

2020/2021



**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
2020/2021 was approved on



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 July 8, 2021.

Marcus Brooks

SCICAP Early Childhood Program Policy Council Chairperson

July 16, 2021

Date

SCICAP Early Childhood Program Head Start/Early Head Start Annual Self-Assessment 2019/2020 was approved by the SCICAP Governing Board on June 30, 2021.

Robert Bell

SCICAP Governing Board Chairperson

30 June 2021

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.

Guidelines

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)

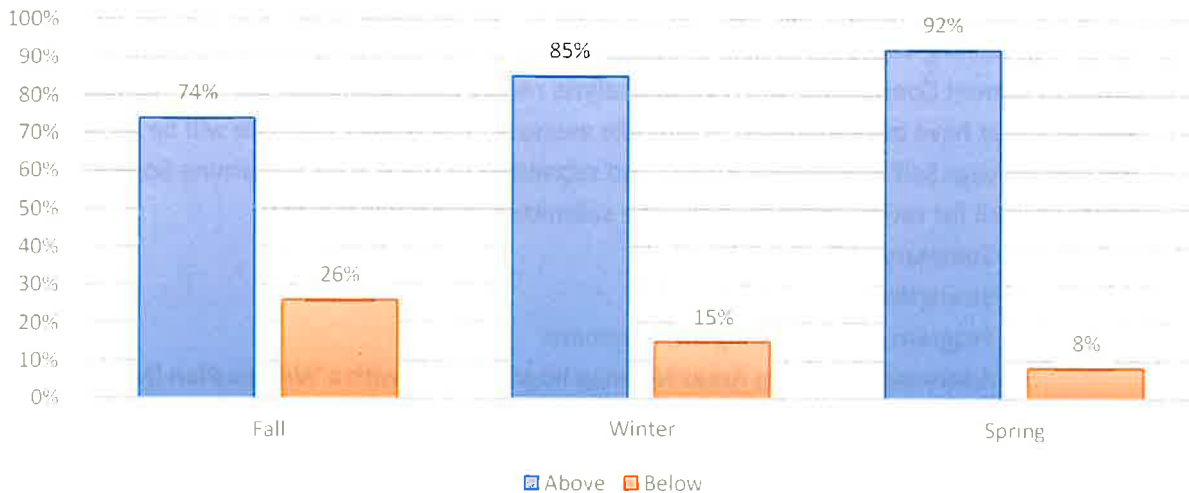
Summary of Content Areas

Education and Disabilities:

Brigance:

The graph below shows the growth made by students throughout the year on the Brigance Developmental Screener. The graph is showing that in the fall we had 74% of students ages 3-5 who were above the cutoff on their Brigance Screener. The winter screener showed that there was an 11% growth in students who were above the cutoff. By the end of the school year, we had 92% of 3-5 year old students who were above the cutoff on the Brigance Developmental Screener.

Program Wide 3-5 Brigance Percentages
2020/2021

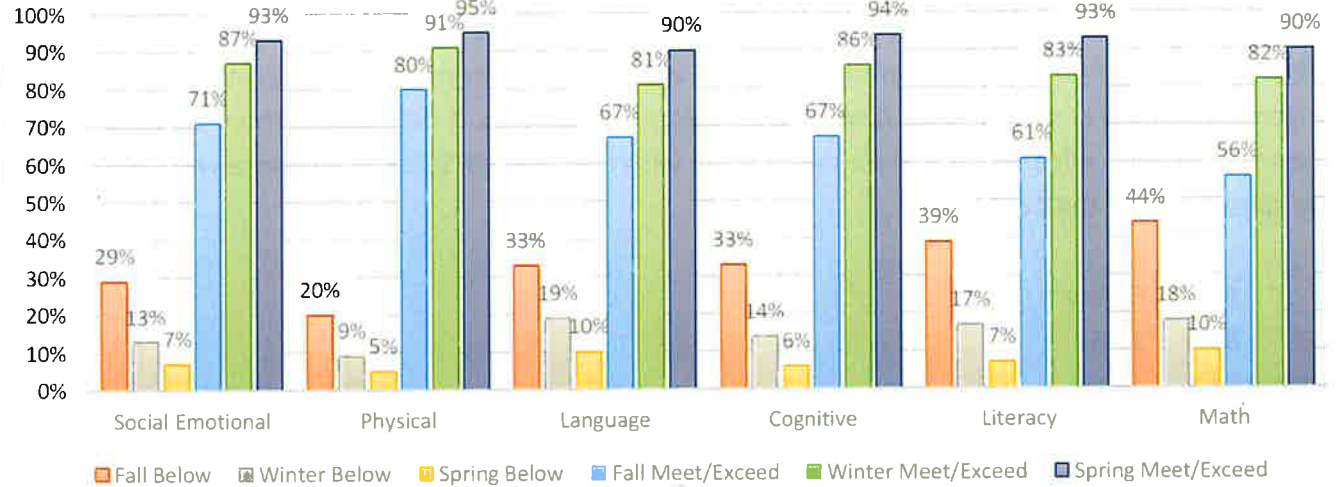


Explanation of Head Start Teaching Strategies Gold end of year graph:

This graph depicts average, program wide percentages in six developmental areas for the three report periods. The graph shows the percentage of children ages 3-5 who were below expectations in fall/winter/spring and those who were meeting/exceeding expectations in fall/winter/spring. There was growth in each developmental area throughout the school year. The growth in the areas of math, literacy and language stick out this year. These are areas that teachers have been incorporating more activities into their small groups/large groups/and individual child goals. The language growth is important because it shows that those students who received speech services were making growth throughout the year in the area of language.

	Fall Below	Winter Below	Spring Below	Fall Meet/Exceed	Winter Meet/Exceed	Spring Meet/Exceed
Social Emotional	29%	13%	7%	71%	87%	93%
Physical	20%	9%	5%	80%	91%	95%
Language	33%	19%	10%	67%	81%	90%
Cognitive	33%	14%	6%	67%	86%	94%
Literacy	39%	17%	7%	61%	83%	93%
Math	44%	18%	10%	56%	82%	90%

Head Start 2020-2021 Teaching Strategies Gold Finalization



Disabilities:

Throughout the 2020-2021 school year, the SCICAP EHS/HS Early Childhood Program maintained the 10% disabilities, and by the end of the school year we were at 19% disabilities program wide. Below is a breakdown of the IFSP's and IEP's in our program:

EHS-

Parent Refusals-1

Not Eligible for Services-0

Number of IFSP's-4

Number of IEP's-2

*Categories of delays:

-Speech or Language Delays: 3

-Non-Categorical/Developmental Delays: 3

HS-

Parent Refusals-1

Not Eligible for Services-1

Number of IEP's- 36

*Categories of delays:

-Speech or Language Delays: 23

-Non-Categorical/Developmental Delays: 12

-Autism: 2

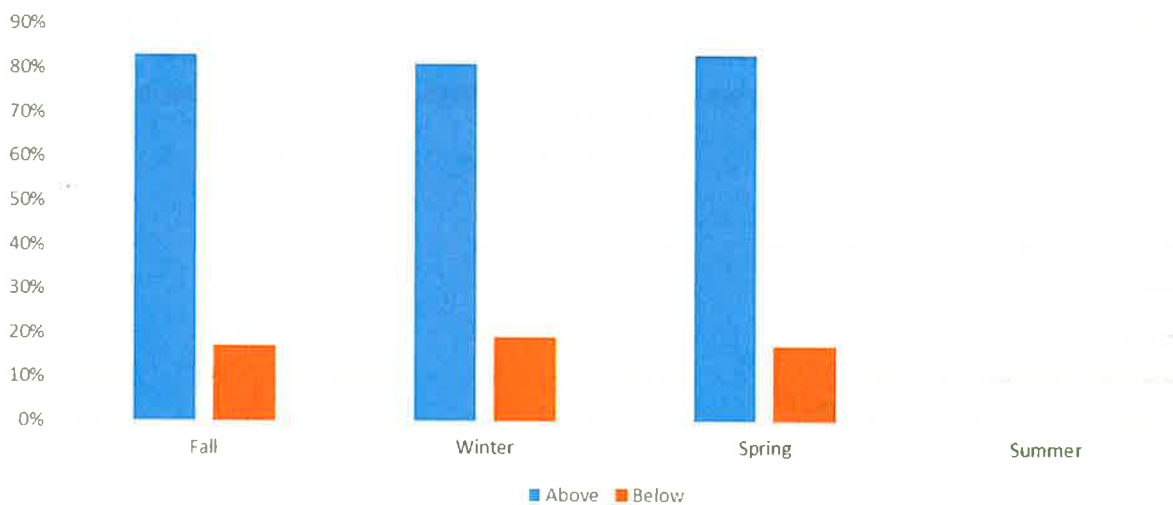
-Down Syndrome: 1

Early Head Start Brigance:

The graph below shows the growth made by students throughout the year on the Brigance Developmental Screener. The graph is showing that in the fall we had 83% of students ages 3 months- 3years who were above the cutoff on their Brigance Screener. The Winter screener showed that there was an 81% growth in students who were above the cutoff. Spring we had 83% students about the cutoff score. We will add in the Summer Brigance scores when it comes that time. With COVID and our shutdowns of doing Home Visits, some of our Brigance testing was done virtual. It was done mostly with parents. It was documented on Child Plus. The Summer Brigance will be back in the Home's done with the child. EHS Center Brigance were done throughout the school year at the Center.

	Above	Below
Fall	83%	17%
Winter	81%	19%
Spring	83%	17%
Summer		

Program Wide EHS Brigance Percentages
2020/2021



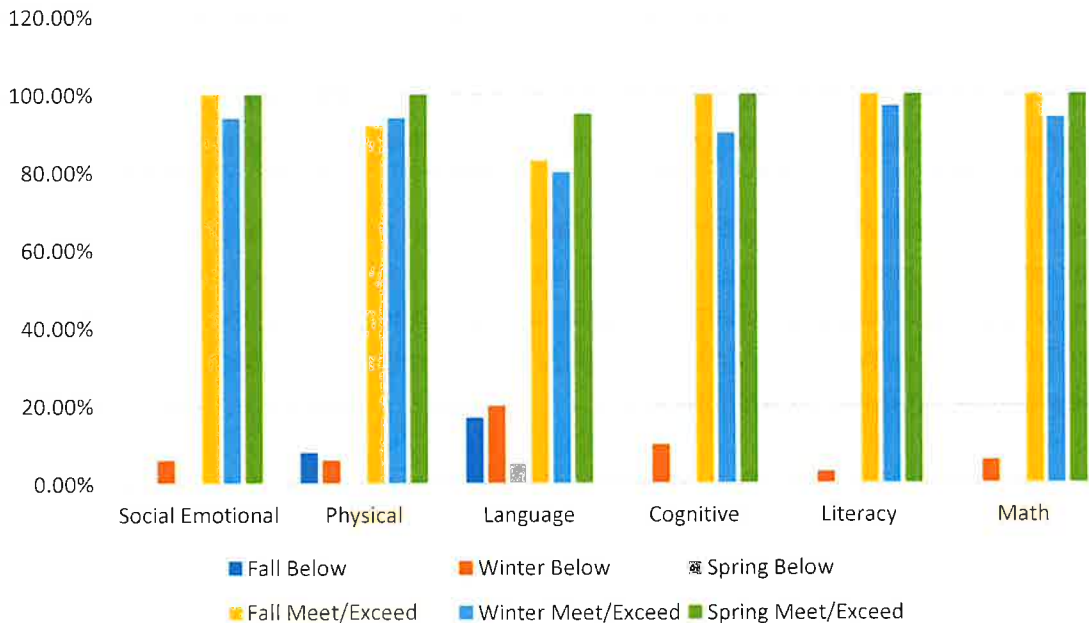
Explanation of Early Head Start Teaching Strategies Gold:

This graph depicts average, program wide percentages in six developmental areas for the four report periods. This graph is only showing three periods on the graph due to Summer finalization not being completed yet. The graph shows the percentage of children ages 0-3 who were below expectations in Fall/Winter/and Spring and those who were meeting/exceeding expectations in Fall/ Winter/ and Spring. There was growth in each developmental area throughout the school year. The significant growth that we see in this graph would be Physical and Language. With IFSP/IEP's in place, it has shown some improvements in the area of Language. We hope to see continue grown in all area's when we finalize our summer finalization.

2020-2021

	Fall Below	Winter Below	Spring Below	Fall Meet/Exceed	Winter Meet/Exceed	Spring Meet/Exceed
Social						
Emotional	0.00%	6.00%	0.00%	100.00%	94.00%	100.00%
Physical	8.00%	6.00%	0.00%	92.00%	94.00%	100.00%
Language	17.00%	20.00%	5.00%	83.00%	80.00%	95.00%
Cognitive	0.00%	10.00%	0.00%	100.00%	90.00%	100.00%
Literacy	0.00%	3.00%	0.00%	100.00%	97.00%	100.00%
Math	0.00%	6.00%	0.00%	100.00%	94.00%	100.00%

Teaching Strategies Gold
EHS Center/Home Base
2020/2021



CLASS stands for Classroom Assessment Scoring System and is based on research that interactions between students and adults are the primary mechanism of student development and learning. There are four levels of CLASS ranging from birth to secondary education. There are two new SCICP Education Specialists and they have completed CLASS Training and obtained Observer Certification. One is able to evaluate the Infant, Toddler and Pre-K ages and the other is able to evaluate in the Pre-K age range. CLASS for Infant/Todder is new and will begin in the fall of 2021. CLASS is broken down into three major domains and rated on a seven-point scale. SCICAP's Head Start Composite Scores were as follows during the spring of 2021: Emotional Support: 5.80, Classroom Organization 4.78 and Instructional Support: 3.53.

COVID has affected CLASS evaluations. Evaluators were unable to be in all classroom which led to virtual evaluations. It was hard to see all CLASS interactions and difficult to score. With restrictions lifting in the coming months, evaluators plan on being in all classrooms in person.

At this time, the Educational Specialists are in the process of educating teachers about CLASS which encompasses ten Dimensions, 42 Indicators and 123 Behavioral Markers. They are doing this through weekly comments on lesson plans and monthly posters used for visual reminder. Coaching goals will be written to help teachers focus on specific areas of improvement. A January 2022 In-Service called CLASS Primer will be shared with all teaching staff and some support staff through Teachstone. It will highlight the long-term educational and emotional impact teachers have toward students through positive daily interactions.

Family and Community:

This year was a very challenging year for staff and families to engage to the full extent of Head Start/Early Head Start Standards. All staff continued throughout the year to work through the challenges and meet the expectations.

During this school year the teachers and students had to face several struggles

- Conferences were not face to face so important paperwork was harder to get filled out.
- Parents could not come into the building so meaningful conversations between teachers and parents were reduced.
- Important papers were sent home with kids when face to face meetings couldn't happen.
- AEA services were harder to get put into places for kids because of the high demand from other areas.
- Centers were not allowed to host family activities to help families bond together at the center.
- The program had staff turnover in the Family and Community Management area which created some challenges as they learned their new responsibilities.

Parent Evaluations are completed two times during the year for families to give feedback to the program. The information from the families is in all areas of the program services and addressed community referrals.

The results of the Parent Evaluation reflects one of the many challenges throughout the year.

Head Start – 37% return from parent's program wide

Early Head Start – 76% return from parent's program wide

PFCE Strengths:

The program has updated the PFCE plan to better define processes. A PFCE training guide was developed. The PFCE area has expanded to get more family engagement staff directly in the centers this year. In the upcoming year we have updated teacher assistant positions to incorporate family engagement duties. When we resume classes in August 2021, we will have five staff who are completing the Family Engagement Credentialing through NHSA.

ERSEA:

For the 2020-2021 school year, we obtained a total of 289 applications for Head Start program. We served 191 of those children in our centers. We had a total of 63 applications for Early Head Start program and were able to serve 47 of those children either in our Early Head Start Center or with our home-based services.

Looking at our enrollment numbers from this year compared to last years, we have taken more applications in our Head Start and the same amount as last years in our Early Head Start. We served more students in our Early Head Start this year than last year. We serve just a few less last year in our Head Start then this year. Our teaching and management staff is available all year to take applications. Because of some COVID- 19 restrictions, we have still been taking applications over the phone or families can set up a time to meet with the teachers at the centers. We have also implemented our online application this year on our updated website!

We have received some good feedback from our families regarding our new online application. Families love the convince of doing at their own time and attaching the verifications documents right there! We have received about 20% of next year applications online. This has lowered the number of families we see at some of our recruitment events, but some people still love the in-person contact.

This school year it has been very important on how we communicate with our families or potential families. We have been advertising recruitment flyers all over social media more this year than past years. With the increase in population around our 5 counties this is how we are targeting new families.

In the communities we serve, we are seeing an increase in incarcerated parents. This causes a hardship on the single parents as they are trying to work to support their family on one income.

We continue to offer wrap around before and after school childcare for families 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. This supports low-income families' need for no-cost childcare and provides less transitions for children.

Our SCICAP Head Start is blessed 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.

Most families in our counties we serve are employed by the Hy-Vee Distribution Center here in Chariton, Iowa. With COVID-19 our Hy-Vee stores have needed these employees more than ever. With the empty shelves that means these workers are working 10-hour days, 5 days a week and some families working there extra days for the extra money. With this extra money they are unable to qualify due to the income guidelines, therefore not able to qualify for Head Start. It is unfortunate that the federal poverty guidelines are set low enough that it prevents a working family from being able to qualify.

Child Health, Nutrition and Safety:

During the year, our focus was the health and safety of our students, staff, and families. Amid the Covid-19 pandemic we were able to safely and responsibly complete health screenings throughout the year upon enrolled students. It was a challenge to complete these screenings on our virtual students, however, we were able to still serve those families in other areas by providing emergency meal kits. Several children did not complete a dental exam because due to appointment delays/restrictions with Covid-19. Physical exam numbers were consistent with the previous year.

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 file. We work with the Head Start family resource workers to really try to obtain physicals from all families. We continue to support these families by sending reminders and assistance in making appointments. Family resource workers assist in this process. 90% of physicals have been turned in and on file. The remaining 10% are from EHS Home Based families and collaboration Head Starts. Blank physical forms and reminders are given to all students who have missing or expiring physicals.

Hearing/Vision – We continue to work with Green Hills and Great Prairie AEA agencies. AEA continues to provide all hearing screenings for our students. We purchased an audiometry device to support AEA and to also screen our EHS infants. The Lion's club only made it to a few sites this year to conduct vision screenings with Kids Sight. The barrier of Lion's club conducting the screenings was Covid-19, therefore the Head Start Health Team conducted these screenings with vision cards. We have plans to purchase a Plus-Optic vision screener similar to the device Lion's Club utilizes.

Dental Health – The number of current dental exams decreased from 70% last year to 51% this year. Dental screens decreased from 90% to 71%. There were Covid-19 restrictions in dental offices this year and ISmiles couldn't screen multiple kids due to virtual learning, quarantine, and closures. This includes all EHS and HS. We continue to hand out lists of dental providers who accept Medicaid and Hawk-I in our five-county area. Due to Covid-19, Head Start offices and CDC guidance advised no tooth brushing this year in the classroom.

Nutrition – We hired a new lead cook in the Chariton center and she is doing very well. Due to Covid-19, family style service was not administered. Staff placed the full serving of each item on the children's plates. Emergency meal kits were sent out to virtual learners weekly or children in quarantine and/or during a closure. Nutritional Services meet the dietary needs of children while meeting CACFP requirements. The Registered Dietitian on staff reviews the menus and provides recommendations as needed. RDN taught 4 nutrition lessons in each non-collaboration classroom this year relating to food and overall health and wellness.

Lead Screens – We continue to partner with Marion County Public Health and Wayne County Public Health to have lead screenings conducted for our students. Unfortunately, Covid-19 vaccination clinics were up and running, therefore there was limited days where Public Health could do these screenings. We are currently in

the process for applying for a CLIA waiver and purchasing a lead machine to be able to conduct these screenings within the Head Start Health Team.

Health Advisory Board - We had great attendance this year, it was virtual meetings via Zoom. Public Health (Wayne and Lucas) directors were some of our guest speakers this year and spoke on Covid-19 updates.

Challenging Behaviors – Training on Conscious Discipline with Sue Dierks was completed.

Covid-19 – The Health Team developed a plan and procedure for changes to our program the start of the school year. The procedures follow CDC, DHS, and IDPH guidelines. We re-opened our centers in August 2020 and with Covid -19 procedures and training in place for all staff. Procedures evolved as updates occur, our procedures reflect the above agencies guidance. PPE supplies have been utilized. Spring 2021 – Covid-19 vaccinations have been offered to all staff.

Staffing – The program has hired a LPN. We currently have a Registered Nurse, Licensed Practical Nurse and Registered Dietitian Nutritionist to support the health and wellness of all student and family needs.

2020-2021 Strengths – Although this year had its challenges with Covid-19, I felt overall we really did a great job with adhering to our new procedures including extra, PPE wearing, and social distancing efforts. We had some students and staff members test positive for Covid-19, however we took extra steps in doing our best to stop the spread. Overall, physical exams went very well this year. Most families were able to get those appointments made and turned back to the Health Team.

Areas of concern – Health Services

Lead & Vision screeners – Due to Covid-19, we were not able to utilize the Lion’s Club for vision screenings and Public Health for leads like in the past. Therefore, we are currently in the process of ordering a Plus-optic vision screener and a Magellan Lead II machine.

Dental screens and exams – As Covid-19 restrictions continue to lift, it will be important to continue to help families with finding insurance, making appointments, and providing education on oral health. Toothbrushing in the classroom will also be a goal to get back to. ISMILES could possibly have more time to ease into the classroom.

Collaboration Physicals – We are creating a handbook for 2021-2022 school year for teachers and staff to encourage families to get physical exams and all health screenings up to date. This handbook will be a great added support to our staff and an excellent resource to reference.

Increase the number of Head Start children within collaborations to get up to date on EPSDT schedule

Target Date: 7/31/2022

Standard 1302.42(b)(1)(i)

Responsible Party: Health and Nutrition Specialist, Health Assistant, Family Resource Workers, Teaching Staff, Collaboration Staff

Increase health screening completions with new evidence-based screening tools for 2021-2022 school year.
(Lead, Vision, Hemoglobin).

Target Date: 7/31/2022

Standard: 1302.42 (2)

Responsible Party: Health and Nutrition Specialist, Health Assistant

Facilities - Safe and Healthy Environment:

A continuation of updating facilities throughout last fiscal year and into the current fiscal year has been in place. Safe and Healthy facilities is a top priority for enrolled children, families and staff. The following are areas of improvements made and a working list of projects.

Program facility improvements for this year have included:

- New windows for one site
- New siding for two sites
- Updating 3 sites Alarm Systems
- Interior painting of sites as needed
- Step repair for safety and emergency exit
- Removal and replacing of two diseased trees
- Planted one tree at a site
- Painting of shed x 3
- Ramps for storage sheds for easier access
- Dirt around storm shelter that had sank
- Exhaust fan replaced at one site
- Dishwasher replaced
- Cubbies replaced
- Shade Area for one of the playgrounds to go over new sandbox area and cement pad area
- Gravel in one parking lot

Projects in the works:

- Sidewalk repair
- Water damage repair under doors at one site – waiting on contractor
- Overhangs on all sites over the entry doors and decks – assessing costs
- Surfacing replaced on two playgrounds – assessing costs
- Decks stained and sealed at all centers
- Parking lines painted for one site

General maintenance of all facilities is ongoing and the program has a tracking system that has improved over the past few years.

- Sites send a facility report or service report (depending on the facility need) to the facility specialist.
- Facility specialist and program director looks at need to determine if the need is an emergency, high, mid or low and an estimate along with budget funds.
- If it is determined an emergency need (water leak, heat/cooling, etc) it is dealt with immediately
- All other needs include estimates, budget and scheduling

Safety drills are a part of a Safe and Healthy Environment. The program annually reviews the individual sites Emergency Plans to ensure the most current contacts and drills are in place.

Transportation:

The transportation services for this program year were offered for the site at Osceola. A contract agreement is in place for transporting children through the Southern Iowa Trolley Transit Service. There were families with non/un-reliable transportation and with the Trolley needs were being met for those families.

The program currently has Contract agreements With 10-15 Transit that serves the Chariton and Albia sites and Southern Iowa Trolley Transit that serves the Osceola Site.

The program currently has one waiver with the Wayne Community School District that provides public school but transportation to the Corydon Site.

There continues to be limited transportation due to the fact that the 5 County Services Area is very rural and limited options.

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:

The Head Start Program Performance Standards prescribe the management of program data and support its availability, usability, integrity, and security. Our program has a procedure on data management, and through ongoing assessment, we use data to effectively oversee progress toward addressing program needs, evaluate compliance, and successfully achieve program goals.

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 and reports, TSG assessment data, end of month reports, community needs assessments, parent feedback, Policy Council and Governing Board feedback along with individual staff monitoring documents our program has a continuous process of evaluating program effectiveness.

Human Resources:

SCICAP, INC serves as the programs Human Resource. We have hired a new Employment Coordinator to help manage staff trainings and onboarding more effectively.

Communication:

The program's communication plan currently consists of the SCICAP Agency Communication Plan and Head Start Communication plan. All fulltime and parttime staff have emails.

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.

New strategies have been implemented to protect PII (personally identifiable information).

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. All members were given an anonymous survey to give feedback on Head Start Governing processes and training.

All returned surveys conveyed they strongly agreed or agreed that effective training and information/data is shared with members to effectively carry out their responsibilities. Members shared they liked the option of attending meetings via Zoom.

Fiscal:

The program receives an annual audit to ensure fiscal integrity with the Performance Standards. The current completed audit had no deficiencies or findings noted with Head Start.



South Central Iowa
Community Action Program

Early Childhood Program Self-Assessment Improvement Plan

Program Design and Management	Target Date	Standard	Responsible Party
Education and Disabilities			
Teachers and TAs will have a better understanding of CLASS	Ongoing	1302.31(b) (i)(ii)	Education Specialist CLASS Specialist Teaching Staff
Family and Community			
PFCEs will have increased parent contacts/referrals and follow ups throughout the school year New parent curriculum – Conscious Discipline will be shared 2021-2022	On-Going	1302.50(b)(2,3) 1302.51(b)	Family Resource 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- challenge with Covid	On-going	1302.42(b)(1)(i)	Health and Nutrition FRA/FRA Teaching Staff Collaboration Staff
Continue to Implement guidelines for COVID-19 related health and safety for students, staff and families	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
Networking/Marketing			
Staff will attend more community meetings and share data and promote recruitment	On-going	1302.53	Program Staff Director

