

Head Start/ Early Head Start

Annual Self-Assessment



SCICAP Early Childhood Program Head Start/Early Head Start, along with parents, staff, and community partner feedback, perform a comprehensive self-assessment each year to look at the program's operations to ensure compliance and to form strategies for a continuous process of improvement in all areas.

SCICAP Early Childhood Program
Head Start/Early Head Start
2021/2022 Annual Self-Assessment
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 2021/2022 was approved by the SCICAP Early Childhood Program Head Start/Early Head Start Policy Council on 7/20/22.

Athena Porter
SCICAP Early Childhood Program Policy Council Chairperson

7/20/22
Date

SCICAP Early Childhood Program Head Start/Early Head Start Annual Self-Assessment 2019/2020 was approved by the SCICAP Governing Board on 7/27/22.

Robert Bell
SCICAP Governing Board Chairperson

7/27/2022
Date

Introduction:

SCICAP Early Childhood Program serves families and children through an integrated delivery model. Our program currently serves 32 Early Head Start (EHS) and 180 Head Start (HS) children and their families through comprehensive services focused on education, health, self-sufficiency, and community. Our EHS program serves prenatal moms and children 0-3 through Homebased and center-based services in Clarke, Decatur, Lucas, Monroe, and Wayne Counties. Our HS program serves children ages 3-5 years and has independent centers in Albia, Chariton, Corydon, and Osceola. We also partner with several school districts including, Leon, Lamoni, Humeston and Murray. Our program partnered with Funshine Childcare Center in Lamoni, serving three-year-old Head Start children, as well.

The main goals of the self-assessment are to share program accomplishments, strengths, and to identify areas where possible improvements are needed. Our goal through this self-monitoring process is to have a continuous process of improvement.

Our mission is to provide a quality program to empower children and families for lifelong learning and success.

Methodology

The SCICAP ECE Program conducted the annual self-assessment using data gathered from August 2021 thru May of 2022. The process included an in depth look of current program practices, operations, and management systems. Multiple methods were used to gather information including meetings, group conversations, staff surveys, Policy Council and Governing Board feedback, monitoring plan and strategic plan review, ongoing monitoring, document review and comprehensive program data review. They utilize ChildPlus Data, Monitoring Reports of Management Staff, Observations, Surveys, Checklists, Screenings, Referral data, Staff and collaboration feedback, Health Advisory Committee/Community Partner feedback, and any other information that gives a snapshot of the program for that current year. The relationships we have with our staff, families, and partners, combined with conversations and the review of data and practices, were able to help guide this process as we work on a continuous model of improvement in all areas. This document helps summarize how well SCICAP ECE Program is doing at delivering quality, comprehensive services to children and families, preparing them for the future.

Self-Assessment Procedure

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. The program's Five-Year Strategic Goals are also reviewed and discussed as we approach the end of our fifth year.

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.

SCICAP Early Childhood Program 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 and On-Going Monitoring.

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

The Five Phase Approach:

1. Design the Process
2. Engage the team
3. Analyze and Dialogue
4. Recommend
5. Prepare Report

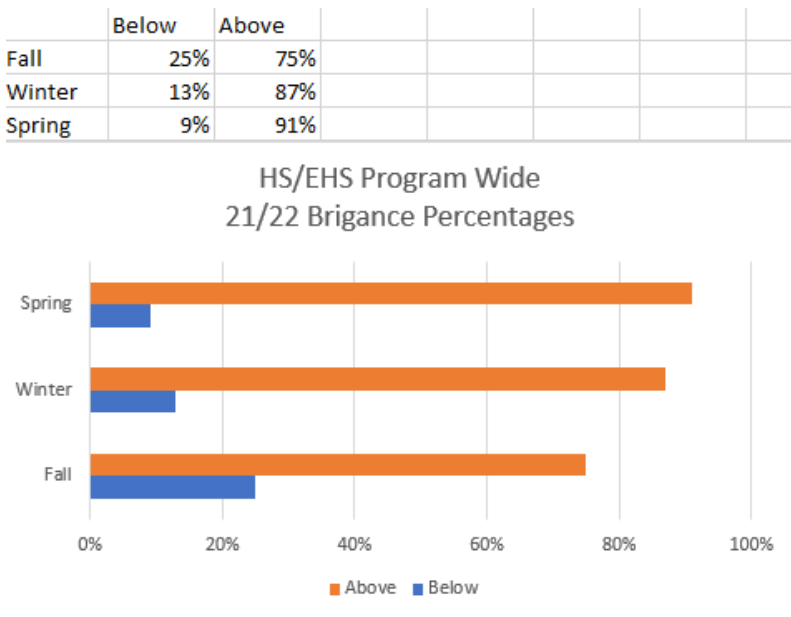
The Post Self-Assessment task includes reviewing feedback from the assessment team to assist with planning for next year, to utilize assessment reports to revise program goals and objectives, to add or revise program action plans and to communicate assessment insights to staff and program stakeholders.

Summary of Content Areas

Education

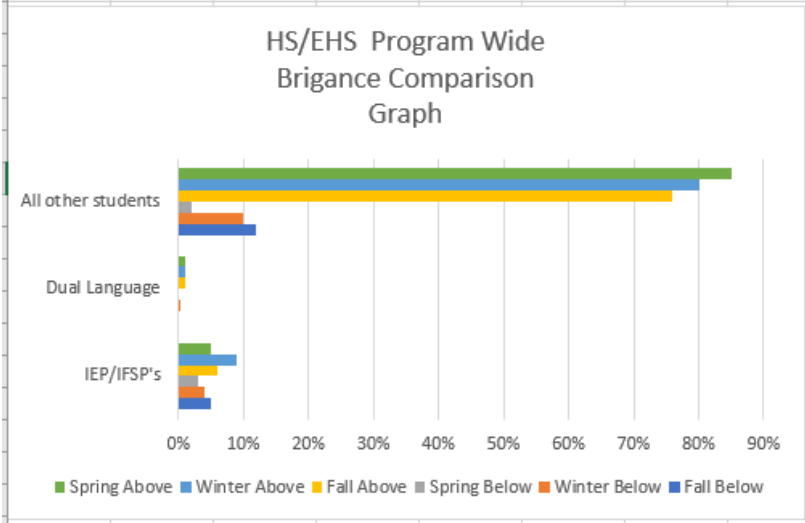
Effective, nurturing, and responsive teaching practices and interactions are key for all learning in early childhood settings. They foster trust and emotional security, are communication and language rich, and promote critical thinking and problem solving. They also support social, emotional, behavioral, and language development; provide supportive feedback for learning; and motivate continued effort. Teaching practices and interactions are responsive to and build on each child’s pattern of development and learning. They can be measured by the Classroom Assessment Scoring System (CLASS®), an adult-child interaction tool. These observations may then be used to support professional development. Teaching practices also include how schedules and routines are carried out, how settings are managed, and how children’s challenging behaviors are addressed.

The graph below shows the growth made by students in the Head Start Program throughout the 2021/2022 school year. From fall to winter our students made a 12% growth in their Brigance scores. From winter to spring students made another 3% growth and as a program we had 91% of our Head Start students meeting their expectation for their age on the Brigance Developmental Screener.



The following graph breaks down our students by those on IEP/IFSP’s, dual language, and all other students. It allows us to see if we are giving all students the proper materials and services so that they are becoming school ready before entering kindergarten.

	Fall Below	Winter Below	Spring Below	Fall Above	Winter Above	Spring Above
IEP/IFSP's	5%	4%	3%	6%	9%	5%
Dual Language	0%	0%	0%	1%	1%	1%
All other students	12%	10%	2%	76%	80%	85%



Areas of Strength:

- We Referrals, IEP's and all assessments are tracked in ChildPlus
- We have strong partnerships with AEA agencies
- We have strong collaborations in the school districts who provide services to children with disabilities.
- Program staff are present all IEP and IFSP meetings

Opportunities for growth:

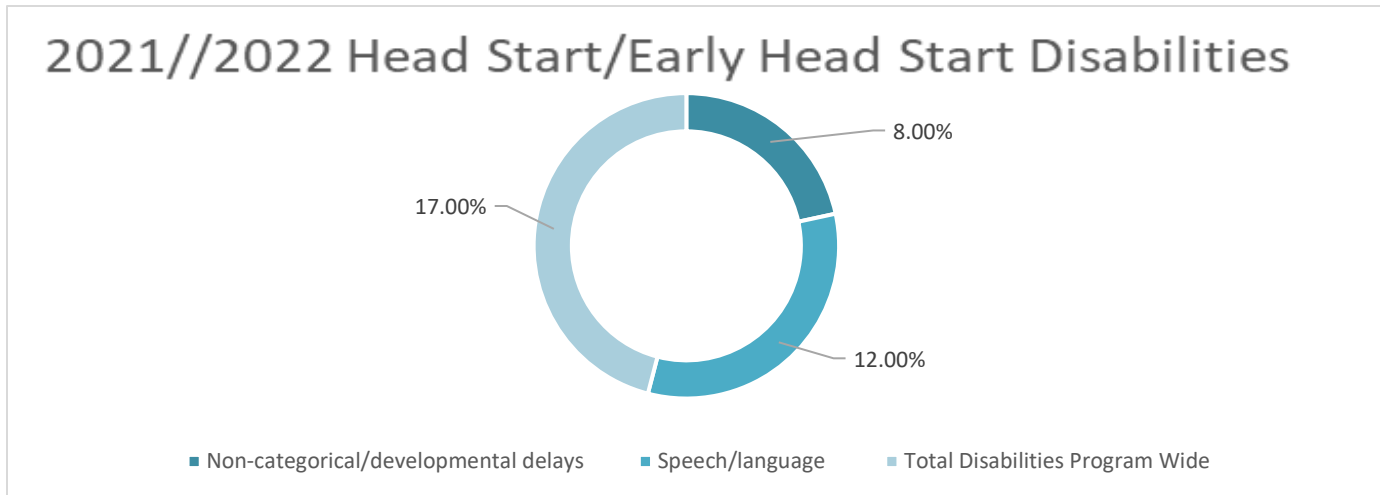
1. *Setbacks and challenges around providing services during pandemic have created further delays in child development.*

Action Steps	Time Frame	Responsible Party
Continue to follow through with IEP and IFSP plans and recommendations	2022-2023	Education and CLASS Specialists Teaching Staff Disability Specialist
Continue to move towards more normal in-person services and assessments – including parent meetings	Ongoing	Education and CLASS Specialists Teaching Staff Disability Specialist Parents

Disabilities

We provide high-quality services for children with disabilities and their families. We have a program-wide coordinated approach to ensure full and effective participation of all children with disabilities. Throughout the 2021/2022 school year, the SCICAP HS/EHS Early Childhood Program maintained the 10% disabilities. By the end of the school year, we were at 17% disabilities program wide. The graph below shows that throughout the year we had IEP's and IFSP's in speech and non-categorical/developmental delays. This year we served three children who were non-verbal. One of those children has a hearing loss diagnosis and was receiving speech services.

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Opportunities for growth:

2. *Setbacks and challenges around providing services during pandemic have created further delays in child development.*

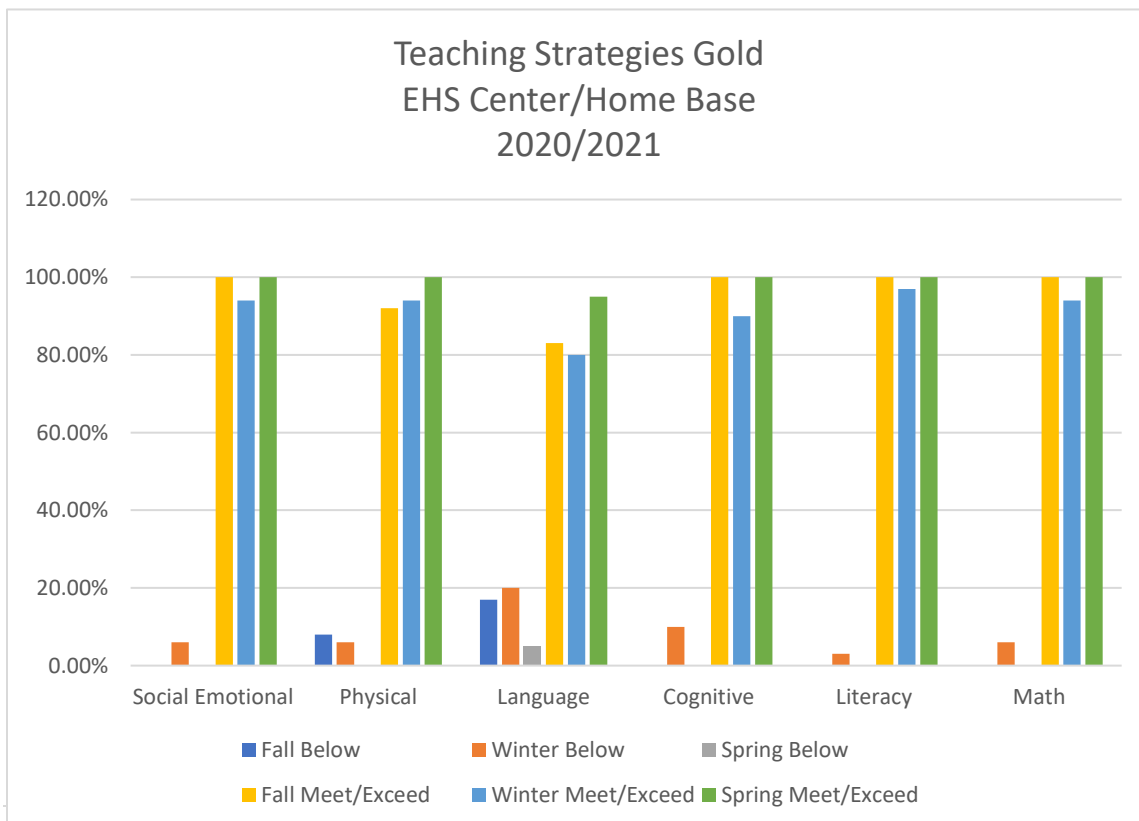
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Explanation of Early Head Start Teaching Strategies Gold:

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%



CLASS

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. Ten dimensions, intended to be analytically distinct from each other, comprise the observation: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, and Language Modeling.

There are four levels of CLASS Evaluator Trainings ranging from birth to secondary education. SCICAP currently has one Education Specialist certified to observe at the Infant/Toddler level, and two Education Specialists who have obtained Observer Certification at the Pre-K level. A new Education Specialist is currently training at the Pre-K level. With Covid restrictions lifted in most places, observers were able to assess all classrooms in person instead of some being completed virtually as they were during the 2021-2022 school year.

Professional Development for teachers regarding CLASS has included general awareness of the tool, individual coaching for new teachers, weekly lesson plan comments tied to CLASS, and monthly mini posters posted in classrooms for all staff to see and utilize. Following a CLASS Observation, Education Specialists conference with Teachers regarding their strengths and areas to improve. A written report, highlighting strengths and areas of weakness, is shared.

In January of 2022, twenty-five agency staff, comprised of Teachers, Teaching Assistants, Family Resource Advocates and Management Staff participated in an eight-hour online seminar called *A CLASS Primer*. This Teachstone course is designed to give a broad overview of best CLASS practices and highlight the long-term educational and emotional impact teachers have when they purposefully create positive daily interactions.

CLASS is broken down into three major domains and rated on a seven-point scale. SCICAP's Head Start Composite Scores showed growth from the 2020-2021 school year:

	2020-2021 School Year:	2021-2022 School Year:
Emotional Support	5.80	6.33
Classroom Organization	4.78	5.40
Instructional Support	3.53	3.95

Areas of Strength:

- Three trained CLASS observers on staff
- Professional Development by Teachstone trainer for 25 teaching staff members
- SCICAP ECE averages scores above national averages
- Pre-Service training dedicated to CLASS

Opportunities for growth:

3. *Improve Instructional Support scores program wide*

Action Steps	Time Frame	Responsible Party
Offer CLASS trainings for all teaching staff	2022-2023	Education and CLASS Specialists Teaching Staff
Provide individualized coaching as needed	Ongoing	Education and CLASS Specialists

Family and Community:

This year the Family and Community Engagement area was expanded. We added a dedicated Family Resource Advocate (FRA) in each of our Head Start Centers and we were also able to add three FRA’s in a collaboration site. This change resulted in increased meaningful contacts with Head Start families that resulted in families receiving more assistance and connections to resources in their communities.

The increase in FRA’s led to the hiring of a FRA supervisor. This allows FRA’s to meet once a month as a group with their supervisor to discuss any questions or concerns they have, to receive needed training and to network with each other. These meetings have increased the knowledge of the FRA’s and has helped to provide consistency in services across our program.

Areas of Strength:

- Parent Surveys were turned in by more parents – 65% from HS and 99% from EHS parents.
- Overall parent feedback was positive
 - “This has been an excellent experience for my child and my family. His teachers show passion and organization for what they do.”
 - “Program has been great for my child.”
 - “Sending my child to Mormon Trail has turned out amazing. Her teachers are amazing.”
- Added additional FRA staff
- Added Family Resource Advocate supervisor
- Dedicated FRAs provide more time communicating with parents
- Improved Family Outcomes over program year
- We had more face -to- face interactions with families than last year
- Several staff members (FRAs) have completed their Family Service Credentialing so all FRAs are qualified to help families with goal setting
- Improved ChildPlus data collection
- Improved referral and follow up documentation
- Monthly newsletters were sent to families
-

Opportunities for growth:

1. *FRAs will present parent curriculum all parent meetings*

Action Steps	Time Frame	Responsible Party
FRA Supervisor will create parent curriculum educational piece	2022-2023	FRA Supervisor FRAs

Mental Health:

This year the Mental Health area was expanded by the hiring of a Mental Health and Behavioral Specialist to assist with mental health referrals for families, students, and staff. The Mental Health Coordinator can assist families and staff in locating available mental health services that fit their needs. This staff member also does classroom observations to support challenging behavior strategies. She collaborates with teaching staff, parents, mental health consultants and AEA staff to help develop an individualized plan.

SCICAP Head Start contracts with Infinity Health to provide mental health observations in our Head Start classrooms two times per year and with our Early Head Start program three times per year. In addition to these observations Infinity Health is also able to provide individual observations and recommendations on children enrolled in the program as needed.

One area we are focusing on for next year will be staff well-being, including staff mental health. We understand the relationship between staff wellness and effective teaching practices and want to make sure our staff are well so that they can be effective teachers. We want to support our teachers, home visitors and other staff to help maintain a positive environment for program participants.

Areas of Strength:

- New staff member hired as Mental Health Coordinator and Behavior Specialist
- Conscious Discipline Parent Curriculum initiated this year
- Strong collaboration with Infinity Health for mental health observations/consulting/observations
- Promoting more staff meetings program wide to hear feedback
- Needs assessment survey collected from parents

Opportunities for growth:

1. Get staff more confident utilizing Conscious Discipline (CD) techniques

Action Steps	Time Frame	Responsible Party
Offer new staff CD opportunity to watch CD training videos	2022-2023	Mental Health Coordinator Teaching Staff Professional Development Coordinator
Provide some CD sample ideas to all teaching staff to use more consistently	Ongoing	Mental Health Coordinator Teaching Staff

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:

Going into the second school year during the Covid-19 pandemic, our focus was on the health and safety of our students, staff, and families. We continued to follow Covid-19 protocols and conducted 45-day requirement health screenings along with other outside agencies who completed their own assessments in a safe, responsible manner. A mask mandate was initiated for anyone over the age of 2 years old this fall, this mandate was lifted January 2022. We provided emergency meal kits to students who were ill, in quarantine or during a classroom closure. 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 – With non-collaboration sites, physical exams remain consistently turned in and up to date 100%. 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 try to obtain physicals from all families. We continue to support these families by sending reminders, providing assistance in making appointments, and asking families to sign release of information forms once the appointment has been completed to retrieve the exam. Family resource workers assist in this process. 92% of physicals are up to date and on file for Head Start. 9% missing are from collaboration sites. 75% of physicals are up to date and on file for EHS, 25% of those not turned in are from EHS Home Based families. We continuously work with the Home-Based workers to retrieve these missing well baby exams. Combined - HS and EHS physicals/well babies turned in were 90%.

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 utilize our evidence-based screener, Welch Allen audiometry device to support AEA and to also screen our EHS infants. The Lion's club made it to a few sites this year to conduct vision screenings with Kids Sight. For this school year, we purchased a new Head Start approved PlusOptix machine. We were able to provide detailed vision results/findings to our families with an evidence-based screening tool.

Dental Health – The number of current dental exams were consistent from last year with 51% completed this year. Dental screens increased from 71% to 86%. This includes all EHS and HS students. ISMILES coordinator at Marion County Public Health, Melissa Woodhouse, expressed an oral health crisis. 42/99 counties are accepting Medicaid and dental offices are still backed up with appointments. We continue to hand out lists of dental providers who accept Medicaid and Hawk-I in our five-county area and have expanded this list to neighboring counties. We implemented toothbrushing back into the classrooms with step-by-step procedures/training on how to complete this process in a safe and effective manner.

Nutrition – We hired a new lead cook in the Albia center. Our cook in Osceola was out on leave and did not return and the Chariton cook filled in at the Osceola site and in turn made that her permanent site. The assistant cook in Chariton then was promoted to lead cook. 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 children in quarantine and/or during a closure. School Nutritional Services met the dietary needs of children while meeting CACFP requirements. The Registered Dietitian on staff reviewed the menus and provided recommendations as needed. RDN taught two nutrition lessons in each non-collaboration classroom this year relating to food and overall health and wellness. SCICAP Early Childhood Program received a Large Early Care Finalist award for the Healthiest State Initiative. We used our prize money to purchase large pumpkins for every student in October 2021.

Lead Screens – There was a recall of the lead testing kits this year, therefore Marion County Public Health and Wayne County Public Health couldn't conduct lead screenings. Our program had already applied for a CLIA waiver for SCICAP Early Childhood program and was in the process of purchasing a lead machine when the

recall was initiated. April 2022 the recall was lifted, and we are currently in the process of purchasing a Magellan LeadCare 2 Machine with a testing kit to conduct our own lead screenings for the next school year. **Health Advisory Board** - We had great attendance this year with virtual meetings via Zoom. Stacy Haas (First Five Coordinator) and Melissa Woodhouse (ISMILES coordinator) were the guest speakers this year.

Covid-19 –We continue to follow procedures from CDC, DHS, and IDPH guidelines. Masks were given to all Head Start staff along with other available PPE. Procedures continue to evolve as updates occur, our procedures reflect the above agencies guidance. This fall we organized a system to retrieve vaccination cards or religious exemption forms from all staff as the Biden Administration put into effect a vaccination mandate for all federal employees to be completed by January 31, 2022. This mandate along with the mask mandate was lifted prior to January 31.

2021-2022 Strengths – Health Services

- Our program did a good job with adapting and being proactive to new guidance regarding Covid guidelines. Updated policies and procedures reflected this new guidance.
- We had less closures than the previous school year.
- Our health staff started going into our Home-Based homes this winter to conduct health screenings and support children and families.
- ChildPlus documentation improved, and we were able to gather more data this past year.
- We had improved follow- ups on referrals and continued to have consistent physicals being turned in and a higher number of kids participating in dental screens.
- Additional family resource staff was added to support families’ needs finding insurance and medical homes, making appointments, providing referrals, educating families and providing follow up interactions.
- Toothbrushing was implemented back in the classrooms this year.
- The program has hired a CMA. We currently have a Registered Nurse, Certified Medical Assistant, and Registered Dietitian Nutritionist to support the health and wellness of all student and family needs.
- A new lead screener was ordered
- PIR setup was changed to help capture more accurate data related to health services
- Staff attended I am Moving, I am Learning (IMIL) conference and will train staff in use

Opportunities for growth:

1. Increase the number of Collaboration Head Start students turning in physicals

Action Steps	Time Frame	Responsible Party
Educate collaboration staff on importance of encouraging parents to be up to date on EPSDT	2022-2023	Health Specialist Staff, Teaching Staff
Have FRA communicate with and support families in getting exams completed and turned in	2022-2023	Health Specialist Staff, Teaching Staff

2. Improve Prenatal and Infant data collection

Action Steps	Time Frame	Responsible Party
Health Specialists/CMA will do home visits regularly to perform screenings and collect data	2022-2023	Health Specialty Staff Home Based Staff
Use Public Health contractors only as needed	Ongoing	Health Specialty Staff

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 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 waivers with all school districts as they provide bussing for our students.

Strengths:

- We have a grant through Early Childhood Iowa (ECI) that supports transportation in Albia and Chariton.
- We have a large number of children utilizing transportation services
- We have collaborations with school districts to provide transportation to our students

Opportunities for growth:

1. *Increase number of seats in Albia and Osceola*

Action Steps	Time Frame	Responsible Party
Work with Albia school district to allow younger siblings to ride the bus	2022-2023	HS Director, Teaching Staff, FRAs, Transportation Specialist
Continue to communicate with SIT about hiring additional drivers	2022-2023	HS Director, Transportation Specialist

Program Planning Overview:

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/Staff:

SCICAP, INC serves as the program's Human Resources manager. This staff member is also the Head Start Professional Development Coordinator. She has gone through Head Start MAP training this year, helping her understand Head Start Program Performance Standards better.

We had five Head Start central staff members attend Head Start staff training this year. Our program has the highest number of CDA qualified staff members compared to past years. We have a success CDA Coordinator that has helped promote completion of CDAs.

We have three staff members trained in CLASS Assessment, three Education Coordinators on staff, a new Mental Health Coordinator, additional Family Resource Advocates with credentialing this past year and a Registered and Licensed Dietician, Certified Medical Assistant and Registered Nurse on staff.

All staff received raises along with COLA across the board. Staff appreciation bonuses have been paid out to all eligible staff. The state of Iowa also offered appreciation bonuses for center staff.

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 access to emails. We have added monthly central and center staff meetings and quarterly staff newsletters. Supervisors are meeting with their staff regularly.

A staff satisfaction survey with 71% return rate came back with 75% conveying satisfaction with pay. Most conveyed overall job enjoyment, connection with their team, feeling valued and feeling comfortable going to supervisors. Dealing with behaviors was cited by several as a challenge. Staff are ready to have families back in the classrooms after Covid.

Record Keeping:

ChildPlus continues to be the choice for program data. Additional training from ChildPlus was provided to improve our set up and PIR data collection process.

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. A new CFO was hired and additional training have occurred.

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
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