

# 2020

## SELF-ASSESSMENT



**SUMMIT HEAD START 0-5**



Summit Head Start 0-5

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## 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 61 children and their families through comprehensive services focused on education, health, self-sufficiency and community. Each child/family also participates in a family partnership agreement and goal setting process with their Family Engagement Specialist. 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 three community childcare programs, Lake Dillon Preschool (LDP), Summit County Preschool (SCP) and Carriage House Early Learning Center (CH) that serve Head Start children. We have 25 children in our Early Head Start program (ages 0-3) attending our community childcare centers, LDP, SCP, and CH. HS0-5 currently serves 1 prenatal mother, facilitating access to comprehensive services including health, nutrition, social emotional services, as well as a Family Engagement Specialist and a plan for the infant's transition to program enrollment. 12 of the 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 four 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 February 2020 – April 2020. 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 is HS0-5 successfully preparing children and families for the future? How can we better serve children and families in our community? Where are we at risk?". The process itself also provided an opportunity for parents, staff, governing board 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 to implement a Universal Preschool Program for 4-year old

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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. Summit County launched the new Summit PreK (SPK) program in January of 2019 to provide high quality preschool for all Summit County 4-year olds in the year before they enter Kindergarten by providing tuition credits to offset high costs of care. SPK is currently in their second round of funding. To-date, they have provided access to Pre-K for 235 children. PreK is available at the program of a parents' choosing, including School District classrooms, child care centers, and family child care homes. In this current 2019-20 school year, 139 student slots are fully or partially funded through SPK. As a result, almost all Summit County 4-year olds are attending a high-quality Pre-K program! 70% of the total program budget directly funds the cost of preschool and child care, providing immediate financial relief to local families; 26% funds related program services (parent outreach, professional development, quality improvements) and 4% funds program administration. In addition to SPK, the Strong Future initiative included a capital allocation to build a new child care facility. That project is moving forward in the North end of the County. 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 the Summit County Colorado Child Care Assistance Program (CCCCAP). The program 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.

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

#### **2020 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

Agus Woodward, HS0-5 Family Engagement Specialist

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

Jackie McKinney, EC Mental Health Consultant

#### **Interviews were conducted with:**

- Head Start 0-5 Policy Council
- Early Childhood Options Board, (advisory board to SCG BOCC) including two Summit County government representatives
- Public Health Staff: Public Health Nurse, Early Intervention Coordinator, and WIC Director
- HS0-5 Management Team
- Summit School District EC Coordinator/Child Find Program Coordinator
- Community Childcare 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 4

Diversity, page 6

Health, page 7

Family, page 8

Program Efficiency, page 9

Community, page 12



## 2020 Self-Assessment

### **EDUCATION**

#### **Child Outcomes**

##### Strengths

- ✓ Language & Literacy Outreach: 2 Family Fun Literacy Fairs hosted by Early Childhood Options every year; One Book One Summit provided books to all children.
- ✓ Most HS0-5 sites are at a level 4 in the Colorado QRIS: SCP, SVE, UBE & DVE. LDP and CH are at level 3.
- ✓ Engaging environments that encourage focused play, critical thinking, autonomy, and peer collaboration.
- ✓ Coaching support plan developed and being implemented with Head Start Coach.
- ✓ Community coaching and supports available to teachers through ECO's EC Coach and Technical Assistant.
- ✓ Home visits done biannual by children's teachers and Family Engagement Specialist.
- ✓ Monthly Ready Freddy tips distributed to families in both English and Spanish.
- ✓ School Readiness and PD Committee meets quarterly, with active involvement from both HS and Community centers.
- ✓ PLA training at for all SSD PreK teachers and paras.
- ✓ Strong working partnership between HS0-5 and Summit School district (local LEA) Preschool teachers and admin staff.
- ✓ Gold data compilation and tracking of each dimension as set forth by the school readiness committee. Data is collected at the end of each checkpoint to display the opportunities for growth and the areas of strength regarding each dimension community wide.

##### Areas for Improvement & Recommendations

- Planned Language Approach will be revisited by School Readiness Committee and communicated with staff yearly.
- Continue to make clear connections of the continuation of learning from school to home.
- Detailed tracking and monitoring of long-term child outcome data for all children, county wide.
- More communication around ASQ3/ASQSE parent questionnaires done at application, enrollment, and throughout program year. Implement process to review with parents, explain different domains, and where kids are scoring.
- Activities at events centered around assessment areas of ASQ3/ASQSE where program participants are scoring low.
- Age appropriate activities for all age groups 0-5 at HS0-5 events.
- Shared graphic for parents overviewing educational process and developmental milestones.
- Improve understanding and articulation of school readiness and community efforts around SR goals to families and staff.



## 2020 Self-Assessment

### **Curriculum & Assessment**

#### Strengths

- ✓ Engage in planning that connects to the curriculum objectives.
- ✓ Connection of curriculum and practice through coaching and training.
- ✓ CLASS observations conducted Spring and Fall annually.
- ✓ Colorado Shines ratings, ITERS and ECERS, and conducted every 3 years in classrooms.
- ✓ 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.
- ✓ 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.
- ✓ SSSD hosted a local TS Creative Curriculum training from community and SSD EC educators and staff in Fall 2019.

#### Areas for Improvement & Recommendations

- Implement use of Creative Curriculum fidelity checklist to provide feedback to target improving teaching practices that lead to quality outcomes for school readiness.
- 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.
- Dual language assessment.

### **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.
- ✓ Summit County Community transition team implemented February 2020.
- ✓ Increased number of referrals between HS0-5 and Early Intervention to dually enroll high risk, high needs families of children with disabilities.
- ✓ HS0-5 conducts 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.
- ✓ Collaboration and participation of family service workers and service staff at transition meetings.



## 2020 Self-Assessment

- ✓ Community wide strategic planning around community sites disability supports.

### Areas for Improvement & Recommendations

- Updated community transition resources.
- Community Partner Case Conferencing meeting, 1-2 times annually.
- Increased communication and participation around Part C transition meetings.
- 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.
- Therapies offered in home language and recruitment of bilingual therapists for the community and program.

## **DIVERSITY**

### **Working with a diverse population**

#### Strengths

- ✓ Bilingual books purchased and are being distributed to families on home visits.
- ✓ HS0-5 purchased high quality bilingual books and distributed them into each HS0-5 classroom and site.
- ✓ Two annual home visits by teacher and family engagement specialists to develop personal relationships with students and families.
- ✓ 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 Potluck, Winter Disco, and Date night to celebrate family's 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

- Increase the amount of classroom support around Spanish language development.
- Communicate PLA with staff yearly.
- Recruiting and retaining multilingual, multicultural classroom staff.
- Support teachers and administrative staff to foster cultural sensitivity towards families and children from diverse backgrounds.
- Explore trainings on dual language education and bilingual education for EC staff.



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### **HEALTH**

#### **Mental Health**

##### Strengths

- ✓ SCP is implementing Conscious Discipline-a Social Emotional (SE) curriculum.
- ✓ SSD preschool classrooms are implementing Incredible Years- Dinosaur School-a SE curriculum, reinforcing positive interactions between adults and students as well as peer to peer.
- ✓ 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. In addition, Summit County HS0-5 has a building hope staff member on 2019-2020 Policy Council.
- ✓ 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.
- ✓ HS0-5 provides an in house, licensed, MHC to support students, teachers, families and staff.
- ✓ ECMHC provided trainings on trauma for EC educators and community partners in 19-20 program year.

##### Areas for Improvement & Recommendations

- Increase use of DECA (Devereux Early Childhood Assessment) program wide.
- Offer and increase the amount of Mental Health home visits for HS0-5 families.
- Increase focus on Health and Wellness for teachers and staff.

#### **Access to health care**

##### Strengths

- ✓ FIRC provides health navigation services to families enrolling in health care.
- ✓ Community Care Clinic provides care options to noninsured and/or underinsured families.
- ✓ 9 Health Fair, "Feria de Salud" held in Summit with a focus on the Latino community.
- ✓ Increased community participation in quarterly HSAC (Health Services Advisory Committee) meetings.
- ✓ Providing families with list of health care providers, specifically specialists, at enrollment a/o screening events.
- ✓ HS0-5 staff trained on OAE and Vision machine to help offer and complete screenings for HS0-5 participants.
- ✓ HS0-5 staff trained in Colorado Immunization Information System for health tracking supports.

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- ✓ HS0-5 purchased (December 2019) a new Vision machine to be housed at HS0-5 office to increase access and availability of community wide screenings, with a specific focus on EC screenings.
- ✓ EC Cares program provides community child care and ECO staff free physical health and mental health visits.
- ✓ Family service staff are helping set up long term supports such as disability and Medicaid waivers for eligible children.

#### Areas for Improvement & Recommendations

- Increased outreach and communication about dual enrollment in WIC.
- Dental tracking and follow up for HS0-5 children.
- Increased communication and information to program participants around Dental health.
- Communication with local health care providers about HS0-5 health tracking needs and data requests.

#### **Healthy Lifestyle**

##### Strengths

- ✓ Monthly onsite health and safety monitoring.
- ✓ Daily toothbrushing practices implemented and documented at all sights.
- ✓ Tooth paste and toothbrushes 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, school nurse and health clinics, and public health.
- ✓ FES are facilitating snowshoe adventures and hikes as well as playgroups offered during summer at local parks.
- ✓ Center-based programs are utilizing resources from variety of nutrition/physical activity options: CATCH, yoga, ELV Rainbow Foods, Move to Improve, Food Matters.

#### Areas for Improvement & Recommendations

- Help support families with access to fresh vegetables.
- Increase participating in Summit County community summer gardens.
- Increase understanding of health-related goals and requirements to parents and guardians of participants.

### **FAMILY**

#### **Parent Confidence & Competence**

##### Strengths

- ✓ HS0-5 staff communicates with and about families using strengths-based approach.
- ✓ Family Partnership Agreement and goal setting process: collaboratively working with families to identify strengths and areas of need to best support and child/family goals.

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- ✓ Highly attended parent committees with focuses such as “Connecting with Kids – Talking with Your Children About School” presented by licensed speech and language pathologist.
- ✓ Positive solutions for parents offered annually for HS0-5 families by two trained bilingual staff members.
- ✓ Highly attended Fatherhood event with math focus.
- ✓ Support and translations available for parent teacher conferences, teacher home visits, or any other parent to teacher communication requested.
- ✓ Sharing TS Gold data and child outcomes at parent teacher conferences and Policy Council after each checkpoint.
- ✓ Inform parents, specifically in center based-programming, of the financial benefits of the HS0-5 program for participants.
- ✓ Rapport between HS0-5 staff and program participants and staff.

#### Areas for Improvement & Recommendations

- Tracking and data collection around HS0-5 program attendance: setting up system that allows for each of the sites attendance to be tracked and monitored- regardless of sites own data system.
- Increase parent understanding of HS0-5 rules and regulations, specifically around participation and attendance program wide- all families.
- Volunteer training and tracking for 20-21 program year
- Improve parent surveys and process.
- Increase number of reminders to program participants about importance and benefits of full participation- increase understanding between benefits received and encouraged participation.

### **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.
- ✓ Support and investment of ECO Board and BOCC in the HS0-5 program.
- ✓



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### Areas for Improvement & Recommendations

- Review and update program policies and procedures.
- Continue to familiarize parents and partners of budget and how it connects to our programming.
- Implement annual calendar and plan for sharing program information with PC, BOCC and ECO board with specific focuses each month.
- Video updates for ECO Board and BOCC to showcase HS0-5 children and programming in action.
- Increased leadership from PC members to connect with program parents/guardians.

### **Communication & Monitoring**

#### Strengths

- ✓ HS0-5 Director meets monthly with partner site directors and HS0-5 management team.
- ✓ Quarterly meetings with CCCAP, Public Health Nurse Consultant, Early Intervention and WIC.
- ✓ Health Navigators (serving as HSAC) and School Readiness Team meet quarterly.
- ✓ Utilizing Google Drive and Goggle docs amongst sites and partners to share forms and requested information/data.
- ✓ Mental Health Consultant provides monthly reflective supervision to family service staff.
- ✓ 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.
- ✓ Timely follow up on improvement plans and concerns/complaints regarding HS0-5 program.
- ✓ Quarterly PIR data review with HS0-5 Management team.
- ✓ Support community centers to write and manage licensing waivers to serve EHS children past age of 3 without gap in services.

### Areas for Improvement & Recommendations

- Improve system for tracking CDE licensing waivers for EHS children at community centers.
- Create and implement data monitoring calendar for HS0-5 management team.
- Update and improve Inventory tracking system.
- Income calculation training to better understand income calculation guide per program for community partners and case workers.
- Review and ensure disaster preparedness plan in place at each HS0-5 site.



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### **Fiscal Management**

#### Strengths

- ✓ Providing Policy Council, ECO Board and BOCC with monthly fiscal information around budgets, credit card expenditures and program information summaries and updates.
- ✓ LDP & SCP received CPP funding 2019-2020 program year.
- ✓ SPK (Summit PreK) funding available to all 4-year old's participating in HS0-5 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.
- ✓ Increased focus on budget and financials at monthly Policy Council meetings.
- ✓ Collaborative blending funding planning and allocation between SSD financial assistance, HS0-5, Part B, and SPK.

#### Areas for Improvement & Recommendations

- Update Financial Policies
- Review shared cost and allocation percentage plan for EC programs including: HS0-5, CPP, SPK, and TOB Tuition Assistance.

### **Human Resources**

#### Strengths

- ✓ Management, admin, and family service staff at Early Childhood Options.
- ✓ LDP continues to utilize CDA option for meeting staff education requirements.
- ✓ LDP has hired more bilingual staff.
- ✓ Summit High School offered ECE 101 and 103 with college credit at Summit high school
- ✓ Active Supervision, Reflective Supervision, and Motivational Interviewing trainings offered for HS0-5 Admin and classroom staff.

#### Areas for Improvement & Recommendations

- Staff Professional Development and supervision.
- Support internal monitoring at sites for staff PD and education requirements.
- Work with CMC EDU program and high school track to partner with EC sites for employment opportunities.
- Partner with SSD Recruitment Events to advertise for all EC positions within the county.
- Continue to explore options for increasing salaries for ECE staff- apply for 2020 additional QI funding available for HS0-5 program.
- Continue to explore ideas for recruiting more bilingual staff (e.g., help potential bilingual staff access CDA trainings, research visa programs and process for community child care centers).

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- Professionalizing EC educator role and promote equitable EC professional opportunities across the county.

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

##### Strengths

- ✓ Successfully converted home base slots to center-based slots in response to community needs.
- ✓ All ERSEA and referral forms are PDF fillable for electronic access.
- ✓ Community wide distribution of HS0-5 recruitment flyers.
- ✓ Continued collaboration between SSD and HS0-5 to deliver an application and interview process for prospective HS children.
- ✓ 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.
- ✓ Community wide Kindergarten Roundup.

##### Areas for Improvement & Recommendations

- Address internal “cliff effect” happening in transition from EHS to HS programs- prioritize continuity of care for these families.
- Prioritize 3-year olds within community.
- Increase communication with SSD staff/teachers regarding consecutive absences and/or patterns of absenteeism.
- Continue understanding that Federal Poverty Guidelines do not match the financial realities for families living in Summit County- continue to blend funding sources to increase access to quality EC care for all families.
- Explore over-income waivers for Summit County and HS0-5 program.
- Joint transition visits with sending and receiving sites/teachers.
- Summer wrap care and opportunities.
- Increase capacity.

### **COMMUNITY**

#### **Partnering with Community Agencies**

##### Strengths

- ✓ New partnership with Carriage House Early Learning center.
- ✓ Agreements between partners and budget information reviewed and signed annually.
- ✓ 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.
- ✓ Community and voter support for EC programs.

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#### Areas for Improvement & Recommendations

- Salaries of EC teachers in private centers is not the same county wide, and significantly lower than the School District. Continue to improve salary supplement increase plan.
- Align capacity of employee or lower income housing to accommodate teachers and EC workers
- Continue to work on systems and communication with all community partners.
- Continue to align HS0-5 regulations with partner program expectations so programs are meeting highest expectations to best serve families.
- Increase community outreach and education around HS0-5 programming and benefits it offers outside of the “free childcare” messaging.
- Help parents in the community understand all aspects of quality care, such as curriculum used, schedules, food programs, etc.