

2019/2020



**Early Childhood Program
Annual Self-Assessment**

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 the program's operations to ensure compliance, and form strategies to move beyond compliance.

SCICAP Early Childhood Program
Head Start/Early Head Start
Annual Self-Assessment
2019/2020 was approved on

July 29, 2020



Early Childhood Program Self-Assessment

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Verification of Approval

SCICAP Early Childhood Program Head Start/Early Head Start Annual Self-Assessment 2019/2020 was approved by the SCICAP Early Childhood Program Head Start/Early Head Start Policy Council on 7-23-2020



SCICAP Early Childhood Program Policy Council Chairperson

7-24-2020
Date

SCICAP Early Childhood Program Head Start/Early Head Start Annual Self-Assessment 2019/2020 was approved by the SCICAP Governing Board on 7-29-2020.



SCICAP Governing Board Chairperson

7-29-2020
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, 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;
 - Setting the time period the Self-Assessment will take place
 - 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.
 - 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 have 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:
 - Summary of Content Areas
 - Strengths
 - Program Areas Needing Improvement
 - Addressing Program Areas Needing Improvement with a Written Plan (MATRIX)

Summary of Content Areas

Education and Disabilities:

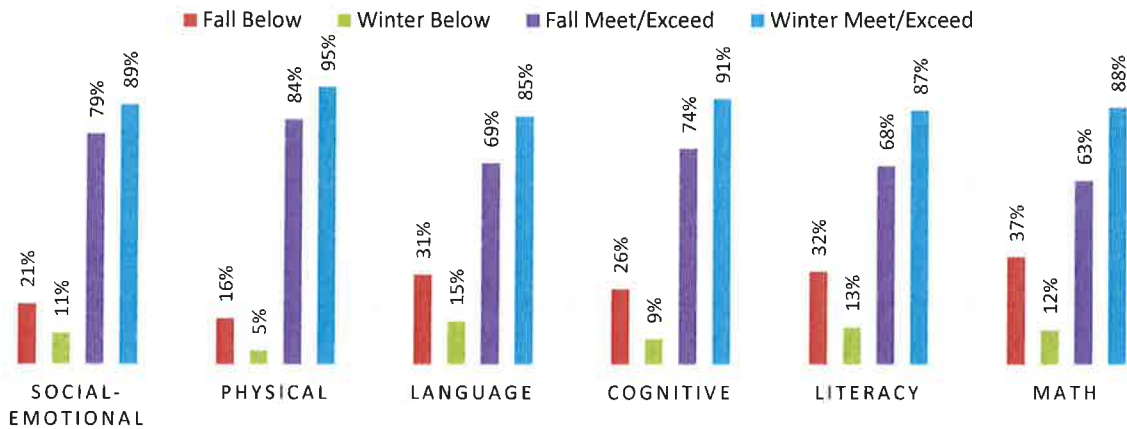
Explanation of Head Start Teaching Strategies Gold End-of-Year Report Graph. Sites were shut down in March due to the COVID-19 virus. The graph below reflects the scores program wide for fall and winter 2019/2020, as teachers were not required to finalize in the spring.

This graph depicts average, program wide percentages in six developmental areas for two periods: fall and winter 2019-2020. Spring finalization was not required due to the state’s decision to close sites as a way to stop the spread of COVID-19.

The graph shows the percentage of children ages 3-5 who were below expectations in the fall/winter and those who were meeting/exceeding expectations in the fall/winter. There was growth in all areas by students in the program. The growth in the areas of cognitive, literacy and math show a large improvement. Those areas, teachers were incorporating activities into their small groups/large groups/and individual child goals before the winter finalization. The language growth was also an important factor. Between the fall and winter finalization, we were able to get more children evaluated and had more IEP’s in the area of speech and language.

	Fall Below	Winter Below	Fall Meet/Exceed	Winter Meet/Exceed
Social-Emotional	21%	11%	79%	89%
Physical	16%	5%	84%	95%
Language	31%	15%	69%	85%
Cognitive	26%	9%	74%	91%
Literacy	32%	13%	68%	87%
Math	37%	12%	63%	88%

TEACHING STRATEGIES GOLD WIDELY HELD EXPECTATIONS AGES 3-5 PROGRAM WIDE FALL/WINTER 2019-2020



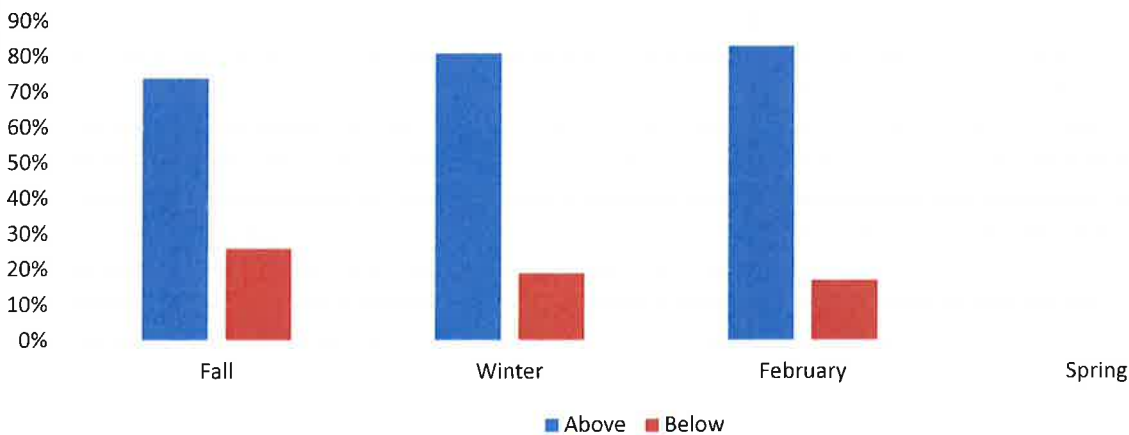
The Program-Wide Brigance graph shows growth throughout the year during the three screening cycles. The fourth screening was not completed as sites were closed in March due to the COVID-19 virus. The graph is showing that in the fall there were 74% of students ages 3-5 who were above the cutoff on the Brigance Developmental Screening. The winter screening results show that 81% of students were above the cutoff, which is a good amount of growth from the 2-week screening and the 45-day screening.

Children were screened again in February, and that screening cycle shows there was still some growth even after the Christmas break. It went from 91% to 83% of students who were above the cutoff. The final screening is completed at the end of the year, but due to the COVID-19 virus we were unable to complete the final screening for the 2019-2020 school year.

Program Wide 3-5 Brigance percentage

	Above	Below
Fall	74%	26%
Winter	81%	19%
February	83%	17%

**Program Wide 3-5 Brigance Percentages
2019/2020**



Disabilities:

Throughout the 2019-2020 school year, the SCICAP EHS/HS Early Childhood Program maintained the 10% disabilities, and at the end of the school year we were at 15% disabilities program wide. Below is a breakdown of IFSP's and IEP's in our program:

EHS-

Parent Refusals: 2, Not Eligible for Services: 1, Number of IFSP's: 2, Number of IEP's: 1

***Categories of delays:**

- Speech or Language Delays: 1
- Non-Categorical/Developmental Delays: 2

HS- Parent Refusals: 2, Not Eligible for Services: 3, Number of IEP's: 29

***Categories of delays:**

- Speech or Language Delays: 21
- Non-Categorical/Developmental Delays: 8

Number of concerns that were not evaluated or evaluation progress was put on hold due to COVID-19 virus:

- EHS: 1 and HS: 9

Family and Community:

The SCICAP Early Childhood Program completes a parent evaluation of the services and satisfaction for the program site. Parents have the opportunity to share their views regarding the program performance as a whole. Parents provide feedback and results are shared with Policy Council and staff. Overall the parents reported they are satisfied with the program services.

A Family Outcome Assessment is completed three times per year on the family. The area the assessment addresses is: Safety, Health, Mental Health, Transportation, Financial Security, Housing, Nurturing Relationships, Child Development/Parent Engagement, Family Education at Home, School Readiness, Promoting Primary Language, Education/Training, Volunteering, Families and Communities and Leadership and Advocacy. The information is used for further referrals along with well-being of the family.

For Head Start there were a total of 254 referrals made for families and out of the number of referrals made, 185 of those were completed. For Early Head Start there were a total of 76 referrals and 53 of them were completed. Possible reasons why a referral is not completed, could be due to parent issue/no follow through, family may have left program before referral completed, family decided they no longer needed the referral service.

ERSEA:

For the 2019-2020 school year, we obtained a total of 280 applications for the Head Start program. We served 195 of those children in our centers. We had a total of 63 applications for the Early Head Start program and were able to serve 39 of those children either in our Early Head Start Center or with home-based services. Of the 39 children, four of them were able to transfer into a Head Start Center during the school year.

Our teaching and management staff is available all year to take applications. Even with our centers being closed in March, we have still been continuously taking applications for this school year and next. Because of the COVID-19 restrictions, we have been taking applications over the phone.

We have been advertising our program on social media more this year than ever before. We believe we are able to reach a higher number of the age group of the population we serve through social media than with the newspaper. With our population increasing in this area, we are trying to reach as many people as possible, so we have the opportunity to serve more families.

In the communities we serve, we continue to see an issue with drug use. We are seeing an increase in children being raised by their grandparents or great-grandparents because of parental drug use. This causes a hardship on the grandparents as they are trying to work into retirement but find themselves caring for young children again. We are able to offer wrap-around care in three of our centers to help fill the gap of time between when the parent/guardian goes to work and before school starts, as well as the time after school ends until the parent/guardian gets off work.

SCICAP Head Start is fortunate to collaborate with four of the public schools in our communities to serve qualifying families with our services. Those schools we collaborate with are the Murray Community School, Lamoni Community School, Central Decatur Community School and Mormon Trail Community School. We also collaborate with one registered day care center, Funshine Learning Center, located in Lamoni.

In Wayne County, the expansion of East Penn brought 204 jobs to the area. With the wages of these jobs being fairly high, the East Penn families that have applied to Head Start have been over income guidelines, therefore not able to qualify for Head Start. It is unfortunate that the federal poverty guidelines are set low enough that it affects a working family from being able to qualify.

Child Health, Nutrition and Safety:

Many things have been accomplished related to health and nutrition this school year. In mid-March we had to cease having in person school hours for all centers. Families and staff were asked to stay home. Because of this, most families did not turn in physical and dental forms after March 16, 2020. It is noted that we remained consistent despite this. The number of current dental exams improved from 56% on file to 70% on file. Dental screens decreased slightly from 96% to 90%. The second I Smiles dental screening was not able to be performed.

Physical exams – Physical exams remain consistently turned in and up to date. We continue to see that our collaboration schools do not enforce having these on files. We continue to support these families who have children who are not up to date with offering reminders and assistance making appointments. At the time this report was run in March we also had new enrollees who had not submitted all of their forms. March – May families did not turn in physicals consistently. Blank physical forms and reminders are given to all students who have missing or expiring exams.

Challenging behaviors – With an increase in classroom behaviors, the PBIS team developed a plan and procedure to help support teachers respond. A conscious discipline training was offered to all teaching staff. Teachers were sent to ACE's training, as well. We will continue to help support staff with doing more classroom support and team meetings.

Mental health – We have partnered with CHCSI to provide behavioral observations. They are located in all five counties and will be able to accept any family who needs mental health services or support. They have also supported one on one observations to assist with plans to help with challenging behaviors. More family support has been provided to address challenging behaviors.

Hearing/Vision – We continue to work with Green Hills and Great Prairie AEA agencies. We have had several collaboration meetings and have solidified this partnership. AEA continues to provide all hearing screenings for our students. The Lion's Club continues to provide vision screenings with Kids Sight. This has been a great screening process to determine vision needs for our students.

Dental Health - The number of current dental exams improved from 56% on file to 70% on file. Dental screens decreased slightly from 96% to 90%. The second I Smiles dental screening was not able to be performed. We continue to hand out lists of dental providers who accept Medicaid and Hawk-I in our five-county area. CHCSI now provided dental services to children in Osceola. This will help reduce the barrier for our students in that area to receive proper dental care.

Nutrition – We had our triennial CACFP audit in January of 2020. The state consultant said she had not conducted a previous audit in her territory that had less noted areas of concern. They were impressed with how well the review had gone. We have provided smaller group trainings to our nutrition staff. A Team Up grant was awarded in the amount of \$300 to provide this additional training. Several menu changes were made at the beginning of the year with positive feedback from the staff. Nutritional Services meet the dietary needs of children while meeting CACFP requirements. A registered dietician reviews center menus and provides recommendations for improvement.

Lead Screens – We continued to partner with Marion County Public Health and Wayne County Public health to have lead screening brought current for our students. Unfortunately, all the scheduled screenings were postponed or cancelled and will have to be reassessed in the upcoming year. 82% had lead screens up to date. This is consistent with last year.

Health Advisory Board – We continue to add new members to this group. More public health agencies have joined the meetings. We continue to see diversity with all members providing helpful input. This has strengthened our partnerships with community agencies.

Covid-19 Response – In mid-March a national emergency was put in place related to this virus. Our health team developed a plan and procedure to address changes to our program. These new procedures all follow CDC guidelines and State of Iowa Public Health guidance. Children and staff were sent home. Staff worked from home and was brought back to the office June 1. The EHS center will re-open July 6, 2020. All staff has been trained on Covid-procedures. PPE supplies were purchased and distributed as needed.

Staffing – The program has hired a new health and nutrition specialist. She is a registered dietitian. We now have a registered dietician, registered nurse and CNA on staff to support children and families' health and nutritional needs. The new specialist will now be able to do all nutrition assessments, and this will no longer be contracted to outside of the program.

Areas of concern – Health Services

- As we look ahead to the 2020-2021 school year it is important to have the ability to modify health and safety policies and procedures to address updated guidelines as they occur throughout the year. Our policies handbook did not address pandemics or national emergencies.
- Collaboration physicals – It will be important to team up with the collaboration teachers and staff to encourage families to get physical exams and health screenings up to date. Educating collaborations on the importance of why meeting this standard is important will support families meeting this requirement to promote improved health for their children.
- Many EHS home based children are not receiving evidence-based hearing screenings. Consider purchasing hearing screening devices to reach more families to support healthy outcomes.

Facilities

Safe and Healthy Environment:

The program continually strives to ensure a safe and healthy environment for children, staff and families. The program continues preventative maintenance for sites. There were many facility projects completed during the funding year. The energy improvement projects included, caulking windows, cleaning gutters, new windows/siding and insulation blown in attics was a huge project that was completed. All centers had updates and improvements.

The program was fortunate to have a local high school building trade's class that installed a new stringer and posts at one site which easily saved the program over \$10,000 from bids we received. It was a great collaboration that benefited everyone! Along with the building trade's class, the same school had a welding class that welded 24-inch stakes with safety tops for playground borders to ensure they would stay in place!

Emergency Preparedness:

The program increased safety drills to include lockdown in place and lockout drills along with tornado and fire drills. Individual site Emergency Plans are reviewed annually to ensure the information is current and up to date.

Transportation:

Transportation agreements continued in the sites of Chariton and Albia along with a waiver in Corydon. The program is very limited on services available for transporting enrolled children. Possibilities of expanding transportation services for areas of need will be looked at due to the very rural area that is served.

Program Planning:

Program Planning is a continuous cycle that integrates program data into:

- Developing of broad program goals and short-term objectives, action plans, budgets
- Implementing the action plans
 - Collecting data
 - Spot checks of action plans
 - Record keeping and reporting
- Evaluating through Ongoing Monitoring
- Evaluating program through self-assessment
- Conduct/Update Community Assessment

Through this cycle the program is continually assessing its program to provide the services to the individual needs of the communities it serves.

On-Going Monitoring:

All staff is held accountable for their specific job duties. Through on-going monitoring, the program works to ensure all areas are monitored. Through ChildPlus documentation, End of Month Reports along with individual staff monitoring documents.

Human Resources:

SCICAP, INC serves as the programs Human Resource.

Communication:

The programs communication plan currently consists of the SCICAP Agency Communication Plan, however the current Strategic Plan addresses updating the plan to ensure individualized communication needs for Head Start/Early Head Start.

Record Keeping:

ChildPlus continues to be the choice for program data.

There is a Child File Record Keeping System and Reporting System Check in place. Through the systems, the program ensures there is accountability for required info, forms, correspondence, etc. for program quality.

(This was last years, have not received any updates for this year)

Program Governance:

The Governing Board and Policy Council of the program received training on their duties and responsibilities as the governing bodies. Both governing bodies receive program updates as they occur and are part of the board's minutes.

Fiscal:

The program receives an annual audit to ensure fiscal integrity with the Performance Standards. The current completed audit had no deficiencies in the fiscal area.

Early Childhood Program Self-Assessment Improvement Plan

Program Design and Management	Target Date	Standard	Responsible Party
Education and Disabilities			
SCICAP Head Start/Early Head Start will implement the Creative Curriculum/Teaching Strategies Gold with fidelity. Education Specialist will implement the Creative Curriculum Fidelity Checklist in each classroom.	August 2020 and Ongoing	1302.32(a)(2)	Education Specialist, Teaching Staff
Family and Community			
PFCEs will have increased parent contacts throughout the school year	On-Going	1302.50(b)(2,3)	PFCE Specialists
ERSEA			
Continue to explore and expand multiple recruitment opportunities for program	On-Going	1302.13	ERSEA Specialist All Program Staff
Child Health and Safety			
Increase the number of Head Start children within collaborations to get up to date on EPSDT schedule	7/31/2021	1302.42(b)(1)(i)	Health and Nutrition Specialist PFCE Specialists Teaching Staff Collaboration Staff
Implement guidelines for COVID-19 related health and safety for students, staff and families	8/15/2020 and On-Going	1302.47	Health & Nutrition Specialist and All Program Staff
Facilities			
Continue working on preventative maintenance plan for program sites	On-Going	1302.47	Facility Specialist, Director, Assistant Director
Transportation			
Expand Transportation services to Osceola and Lovilia areas	8/15/2020	1303.70(b)	Facility Specialist, Director, Assistant Director