screening results documentation from outside agencies.

Information for Self-Assessment EHS

Parent Evaluation Info- 83% of evaluations were returned

Parent comments:

- No turnover in staff
- They are all so wonderful
- We are sad to leave and head to school in August.
- Great Program
- Everything was great!
- Love the program but hate the sickness parents send their kids to school with.
- Thanks for everything.
-

Referrals-

Referrals – 94 out of 103 referrals were completed 91%

229 of 229 Direct services were completed

14 of 37 Family goals were completed 37%

Attendance Home visits-

No attendance home visits

Father Involvement-

84% of fathers were involved.

Last year 50%

Community Involvement- There are multiple agencies and volunteer groups that assist our families, such as food pantries, rent assistance, free clothing etc.

SELF ASSESSMENT

Kelli Curtis
ERSEA/Professional Development Specialist

In looking at my role as the ERSEA Specialist, I believe one strength I have is that I have attended training to better understand the Head Start program as well as my responsibilities to the program. I attended a WIPFLi Training Course in Des Moines on April 4th that was pertaining to Head Start and touched on ERSEA. I also attended the National Head Start Conference in San Antonio April 29 through May 2, 2019. At the NHSA Conference I was able to attend sessions on ERSEA. The area of Recruitment was discussed at both trainings and ideas were gathered for ways to reach out to our communities and recruit families that will benefit from our program.

We had a recruitment at each center in the spring and took applications for this coming school year. We will continue to take applications through the summer months as well. I feel like our recruitments went well this year, even though I do not have experience from previous years to compare it to.

Another strength I feel I have is that I have been able to continuously enter applications from our recruitments in a timely manner.

Attendance this school year has been above 85% each month for Head Start, but was concerning for Early Head Start in the months of December, January and March falling below 80%. The below-average winter temperatures were not favorable for some parents to get their young children out of the house, but illnesses such as fevers, the flu, RSV and even Scarlet Fever really had an impact on our Early Head Start attendance.

Enrollment this school year has been fairly good. We did report fully enrolled each month except January, February and March. For January and March, we were under enrolled by one student in EHS. We were under enrolled by one student in HS in February. In each of those cases, within the first week of the next month, we were fully enrolled.

A concern I have regarding ERSEA is the ability to maintain a waitlist that consists of qualifying families. The past few months, our waitlist has been primarily over income families and our over-income percentage is typically full.

Program Strengths:

SCICAP Early Childhood Program strives to provide a "Quality Program for Children and Families". The self-assessment took a look at the ChildPlus data in the areas of Planning, Education, Health, Mental Health and Monitoring. Following is some of the strengths that resulted from the data.

- Strategic Plan reflects continued training on the updated Performance Standards
- Brigance screenings indicate growth throughout the program year
- Health stats reflect a high percentage of children had health insurance coverage
- Increased % of health screenings completed including lead
- 98% of enrollees were current on physicals
- 96% of enrollees had current dental screenings
- 60% of enrollees had referrals resulting in Mental Health Services
- CLASS score results indicated the program continues to make improvement and is also scoring above the National Average in most areas
- All the center decks have been stripped and stained during the school year
- Program is continuously working on recruitment ideas in our rural areas
- Program has worked on having different avenues of advertising to promote recruitments, as well as job openings
- SCICAP Executive Director is in the process to develop an Agency Facebook Account to include all programs under the SCICAP Agency, the intent is to make the communities aware of the programs available.

Program Areas Needing Improvement

Every program has their challenges/needs. Following is our program challenges/needs.

- Funding – increased cost of services provided with no increase in funding
- Repairs – cost of high dollar repairs and how to get the funding so it is not a huge impact on regular funding
- Recruitment – always challenging to offer optional ways to recruit

Plan for Addressing Challenges/Issues

<u>Area of Challenge/Issue</u>	<u>Area</u>	<u>Plan of Action</u>	<u>Person Responsible</u>	<u>Planning Notes/Documentation</u>	<u>Time Line for Completion</u>
Increased cost of services provided with no increase in funding	Fiscal	Continually look for outside funding sources	Director Management Staff	Continually look for opportunities for outside funding within and outside of the program service area	On-Going
Cost of high dollar repairs and how to get the funding so it is not a huge impact on regular funding	Fiscal And Facility	Annual Budget Adjustments to meet needs of facilities Look for outside funding sources	Director Management Staff	Continually look for opportunities for outside funding within and outside of the program service area	On-Going
Always challenging to offer optional ways to recruit	ERSEA	Brainstorm on how to provide information on recruiting	ERSEA Specialist All Staff Agency Executive Director	Document all efforts of recruiting Document brainstorming ideas	On-Going