

Head Start and Early Head Start-CCP

Contact Us

Colorado Early Education Network
Head Start and Early Head Start
2021 Clubhouse Dr. Suite 102
Greeley, CO 80634

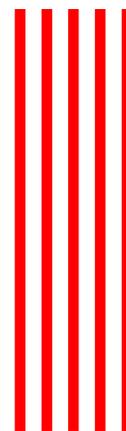


970-515-6664

www.CEEN.org

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2022-2023 Annual Report



Medical, Health and Dental Child Information

- Number of children with source of continuous, accessible health care: 567 out of 569 or 99.6% of Head Start; 65 out of 68 or 95.6% Early Head Start.
- Number of Preschool Children who received preventative and primary health care per Colorado’s EPSDT schedule: 22 at the beginning of the year; 483 out of 569 or 84.9% at the end of the school year.
- Number of Infant/Toddler Children who received preventative and primary health care per Colorado’s EPSDT schedule: 13 at the beginning of the year; 59 out of 68 or 86.8% at the end of the school year.
- Number of children treated for chronic conditions diagnosed by a health care professional: 110 Head Start Children were diagnosed, of these 98 or 89% received medical treatment for their diagnosed chronic health condition. 4 Early Head Start Children were diagnosed, of these 2 or 50% of these Early Head Start children received medical treatment for their diagnosed chronic health condition.
- Number of Children with all possible up-to-date immunizations; or exempt: 562 or 98.8% of Head Start; 66 or 97.1% of Early Head Start.
- Number of Children with continuous, accessible care provided by a dentist: 567 out of 569 or 99.6% of Head Start children and 64 out of 68 or 94.1% of Early Head Start children.
- Number of HS/EHS Children who received preventive dental care: 511 out of 569 or 89.8% Head Start children; 59 out of 68 or 86.8% Early Head Start children.
- Number of Children who received a professional dental exam: 516 out of 569 or 90.7% of Head Start children.
- Number of Children who received treatment for dental conditions diagnosed by a dentist: 113 Head Start Children diagnosed as needing dental treatment during the program year, of those 97 or 85.8% received or are receiving dental treatment.

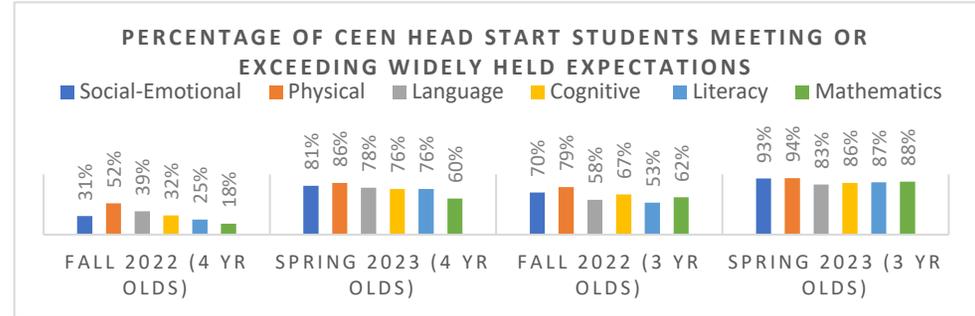


Disabilities, Foster Care and Homelessness Services:

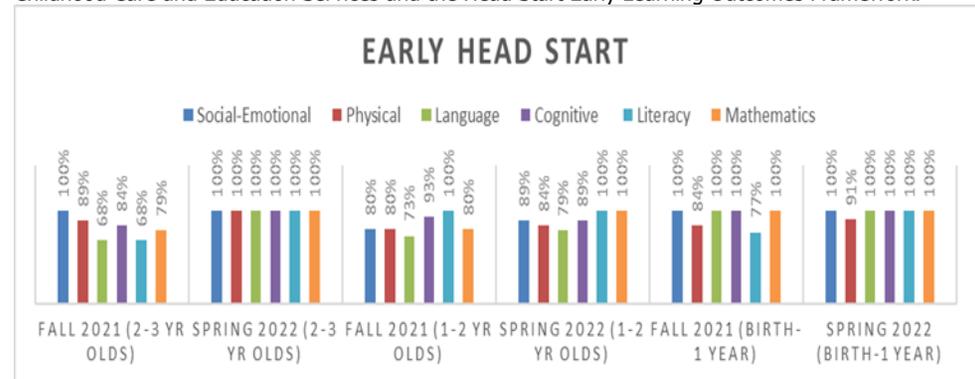
- Number of Preschool Children who had an Individualized Education Program (IEP) and received special education services: 50
- Number of Infant and Toddlers who had an Individualized Family Service Plan (IFSP) and received services: 11
- Total number of children referred by a child welfare agency: 8 Head Start; 5 Early Head Start
- Total number of families experiencing homelessness: 11 Head Start; 3 Early Head Start
- Number of families experiencing homelessness that acquired housing during the enrollment year: 2 Head Start; 1 Early Head Start
- Total number of children living *below* 100% of the federal poverty line: 284 Head Start; 50 Early Head Start.

School Readiness, Evidence-Based Teaching Strategies and Curriculum

The Creative Curriculum for Preschool 5th Edition and 6th Edition with Expanded Daily Resources; GOLD Online Child Assessment system; and the Pyramid and CARES Social-Emotional Strategies are used. Teaching Strategies GOLD is based on 38 research-based objectives that include predictors of school success and are aligned with the Colorado Academic Standards for Preschool and Kindergarten, Colorado Quality Standards for Early Childhood Care and Education Services and the Head Start Child Development and Early Learning Framework. Outcome data for children’s growth and developmental progress is gathered three times this year. Here is the Fall 2022 Baseline child assessment data and the Spring 2023 Final child assessment outcome data.



The Creative Curriculum for Infants, Toddlers, & Two’s 2nd Edition, GOLD Online Child Assessment system, and the Pyramid and the CARES Social-Emotional Strategies are used. Teaching Strategies GOLD is based on 38 research-based objectives that include predictors of school success and are aligned with the Colorado Academic Standards for Preschool and Kindergarten, Colorado Quality Standards for Early Childhood Care and Education Services and the Head Start Early Learning Outcomes Framework.



Teacher-Child Interactions:

The purpose of the Social/Emotional monitoring is to monitor how the teachers are helping children with the social and emotional skills. This is completed by observing the teachers in their classroom settings to ensure that they are utilizing the components of their environment to provide safe places and the tools the children would need, as well as their skills of assisting the children with regulating their feelings and emotions by being able to calm down or solve their problems. It is also important for the teachers to remain calm themselves.

Head Start Monitoring Results:

Classrooms	
➤	25 out of 25 classrooms have Safety Rules posted at children's level in English & Spanish.
➤	25 out of 25 classrooms have the Classroom Schedule posted at the children's level with a marker for the part of day.
➤	25 out of 25 classrooms has a Cozy Corner/Safe Place with materials provided.
➤	25 out of 25 classrooms have at least 5 children that know the Safety Rules.
➤	25 out of 25 classrooms have Conscious Discipline Resources being used (puppets, books, CDs).
➤	25 out of 25 classrooms have meaningful jobs assigned.
Teacher	
➤	25 out of 25 Teachers can give 3 examples of how and when they have used the Problem-Solving Steps.
➤	25 out of 25 Teachers have the Solution Kits accessible to the children to use in the classroom.
➤	25 out of 25 Teachers can give 3 examples of how and when they have used the Calming Down Steps.
➤	25 out of 25 Teachers have the Calming Down and Problem-Solving Steps posted in different areas of the classroom.
Assistant Teacher	
➤	25 out of 25 Assistant Teachers can give 3 examples of how and when they have used the Problem-Solving Steps.
➤	25 out of 25 Assistant Teachers can give 3 examples of how and when they have used the Calming Down Steps.

Early Head Start Monitoring Results:

Building Relationships	
➤	6 out of 6 classrooms respond to children's emotional needs
➤	6 out of 6 classrooms acknowledge all children's communication efforts
➤	6 out of 6 classrooms have respect for all children.
➤	6 out of 6 classrooms show evidence of connections between staff and children.
➤	6 out of 6 classrooms show evidence of connections among children.
➤	6 out of 6 classrooms display enthusiasm and affection.
Guiding Behaviors	
➤	6 out of 6 classrooms provide opportunities for children to work/play together.
➤	6 out of 6 classrooms acknowledge positive behavior.
➤	6 out of 6 classrooms communicate clear expectations in a positive manner.
➤	6 out of 6 classrooms have children involved in fun, age-appropriate activities.
➤	6 out of 6 classrooms show evidence of connections amongst children.
➤	6 out of 6 classrooms remain at eye level and within physical proximity.
Physical Environment	
➤	6 out of 6 classrooms have children's photographs displayed at eye level.
➤	6 out of 6 classrooms have children's names throughout the room.
➤	6 out of 6 classrooms have enough materials in each area for 3 children to participate in.
➤	6 out of 6 classrooms have artwork displayed at eye level.
➤	6 out of 6 classrooms have individual and unique artwork (child-directed).
➤	6 out of 6 classrooms have a cozy corner, class schedule and safety rules posted.

Center Staff Qualifications (Preschool)

- Teachers (25):
 - Advanced Degree (MA) in ECE or related field (1)
 - Bachelors in ECE or related field (11)
 - Associates in ECE or related field (10)
 - Avg. Number of Preschool Teaching Hrs of Experience = 5,794.86
 - Avg. ECE college credit hours = 35 credit hours.
- Assistant Teachers (25):
 - Bachelors in ECE or related field (1)
 - AA ECE or related field (1), Preschool CDA (19)
 - Enrolled in Preschool CDA (4)
 - Enrolled in AA/BA (0).
 - In-Training (0)
 - Avg. Number of Preschool Teaching Hrs of Experience = 5,700.02 hrs.
 - Avg. ECE college credit hours = 14.45 credit hours.
- Site Education Managers (SEM's):
 - Masters in ECE or related field (0)
 - Bachelors in ECE or related field (4)
 - Associates in ECE or related field (6)
 - CDA and Enrolled in ECE or Related Degree (0)
 - Avg. Number of Preschool Teaching Hrs of Experience = 8,749.64 hrs.
 - Avg. ECE college credit hours = 55 hours.

Infant/Toddler Child Development Staff (Teachers) (12):

- BA ECE; focus on Infant/Toddler (1)
- AA ECE; focus on Infant/Toddler (3)
- Infant/Toddler CDA/Equivalent (8)
- General Education Diploma (0)
- High School Grad (0)
- No CDA, No Degree (0)

EHS Site Education Managers (2):

- Bachelors in ECE or related field (1)
- Associates in ECE or related field (1)



Family Services and Family Engagement

- CEEN families that received at least one service (crisis intervention, mental health, substance abuse prevention, domestic violence services, parent education, etc.): 519 Head Start; 61 Early Head Start
- Number of CEEN families that Volunteered in the program: 456 Head Start; 67 Early Head Start
- Total number of CEEN fathers who participated in regularly scheduled activities: 218 Head Start; 9 Early Head Start
- Number of Documented Hours Head Start Families Spent Completing Specific Educational Activities at Home: 18,798.50 hours
- Number of Documented Hours Early Head Start Families Spent Completing Specific Educational Activities at Home: 6,805 hours
- Total Amount of Head Start Family/Parent Non-Federal Share (In-Kind Contributions): \$427,731.65.
- Total Amount of Early Head Start Family/Parent Non-Federal Share (In-Kind Contributions): \$151,491.90.