

2019

SELF-ASSESSMENT



SUMMIT HEAD START 0-5



EDUCATION



HEALTH



SELF
SUFFICIENCY



COMMUNITY

Summit Head Start 0-5

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INTRODUCTION

The Summit Head Start 0-5 program serves families and children ages 0-5 through an integrated delivery model. HS0-5 currently serves 69 children and their families through comprehensive services focused on education, health, self-sufficiency and community. We have 35 children in our Head Start program (ages 3-5) across three Summit School District sites: Upper Blue, Silverthorne, and Dillon Valley Elementary. We also partner with two community childcare programs, Lake Dillon Preschool (LDP) and Summit County Preschool (SCP) that serve Head Start children. We have 34 children in our Early Head Start program (ages 0-3) including 16 home based children being served through FIRC parent educators and 18 children attending our community childcare centers, LDP and SCP. 12 of those EHS center-based children are slots awarded through our partnership with Clayton Early Learning and the Early Head Start-Child Care Partnership project. We have successfully completed three years as a partner with Clayton Early Learning.

The main goals of the self-assessment are to help bring to light and measure program accomplishments, strengths, and to identify areas where we may be at risk and in need of improvements. It is an inward look at celebrating what is working well and what changes we should make. We ultimately want to answer the question, "How can we get even better at what we do?".

METHODOLOGY

The Summit Head Start 0-5 Program (HS0-5), conducted the annual self-assessment from March 2019 – May 2019. 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, one-on-one interviews, monitoring protocol discussions and document reviews. The relationships we have with our staff, families and partners, paired with conversations and the review of data and practices, were able to help guide this process and answer our big picture questions, such as "How can we better serve children and families in our community? Where are we at risk? Are we doing the right things?" The process itself also provided an opportunity for parents, staff, and community stakeholders to share input. This document helps summarize how well HS0-5 is doing at delivering quality, comprehensive services to children and families, preparing them for the future.

In Summit County, local committees have been meeting to develop a 5-year Early Childhood Strategic Plan and explore the possibility of implementing a Universal Preschool Program for 4-year old county-wide. In November 2018, 1A, a new initiative in Summit County was passed. This initiative will raise \$2.5 million a year for the next 10 years to go towards Early Childhood Care, identified as one of the 5 critical areas of need in Summit County. From that funding, the Summit PreK program has been initiated to provide high

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quality preschool for all Summit County 4-year old's in the year before they enter Kindergarten by providing tuition credits to offset high costs of care. This is a new yet important partnership that the HS0-5 program has been involved with and has already seen the importance of successful collaboration with SPK to increase affordable access to preschool in Summit County. Another big impact community wide, and program wide, is that Summit County Colorado Child Care Assistance Program (CCCCAP) is currently on a "freeze". They are keeping a waitlist, but this has had an effect on HS0-5 families as well as budgeting for our center-based slots.

One important aspect to our self-assessment findings is the data to which child outcomes, especially readiness for kindergarten, reflect the strengths of the program. We continue to work with an extremely vulnerable population. Current child data, screenings and assessments, and reports from teachers and home visitors indicate that our children are making progress in the domains associated with school readiness. Our most recent review of school readiness data showed that even though we are not falling between the range of widely held expectations in all domains, we are still showing growth. It is important that we continue to monitor and use this information in ways that improve and focus on child and family outcomes. As a program and a community, we want to continue creating and implementing a plan of action for achieving our goals, specifically related to school readiness.

Another important result of the self-assessment process is the knowledge gained by the participants. No one can leave the self-assessment process without knowing more about Head Start Program Performance Standards (HSPPS) and the federal regulations that guide and direct our program. Participants see firsthand the quality early childhood experiences our program offers to the HS0-5 children and families. It also sheds light on our effective direct services, as well as strong ties to our community partners which reflects in collaborative efforts to successfully serve Summit County families.

Overall, the program self-assessment showed the continuous effort and passion exerted by the strong core of teachers, teacher assistants, home visitors, staff, and community partners. Program strengths have been identified in addition to areas of improvement and recommendations for next step.

2019 Self-Assessment Team included:

Carly Nixon, HS0-5 Program Director

Daniela Corral, HS0-5 Family Engagement Specialist

Adriana Salcido, HS0-5 Family Engagement Specialist & former HS0-5 parent

Damarys Peralta, HS0-5 Events & Outreach Coordinator & current HS0-5 parent

Kristin Sposato, Education Director

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Interviews were conducted with:

- Policy Council
- Early Childhood Options Board (advisory board to SCG BOCC)
- Public Health Staff: Public Health Nurse
- EHS Home Visitors Supervisor at Family Intercultural Resource Center (FIRC)
- HS0-5 Management Team
- Summit School District EC Coordinator/Child Find Program Coordinator
- Center based staff
- Early Childhood Options Executive Director

KEY INSIGHTS & RECOMMENDATIONS

The following information resulted from our self-assessment process. Strengths and recommendations for improvement are identified under the headings which align with our program goal areas:

Education, page 3

Diversity, page 5

Health, page 6

Parents & Families, page 8

Program Efficiency, page 9

Community, page 11

EDUCATION

Child Outcomes

Strengths

- ✓ School Readiness Trainings were offered: Giselle Institute community training on Trauma informed practice, Social-Emotional Training by certified Pyramid Plus Approach Trainer, April Kemp Nutritional Training: Behaviors and Nutrition.
- ✓ Language & Literacy Outreach: 2 Family Fun Literacy Fairs hosted by Early Childhood Options, One Book One Summit provided books to all children.
- ✓ All HS0-5 sites are at a level 4 in the Colorado QRIS: SCP, LDP, SVE, UBE & DVE.
- ✓ FIRC's Families United program using a new portfolio system. Parent Educators report the new system lends itself well to setting child goals.
- ✓ Engaging environments that encourage focused play, critical thinking, autonomy, and peer collaboration.
- ✓ Coaching support plan developed and being implemented.
- ✓ Coaching and supports available to teachers.
- ✓ Ensure parent-child interaction at each home visit.
- ✓ Home visits done biannual by children's teachers and Family Engagement Specialist.
- ✓ Monthly Ready Freddy tips distributed to families in both English and Spanish.



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Areas for Improvement & Recommendations

- Ⓢ Planned Language Approach will be revisited by School Readiness Committee.
- Ⓢ Improve coaching support plan to implement with new teachers due to high teacher turnover rate.
- Ⓢ Events to help connect the continuation of learning from school to home.
- Ⓢ Communicate PLA with all staff yearly.
- Ⓢ Improve tracking and monitoring of long-term child outcome data for all children, county wide.

Curriculum & Assessment

Strengths

- ✓ Engage in planning that connects to the curriculum objects.
- ✓ Connection of curriculum and practice through coaching and training.
- ✓ CLASS, ITERS, ECERS observations along with Creative Curriculum fidelity checklist to provide feedback to target improving teaching practices that lead to quality outcomes for school readiness.
- ✓ Ongoing authentic assessment (TS Gold) connecting curriculum and objectives.
- ✓ Bilingual support and TS Gold observations for Spanish objectives through HS0-5 staff visiting and observing in the classrooms.
- ✓ SCP and LDP are implementing Conscious Discipline-a SE curriculum.
- ✓ SSD implementation of Social Emotional Learning (SEL) and reinforcing positive interactions between adults and students as well as peer to peer.
- ✓ Using evidence-based Parent's as Teachers curriculum to improve parent practices and increase parent knowledge of EC development.
- ✓ Collaboration with teachers, parent educators, service providers, and family service staff to address any parent concerns about child development in responsive and culturally sensitive manner.

Areas for Improvement & Recommendations

- Ⓢ Implement plan for Spanish language literacy checkpoint observations data with bilingual staff.
- Ⓢ Continue to utilize and train HS0-5 bilingual staff (English/Spanish) to support observations and data collection on Spanish learners
- Ⓢ Continue to support programs in offering regular Creative Curriculum trainings and use of CC fidelity checklist

Prevention/Early Intervention/Disabilities

Strengths

- ✓ Lead teachers at Summit School District are license ECSE's who provide direct services and collaborate with other services to ensure implementation of IEP.
- ✓ Embedding support strategies into daily classroom routines, schedules and learning activities.

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- ✓ Increased amount of referrals between HS0-5 and Early Intervention to dually enroll high risk, high needs families of children with disabilities.
- ✓ HS0-5 has implemented using ASQ3 & ASQSE-2 screening tool at time of application to help aide in early referrals to our local Early Intervention program and/or Part B services at Summit School District.
- ✓ Worked with SSD to conduct 3-day interviews for potential new HS families.
- ✓ Collaboration and participation of family service workers and service staff at transition meetings.

Areas for Improvement & Recommendations

- Ⓞ Continue to work with community partners to build capacity to better serve children with special needs year-round—specifically at the local childcare centers where part B services are not offered.
- Ⓞ Continue to help families who may otherwise qualify for special education services, receive services and therapies through private insurance.

DIVERSITY

Working with a diverse population

Strengths

- ✓ Bilingual books purchased and are being distributed to families on home visits
- ✓ Two annual home visits by teacher and family engagement specialists to best learn about and develop personal relationships with students and families.
- ✓ Planned Language Approach (PLA) was approved by School Readiness Committee.
- ✓ 5 out of 6 full time staff members at HS0-5 office are bilingual in English & Spanish to best serve families.
- ✓ Events such as Cultural Pot Luck, Winter Disco, and Date night to celebrate families culture through sharing food and games from home culture, and foster connections and relationships between families, participants, and staff.
- ✓ All communication from HS0-5 program is delivered in both Spanish and English.
- ✓ Encourage parents continued use of primary language at home.

Areas for Improvement & Recommendations

- Ⓞ Communicate PLA with staff yearly.
- Ⓞ Recruiting bilingual classroom staff.
- Ⓞ Increased intentional communication around the use of family's primary language at home.
- Ⓞ Support teachers to foster cultural sensitivity towards families and children from diverse backgrounds.



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HEALTH

Mental Health

Strengths

- ✓ LDP and SCP are implementing Conscious Discipline-a Social Emotional (SE) curriculum.
- ✓ SSD preschool classrooms are implementing Dinosaur School-a SE curriculum.
- ✓ Building Hope (community-wide mental health initiative) offers community wide events, bilingual events, access to affordable mental health therapies and tele therapies, and bilingual mental health navigator staff for Summit County.
- ✓ Increased awareness and events focusing on Mental Health and Wellness community wide.
- ✓ Efforts to normalize seeking help for mental health supports specifically to the Latin community in Summit County.
- ✓ Participate in local efforts to increase access to providers, including Spanish speaking providers.
- ✓ HS0-5 provides an in house, licensed, MHC to support students, teachers, families and staff.

Areas for Improvement & Recommendations

- Ⓢ Get new EC MHC trained and confident in using DECA.
- Ⓢ Continue to make referrals to Building Hope and encourage dual enrollment of families in local chapter Mental Health support groups such as ALMA.
- Ⓢ Implement and facilitate Health and Wellness trainings for teachers and staff.
- Ⓢ Organize DECA training event for staff and partners for 19-20 program year.

Access to health care

Strengths

- ✓ FIRC provides health navigation services to families enrolling in health care.
- ✓ Care Clinic provides care options to noninsured and/or underinsured families.
- ✓ Transitioned HSAC to Summit Health Navigator Meeting; quarterly meetings and community wide agency participation.
- ✓ Inform families on reenrollment dates/timelines for health coverage in collaboration with FIRC.
- ✓ Providing families with list of health care providers, specifically specialists who accept Medicaid and CHP+ at enrollment.
- ✓ Contracting with April Kemp, Nutrition Coach, to provide bilingual parent trainings, and home visit support focused on nutrition and wellness.
- ✓ Dental screenings at childcare centers and Summit School District through SBHC (School based health clinic).
- ✓ Collaboration with SCG-PH to provide higher level of supports through consultation or home visits with our nurse consultant.

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- ✓ HS0-5 staff trained on OAE and Vision machine to help offer and complete screenings for HS0-5 participants.
- ✓ HS0-5 purchased (December 2018) a new OAE and Vision machine to be housed at community partner sites to increase access and availability of community wide screenings, with a specific focus on EC screenings.
- ✓ ECCares program provides community child care and ECO staff free physical health and mental health visits.

Areas for Improvement & Recommendations

- Ⓢ Encourage and promote participation in ALMA, Promoting Health Program, and continued referrals to FIRC's Health Navigators.

Healthy Lifestyle

Strengths

- ✓ Monthly onsite health and safety monitoring.
- ✓ Daily toothbrushing practices implemented and documented at all sights.
- ✓ Tooth paste and tooth brushes provided to centers as well as families at home visits.
- ✓ Free Vision and Hearing screenings offered to HS0-5 families multiple times a year through back to school night, EHS screening event, schools, public health and PreK application days.
- ✓ HS0-5 worked with WIC and FIRC to increase dual enrollment in spite of Public Charge changes in 2018.
- ✓ Parent Committee offered with focus on healthy and easy snacks to prepare on a budget.
- ✓ FES are effective at facilitating snow shoe adventures and hikes as well as playgroups offered during summer at local parks.
- ✓ Collaborating with April Kemp who provides nutrition support and kitchen education to outreach at our family events and socializations.
- ✓ Multiple yoga events were offered throughout 18-19 program year.
- ✓ Coordinated approach with Nurse consultant, HS0-5 director and EC MHC to ensure staff are up to date on health requirements and have affordable access to care and mental health supports.
- ✓ Center-based programs are utilizing resources from variety of nutrition/physical activity options: CATCH, yoga, ELV Rainbow Foods, Move to Improve, Food Matters.
- ✓ HS0-5 sent representatives to "community events and activities fairs" informing families or services offered.

Areas for Improvement & Recommendations

- Ⓢ Help support families with access to Fresh vegetables.



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Tracking & Follow-Up

Strengths

- ✓ Staff, including FES, Home Visitors, and management, trained to help with hearing and vision screenings (e.g. OAE, audiometer, PlusOptix vision camera).
- ✓ Health information posted and shared with partners on Google Docs.
- ✓ New Health & Wellness position created to support health tracking and monitoring.
- ✓ All staff providing direct services trained in CPR/First Aid, Mandated Reporting, Safe Sleep, Preventing Shaken Baby syndrome, and ASQ3/ASQSE2. Monitored and tracked in staff files.
- ✓ Access to nurse consultant for individualized home visits for families.

Areas for Improvement & Recommendations

- ⊕ Increase parent participation in the health and wellness of their children.

PARENTS & FAMILIES

Parent Confidence & Competence

Strengths

- ✓ Highly attended parent commit with a focus on and presentation by licensed speech and language pathologist, on "Connecting With Kids – Talking With Your Children About School".
- ✓ Great core group of parents who attend events and meetings.
- ✓ Participation in new community EBNE (Eligible But Not Enrolled) work group.
- ✓ Increased attendance at Bilingual Story Time.
- ✓ Support and translations available for parent teacher conferences, teacher home visits, or any other parent to teacher communication requested.
- ✓ Increased attendance and communication with schools around child absences.
- ✓ Sharing TS Gold data and child outcomes at parent teacher conferences.
- ✓ Strong parent participation at monthly Policy Council committee

Areas for Improvement & Recommendations

- ⊕ Increase parent understanding of HS0-5 rules and regulations, specifically around participation and attendance program wide- all families.
- ⊕ Inform parents, specifically in center based-programming, of the financial benefits of the HS0-5 program for participants.
- ⊕ Determine effective way to measure and track parent confidence and competence in regards to self and child advocacy.

Self-Sufficiency

Strengths

- ✓ Continue information sharing between HS0-5 and CCCAP staff to help families.
- ✓ Staff participate in local efforts to address concerns about immigration rights.
- ✓ Biannual goal setting process completed with families.

Areas for Improvement & Recommendations

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- Ⓢ Participate in local efforts to address housing shortages
- Ⓢ CCCAP is currently on a waitlist. HS0-5 families on CCCAP must go through redetermination in June. Continue to stay in touch with CCCAP staff and help communicate changes with parents.
- Ⓢ Create plan to foster and encourage advocacy of parents for themselves and children.
- Ⓢ Help encourage more participation and integration into community and community events offered.

Advocacy & Leadership

Strengths

- ✓ Positive solutions for parents offered at private centers and SSD families in 18-19 program year.
- ✓ Parent and community members are active Policy Council participants.

Areas for Improvement & Recommendations

- Ⓢ Increased participation of parents and program leaders to guide new baseline grant writing.
- Ⓢ Offer positive solutions or other parent focused training in house for 19-20 school year.
- Ⓢ Continue to promote SSD BAAC (Building Accountability and Advisory Committee) meetings to Head Start parents.

PROGRAM EFFICIENCY

Program Governance

Strengths

- ✓ Parent and community members are active Policy Council participants.
- ✓ HSPPS training occurs at all meetings.
- ✓ Rearticulation of ECO Board role as an advisory council.
- ✓ PC minutes are being shared with parents via Facebook.
- ✓ Provide electronic copies of PC information to Board members and program partners.
- ✓ Regular reviews of budgets and program documents by Policy Council, BOCC, and ECO board. ECO board is advisory board, with two BOCC reps participating.
- ✓ Finances tracked at ECO with oversight provided by the County Finance Office.
- ✓ Annual Joint meeting between PC, ECO Board and BOCC.

Areas for Improvement & Recommendations

- ✓ Review and update policies and procedures as needed.
- ✓ Add HSPPS trainings to monthly reports for partners and governing board.
- ✓ Continue to familiarize parents and partners of budget and how it connects to our programming.
- ✓ Create and implement annual calendar and plan for sharing program information with PC, BOCC and ECO board with specific focuses each month.



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Communication

Strengths

- ✓ HS0-5 Director meets with education partners and management team monthly.
- ✓ Health Navigators (serving as HSAC) and School Readiness Team meet quarterly.
- ✓ Mental Health Consultant meets with EHS home visitors and Family Engagement Staff once a month. She is available to meet with all education staff as needed.
- ✓ Staff has trusting relationships with parents.
- ✓ Communication through a variety of modes: email, phone, face-to-face meetings, site-visits, shared google docs, WhatsApp, Facebook, conferences, home visits, google surveys, flyers, and brochures.

Areas for Improvement & Recommendations

- ✓ Create monitoring and reporting calendar for partners to ensure appropriate oversight of regulations and data collection.
- ✓ Work with all partners to utilize Google Drive to share forms and requested information/data.

Ongoing Monitoring

Strengths

- ✓ Multiple agency databases require ongoing review of data and entry into Child Plus

Areas for Improvement & Recommendations

- ⊕ Create and implement data monitoring calendar for HS0-5 management team.
- ⊕ Update and improve Inventory tracking system.
- ⊕ Review Improvement Plan at monthly meetings.

Fiscal Management

Strengths

- ✓ Providing Policy Council, ECO Board and BOCC with monthly fiscal information around budgets and spending.
- ✓ LDP & SCP received CPP funding 2019-2020 program year.
- ✓ SPK (Summit PreK) funding available to all 4 year old's participating in our program.
- ✓ Monthly invoice for childcare center programs developed and currently being used.
- ✓ Uniformed partner invoice cover sheet developed and used by partners that shows budget to actuals for monthly fiscal information update.

Areas for Improvement & Recommendations

- ⊕ Help policy council better understand budget and financial updates to inform their decision making.

Human Resources

Strengths

- ✓ LDP continues to utilize CDA option for meeting staff education requirements.
- ✓ LDP has hired more bilingual staff.

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- ✓ Summit High School offered ECE 101 and 103 with college credit at Summit high school
- ✓ Professional Development and School Readiness Committees approved CDA alignment and definition of equivalent coursework/related degrees.
- ✓ Early Childhood Options hired an office manager (April 2019) to help manage and assist in HR program wide.

Areas for Improvement & Recommendations

- Ⓢ Continue to explore options for increasing salaries for ECE staff.
- Ⓢ Continue to explore ideas for recruiting more bilingual staff (e.g., help potential bilingual staff access CDA trainings).
- Ⓢ Implement internal monitoring at sites for staff PD and education requirements.

Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

Strengths

- ✓ Distributed brochures and referral forms to program partners.
- ✓ Community wide distribution of HS0-5 recruitment flyers.
- ✓ Continued collaboration between SSD and HS0-5 to deliver an interview process for prospective HS children.
- ✓ Increased monitoring of attendance at center-based slots & follow up.
- ✓ Collaborate with private childcare centers to recruit and enroll existing eligible families or families from waitlisted to help work around the low number of available slots.
- ✓ Monthly reports to Policy council, ECO Board, and BOCC including financial statements, credit card expenditures and program information summaries.

Areas for Improvement & Recommendations

- Ⓢ Identify space for more EHS center-based slots. Start process to convert home visitation slots to center-based slots based on waitlist trends and family and community needs.
- Ⓢ Increase communication with SSD staff regarding attendance of HS children (i.e., teacher must notify FES if a child is absent for 3 days and/or a pattern of absenteeism occurs).

COMMUNITY

Partnering with Community Agencies

Strengths

- ✓ Increased use of google docs to create program and partner wide live monitoring of data.
- ✓ Agreements between partners and budget information reviewed and signed annually.
- ✓ Partnering with WIC and FIRC on summer gardens.

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- ✓ Participation in multiple community groups and committees focused on providing services to Summit County children and families.
- ✓ Presentations by partner agencies at HS0-5 management meetings.
- ✓ Strong relationships with community agencies and partners.

Areas for Improvement & Recommendations

- ② Continue to work on systems and communication with all community partners.
- ② Continue to align HS0-5 regulations with partner program expectations so programs are meeting highest expectations to best serve families.