



Clackamas Education
SERVICE DISTRICT

Head Start to Success

A program of Clackamas Education Service District



Head Start to Success Annual Report

2019-20

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Head Start to Success

History

In 1987, Oregon joined the states offering comprehensive preschool services by passing SB 524 and creating the Oregon Prekindergarten Program. The next year, in May of 1988, Clackamas ESD was chosen to be one of Oregon's first state funded prekindergarten programs.

Head Start to Success (formerly Clackamas ESD Oregon Head Start Prekindergarten Program) was the vision of Janet Dougherty Smith, who saw the need for a comprehensive preschool and family support program that integrated families with low-income into neighborhood schools and supplemented these educational programs with required health and social services.

Program Model

Head Start to Success is an innovative Head Start program that combines a family visiting model with a rich prekindergarten program provided in partnership with school districts in Clackamas County.

Head Start to Success provides comprehensive services for 222 of Clackamas County's children and their families. Enrolled children receive a quality preschool experience in their own community and the family is supported through home visits and offered comprehensive educational, nutritional, health and social services. The program's funding comes from the state of Oregon. Furthermore, Head Start to Success follows all of the Federal Head Start guidelines and standards.



Mission Statement

To develop a foundation of knowledge, skills and life-long learning by nurturing relationships with children, families, and communities.

Philosophy

Children learn best in relationships with responsive adults while actively engaged in meaningful experiences. The success of any child is reliant on the stability of the family. The building blocks of a stable family are safety and security, positive relationships, education and knowledge, and sufficient resources for a healthy life. As a program, Head Start to Success can support the success of all children, regardless of ability, by supporting and engaging the family, providing high quality, culturally responsive early childhood education, and partnering with other agencies to promote healthy communities.

Vision Statement

Building bridges to success, one child, one family, one community at a time.

Our Principles

- Parents are their child's primary and most influential teachers
- Stable families nurture healthy, successful children
- All children need to feel safe, secure and loved
- Healthy children are more likely to succeed in school and life
- It takes a village to raise a child
- Parents are engaged in decisions that impact their child, their family, and their community.
- All children can learn and reach their full potential given opportunity, effective teaching and appropriate resources.
- Children with disabilities and their families are full members of the classroom, the school, the program and the community.

Our Values

- We trust that parents have the desire to nurture and guide their child to reach their full potential.
- We respect the family's value system that guides their choices and behavior, albeit different from our own.
- We believe parents are lifelong learners and will make positive changes based on new knowledge and skills.
- We believe in supporting families in the process of gaining new information and incorporating into their own lifestyles and values.
- We regard change as an active process which impacts the whole family system. The change process, although positive, often involves instability and discomfort that requires patience, support, and time.
- We are confident that parents can be supported and nurtured to become active decision makers.
- We support parent engagement in developing and guiding individualized plans for their child. Engagement means being present, actively engaged in decision making, and reflective about their child's needs and strengths.
- We believe that health is a lifelong issue. Health includes mental, physical, and social wellness.
- We believe children have the right to accessible, affordable, and consistent health services.
- We believe it takes a community of support to keep a child safe (physically), secure (emotionally) and loved (needs met).

2019-20 Budget

Head Start to Success had a total funding of \$ 2,205,294 for the 2019-20 school year

\$2,124,672	Original Funding
\$80,622.00	Supplement (Cost of Living)
\$1,924,944.00	Final Cost per child Part-day \$9436.00 (204 Slots)
\$280,350.00	Final Cost per child Extended Duration \$15,575.00 (18 slots)
\$ 2,205,294	Total Funding for 2018-19

School year 2019-20 would typically be a rollover year. However, due to the expected increase in funding for 2020-21, it was decided that funding would not rollover.

Description	Budget	Adjusted after increase in funding	Actual
A. Salaries	\$869,463.00	\$901,192.00	\$875,922.45
B. Fringe	\$621,654.00	\$627,372.00	\$646,218.93
C. Travel	\$11,200.00	\$18,200.00	\$15,211.53
D. Equipment	\$0.00	\$0.00	\$0.00
E. Supplies	\$11,700.00	\$15,700.00	\$65,365.56
F. Contractual	\$496,204.00	\$505,204.00	\$484,723.50
G. Property Services	\$47,508.00	\$57,029.00	\$66,700.54
H. Other - Purchases	\$20,363.00	\$14,438.00	\$11,933.36
I. Total Direct Costs	\$2,078,092.00	\$2,139,135.00	\$2,166,075.87
J. Indirect Costs	\$46,580.00	\$66,159.00	\$64,834.71
K. Totals	\$2,124,672.00	\$2,205,294.00	\$2,230,910.58

Note: Due to unexpected expenses related to COVID 19 response, the program was over budget by \$25,617, which was covered by Clackamas ESD.

The CESD's last fiscal audit was completed on December 26, 2019 by Wilcox Arredondo and Company. There were no concerns noted.

Services to Families and Children

Head Start Enrollment

Funded enrollment...222
 Cumulative Enrollment...247
 Average Monthly enrollment...100%

Of those children:

- 102 were returning
- 145 were newly enrolled
- 105 were three-years-old at enrollment
- 142 were four-years-old at enrollment

At the End of Enrollment:

- 100% of children had health insurance
 - Of those, 212 had Medicaid, 34 had other insurance
- 98% of children had a medical home
- 72% of children received a medical exam
 - Of those, 13 were diagnosed with a chronic condition, 8 received treatment before the end of the year. (Some treatment was delayed due to COVID 19.)
- 99% of children were either up to date, had all possible immunizations, or were exempt
- 73% of children had a dental home
- 87% of children completed a professional dental exam
 - 7 of those needed treatment. 6 received treatment before the end of the year. (Some treatment was delayed due to COVID 19.)
- 19% of children received mental health services
- 44% of children had an IFSP while in Head Start to Success and received service from ECSE
 - 88 were diagnosed prior to entering. 20 were referred to ECSE by Head Start during the program year.



Our Sites	Location	Design	Slots
Ackerman	Canby	School District	72
Sandy Grade	Sandy	School District	54
Mount Scott	Happy Valley	School District	96

Head Start to Success serves approximately 37% of income and age eligible children in Clackamas County

Population estimate July 1, 2019 = 418,187
 Children 0-5 = 5.4% or 22,582 children
 3-5 year olds = estimated 9033 (assuming 2/5 of 0-5 are 3- or 4-years-old)
 People in poverty = about 7.3%
 Head Start eligible children in Clackamas County = about 660

Data from <https://www.census.gov/quickfacts/fact/table/clackamascountyoregon/PST045218>

Family Engagement



From the very first meeting with the family, parents are offered the opportunity to be involved in their child's Head Start experience.

Head Start to Success provides home visits throughout the year and teachers offer parent/teacher conferences in support of ongoing communication regarding their child's growth and development. Family Days provide guidance for understanding developmentally appropriate practice.

The Home Visitors partner with parents to create family partnership agreements by evaluating family needs, strengths, interests in continuing education/training, and program participation. Parents are involved in developing their child's Individual Goals and planning home visits that meet their child's interests and educational needs.

Parent involvement in program oversight and development continues through Parent Meetings, Policy Council, Self-Assessment teams, and the Community Needs Assessment.

Parents are encouraged to assume an active role in leading meetings, and providing input regarding program operation throughout the year through various avenues including; surveys, meeting agendas, and face-to-face communication.

Workshops and training opportunities designed to meet the needs and interests identified by parents as well as required training components are offered throughout the program year. Events include; Orientation to Preschool, Family Days, field trips, Make Parenting a Pleasure, and family nutrition classes, just to name a few.

The Nutritionist provides one-on-one consultation to families that have concerns or questions about their child's eating habits, weight or growth.

The Mental Health Specialist offers consultations to families to address their child's challenging behaviors or to assist in other family mental health issues.

The Family and Community Partnerships Specialist provides hand-to-hand support in finding and accessing needed resources.

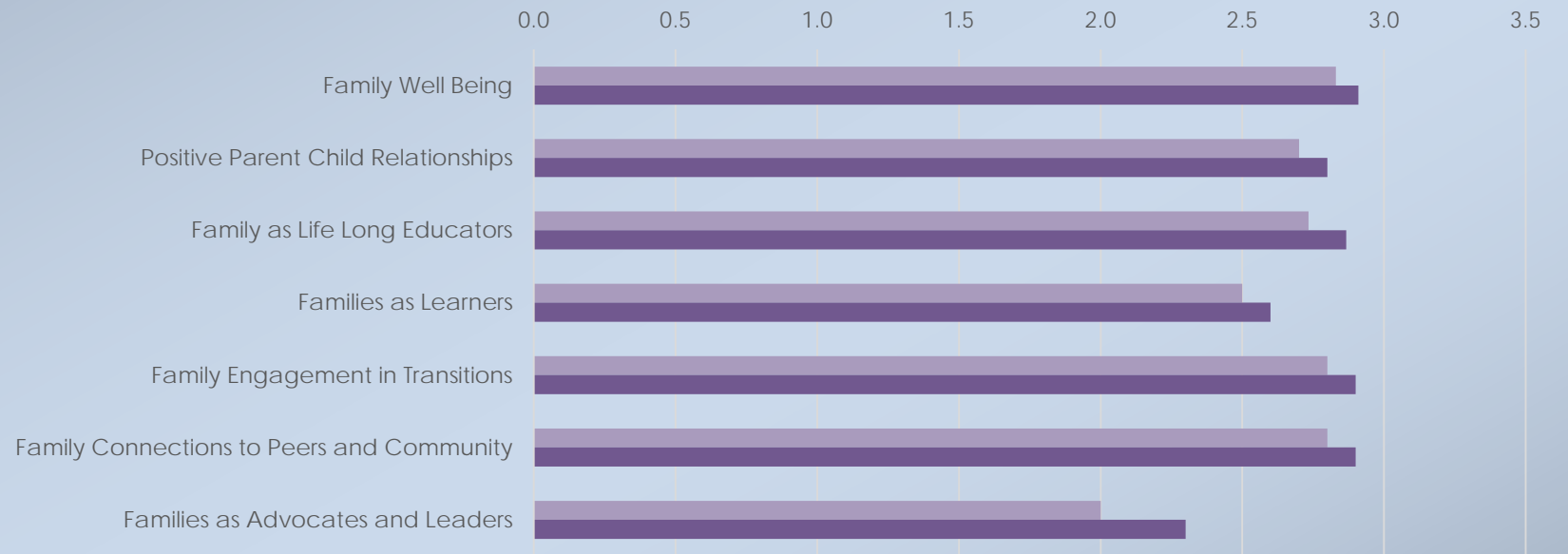
Family Partnership

The Family Partnership Process helps program staff:

- Learn about families and their evolving strengths, challenges, and priorities
- Build trust to establish and maintain positive, goal-oriented relationships
- Engage families in effective goal-setting
- Gain sufficient and meaningful information to complete a Family Partnership Plan

This chart shows that our families, with support from Head Start to Success staff, increased their scores in all areas from fall to spring.

Family Outcome Scores 2019-20



	Families as Advocates and Leaders	Family Connections to Peers and Community	Family Engagement in Transitions	Families as Learners	Family as Life Long Educators	Positive Parent Child Relationships	Family Well Being
■ Average Score Fall	2.0	2.8	2.8	2.5	2.7	2.7	2.8
■ Average Score Spring	2.3	2.9	2.9	2.6	2.9	2.8	2.9

■ Average Score Fall ■ Average Score Spring

School Readiness

Head Start to Success uses several tools to assess and support children's progress. The program uses the Ages and Stages Questionnaire and the Ages the Stages Questionnaire: Social/Emotional to screen children's development and determine if further evaluation is required.

The Creative Curriculum System is the written curriculum that is used in all Head Start to Success classrooms. The Creative Curriculum draws on the latest empirical, peer-reviewed research on language and literacy, cognitive, physical, social-emotional, and brain development for preschool children.

Head Start to Success uses Teaching Strategies Gold Online™, a research-based online educational management system tool, to track children's progress, support parents in choosing children's individual goals, and develop and analyze the program's progress on School Readiness Goals. Teaching Strategies Gold Online links assessment, planning, individualization and the documentation of progress. Both the curriculum and the assessment are aligned with the Head Start Child Development and Learning Framework.

Head Start to Success collaborates with ECSE in implementing the Pyramid Model for Promoting Social Emotional Competence in Young Children. The Pyramid Model is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI.) In conjunction with the Pyramid Model, each of our classrooms have the Second Step curriculum. Together these materials and strategies will facilitate school readiness by building social emotional competence and positive approaches to learning.

School Readiness Goals

Social & Emotional Development

To foster secure attachment with adults, maintain healthy relationships, self-regulation of behaviors and emotions, and develop a healthy personal identity, children will:

- Engage in positive relationships and interactions with others.
- Develop and display levels of self-awareness, autonomy, and self-expression that are rooted in their family and culture.
- Develop and display the ability to regulate emotions to accomplish one's goals.
- Learn and follow classroom rules, routines, and directions.

Physical Development & Health

To promote early healthy habits, children will:

- Identify and practice healthy and safe habits
- Demonstrate control of large and small muscles to explore and function in their environment and support other developmental domains.

Approaches to Learning

To foster engagement in social interactions and learning experiences, children will show.

- Interest to learn, creativity, and independence
- Persistence and attention to begin and finish activities
- Interest and engagement in group experiences



School Readiness Goals

Language & Literacy

To Foster the development of communication skills, children will:

- Use and understand increasingly complex and varied language.
- Use oral language to engage in conversation.

To foster early foundations of reading and writing, children will:

- Explore the world of books and their characteristics
- Learn how language can be broken into words, syllables, and small pieces of sound.
- Name letters of alphabet
- Recognize that letters of the alphabet have sounds

To foster the development of receptive and expressive English language skills, children who speak a home language other than English will demonstrate:

- Understanding of the English language.
- Speaking English
- Understanding and responding to books, storytelling, and songs presented in English.



School Readiness Goals

Cognition & General Knowledge

Logic & Reasoning

To gather information, understand their world, and make decisions, children will:

- Use observations to gain or makes sense of their surroundings
- Use skills to think, reason, and use information

Mathematics Knowledge & Skills

To understand number concepts, relationships, shapes, patterns, and measurement, children will:

- Use numbers to quantify, describe, and problem solve
- Use shapes/objects to compare recognize, sort, and classify
- Use patterns

Science Knowledge & Skills

To foster the ability to gather information in their environment and make predicts, children will:

- Use questions, prediction, explanation to draw conclusions
- Observe, describe, and discuss living things and natural processes.



Social Studies Knowledge & Skills

To support historical, cultural, and environmental learning experiences, children will engage in and maintain:

- One's relationship to family and community
- Relationship between people and the environment in which they live.
- Past events and how it relates to self, family, and community.

Creative Arts Expression

To foster opportunities for creativity and imaginative expressions, children will use music, creative movement/dance, art, and drama.

Transition to Kindergarten

Head Start to Success has formal transition plans with all ten school districts in Clackamas County.

Head Start to Success utilizes several strategies to support children and families transitioning to kindergarten.

- Written transition plans that may include visits to a Elementary School and visits by a Kindergarten Teacher to a Head Start classroom.
- Transition summaries that are written for each child highlighting the child's strengths and what he/she is ready to learn next, classroom management strategies and any health related information pertaining to individual children.
- Information sent to the child's kindergarten that includes screenings required for school attendance.
- Family event activities that focus on transitioning to Kindergarten.
- Opportunities for families to learn skills to advocate for their child.
- Collaboration with ECSE to facilitate a smooth transition for children on IFSPs.
- Preschools housed in local elementary schools enhance familiarization with procedures and routines common to public school for both children and families.

ODE Review: April 2018

In accordance with the 2018 Focus Area One Head Start Monitoring Protocol, ELD began with conducting a document review using data and reports from Head Start to Success. Following the document review, ELD analysts conducted remote interviews with program leadership; these discussions provided an understanding of the program's design and plans for implementing and ensuring comprehensive, high-quality services that meet the needs of children and families. Finally, ELD analysts visited Head Start to Success to follow-up on discussions, conduct CLASS observations, and share tentative findings.

The areas of focus were Program Design and Management, Program Design and Management, Designing Quality Health Program Services, Quality Family and Community Engagement, ERSEA and Fiscal Infrastructure, and the CLASS Observation.

ODE found that Head Start to Success had many strengths including a substantial emphasis on coaching, significant skill at tracking and addressing staff concerns with the online assessment tool a comprehensive health

Program, an impressive collaboration with a local transitional housing agency and highly responsive grantee leadership.

No areas of non-compliance were noted and no remedies were requested.

Domain	Minimum Domain Score Threshold	Head Start to Success Scores	National Mean Scores in 2017
Emotional Support	4	6.3	6.07
Classroom Organization	3	5.4	5.83
Instructional Support	2	3.7	3.00

Head Start to Success CLASS domain scores:

- Exceeded minimum score thresholds used to assess program quality (established by the Federal Office of Head Start)
- Exceeded 2017 national mean scores for Head Start programs in Emotional support and Instructional Support
- Scored slightly lower than the 2017 national mean in Classroom Organization

It is important to note that one teacher was observed for this assessment.

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