



Spokane Head Start
Early Head Start

Young minds, big futures!

Annual Report

2021-22



**YOUNG
MINDS
BIG
FUTURES**


**Community Colleges
of Spokane**

Contents

Director’s Message.....	2
Enrollment and Eligibility.....	3
Staffing.....	5
About Our Families.....	7
Family Services.....	8
Medical and Dental.....	10
Nutrition Services.....	11
Classroom Assessment Scoring System (CLASS).....	12
Child Outcomes.....	13
Kindergarten Readiness.....	14
Financial.....	16

DIRECTOR'S MESSAGE

Community Colleges of Spokane Head Start/Early Head Start provides high quality early-learning environments for children aged birth to five. We ensure the provision of culturally responsive, comprehensive services to the entire family, including home-based service options to pregnant women. We understand that every child's first and most important teacher is the parent and key teaching opportunities first happen in the home. Therefore, we strive to work in partnership with families to promote and support the best possible outcomes for each individual child and family.

We are family-focused:

Discovering child and family needs and working with families to best meet them. Providing opportunities for families to be meaningfully engaged in their child's learning and educational services. Being committed to serving families of diverse cultures and lifestyles in a non-biased and non-judgmental way.

We are partners:

Coordinating and integrating our services to ensure that families receive the support they need, regardless of point of entry to the agency. When our families face challenges outside our expertise, we partner with other high-quality organizations.

We are outcome-driven:

Thoughtfully measuring the impact and effectiveness of our services. Engaging in ongoing learning and innovation to ensure we are offering effective services to children and families. Consistently identifying what we can improve, executing programming to fidelity, and measuring ourselves against national HS/EHS benchmarks.

The following report highlights these aspects of our work for the school year 2021-2022.

Bobbi Woodral
District Director
Spokane Head Start/Early Head Start

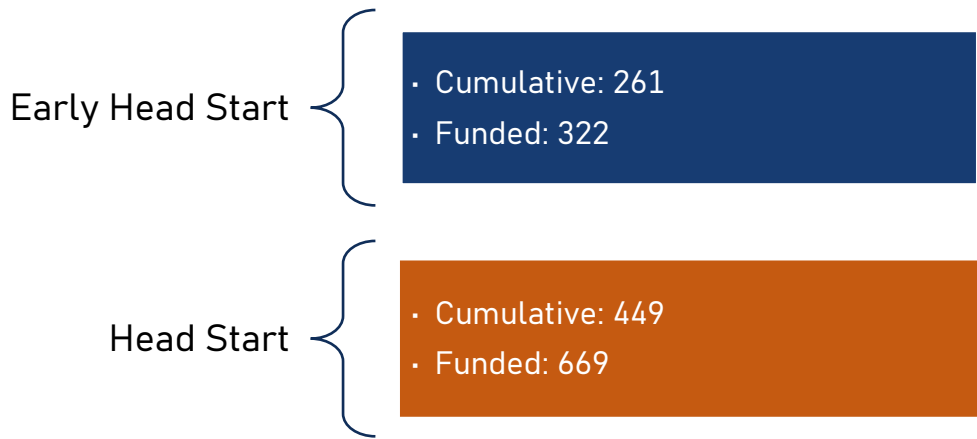


ENROLLMENT AND ELIGIBILITY

As the grantee for the Spokane Head Start (HS) and Early Head Start (EHS) program, the Community Colleges of Spokane fully supports all efforts in providing high-quality early childhood education and care to families. While the program is funded to serve 991 children and pregnant women, staffing shortages during the 2021-2022 school year resulted in enrollment challenges, as noted in the [Staffing Shortage](#) section. Despite these challenges, the program continued to serve a significant number of children, with a cumulative enrollment of 710, highlighting the resilience and dedication of staff in ensuring that children and families have access to essential resources and support.



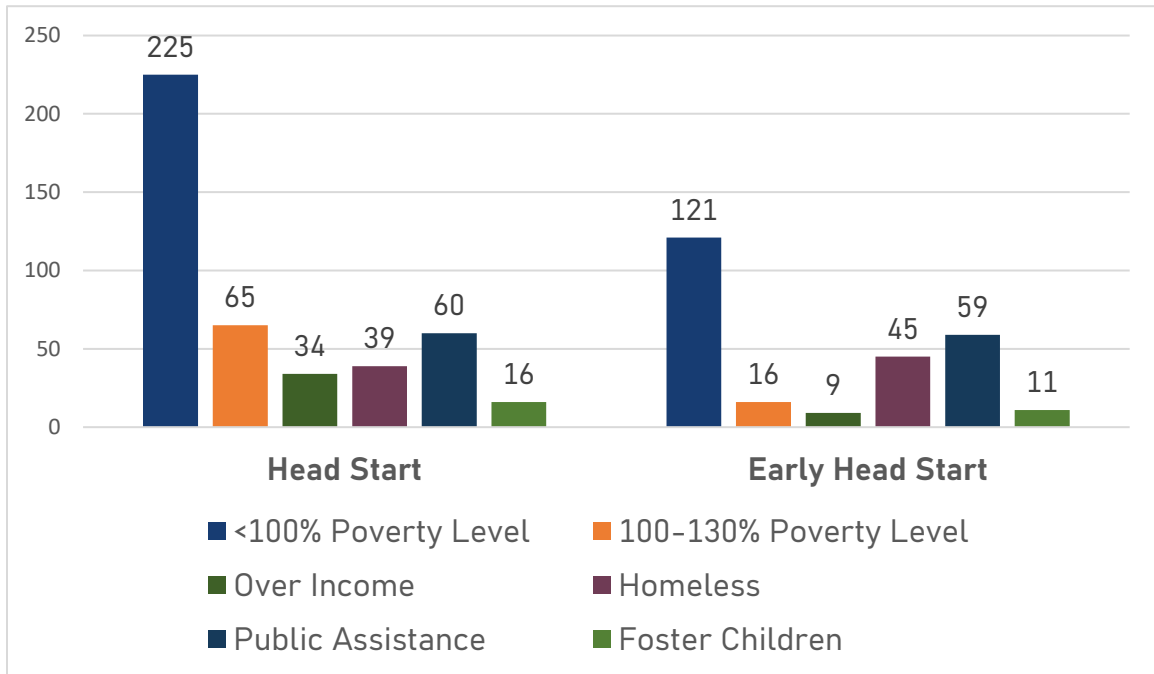
Enrollment



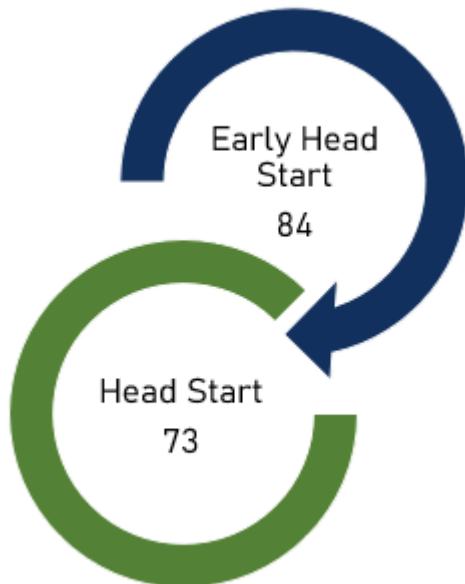
Classroom at Martin Luther King, Jr. Community Center Early Head Start. The site serves a total of 40 infants and toddlers.

Location: 500 S Stone St, Spokane WA 99202

Types of Enrollments



Children with Disabilities



STAFFING

Staffing Shortage

Spokane Head Start/Early Head Start experienced significant staffing challenges in program year 2021-2022. Several factors led to the loss of 50 full-time employees during this time, including the Governor's COVID-19 vaccine mandate, compensation, and increased job opportunities in the community.

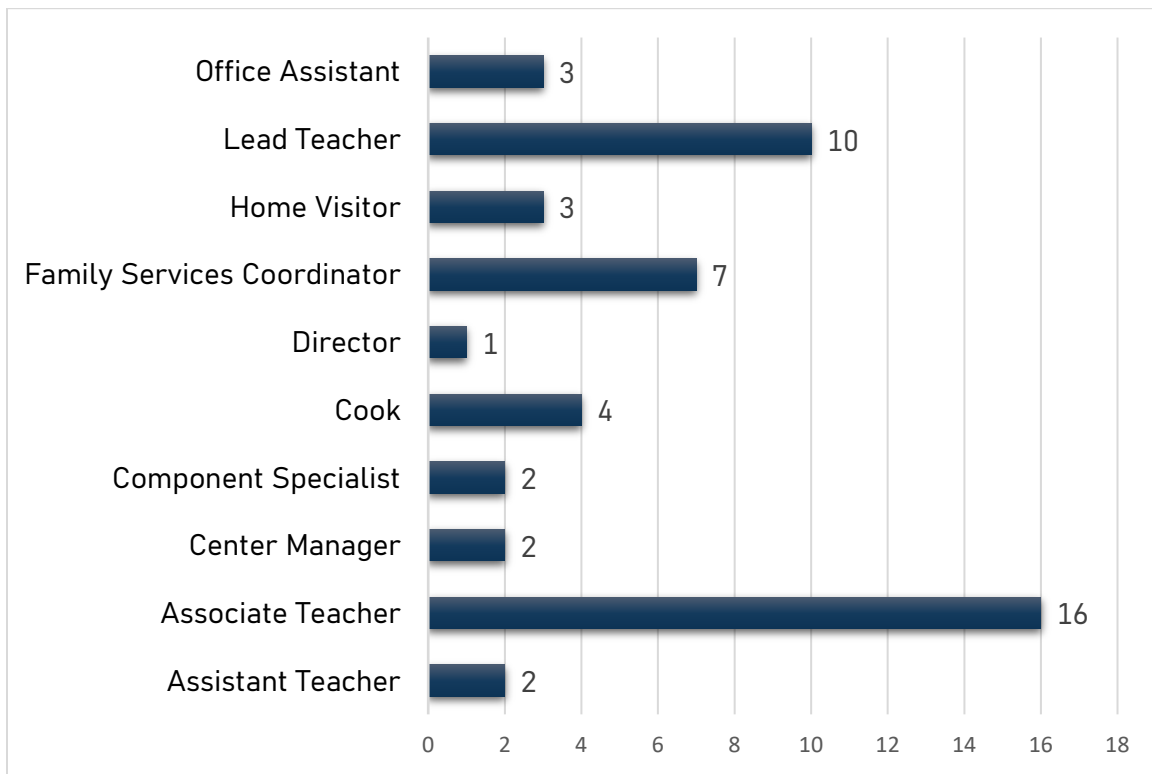
In August 2021, Governor Jay Inslee issued a mandate that required all childcare workers to be fully vaccinated against COVID-19 by October 18, 2021. This mandate resulted in significant staff losses in the program as some employees chose not to comply with the mandate. Notably, teaching staff were critically affected. The mandate has since been revoked and the program has seen some employees return.

Due to the compensation climate in the community during this time, program wages were not comparable to other organizations. This led to program leadership beginning a strategic pathway forward for increasing salaries and promotional opportunities that support progress of the program into the future. The position of Classroom Quality Specialist was created and added at our centers to focus on coaching, training, and center manager/site support. Eight internal staff promoted into these positions, creating additional promotion opportunities with the jobs they left open. Program leadership also looked for innovative ways to increase salaries and provide bonuses for employees. This continued into the 2022-2023 program year.

The program also faced increased hiring competition from new employment opportunities in the area for preschool teachers and food service workers. The Early Childhood Education and Assistance Program (ECEAP) began to experience significant expansion. This led to more opportunities for job seekers in the early childhood education field. Additionally, the local food service industry began to offer significantly higher pay and incentives for job seekers in the industry, reducing the pool of candidates for program job openings.

The consequences of the staffing shortage in the program were sizable. Reduced staffing led to longer waitlists and limited availability of services. Some classrooms were closed due to lack of teachers, which affected enrollment. To address the issue, the program increased efforts to hire new staff. A marketing team was formed, and they began to work on increased community visibility through new vinyl banners and flags at every center. New brochures and flyers were created for each center. Hiring posters and cards were made available to hand out at job fairs. Ads were placed in local newspapers and the local community resource directory. The program also focused on improving hiring practices, specifically, reducing the amount of time taken from initial application until hiring. The program continues with new ways of attracting, hiring, and onboarding new employees for success.

Staff Separated from Employment



Education Staff Qualifications

Advanced	<ul style="list-style-type: none"> • Early Head Start: 1 • Head Start: 4
Baccalaureate	<ul style="list-style-type: none"> • Early Head Start: 23 • Head Start: 20
Associates	<ul style="list-style-type: none"> • Early Head Start: 18 • Head Start: 17

CDA	<ul style="list-style-type: none"> • Early Head Start: 2 • Head Start: 0
High School GED	<ul style="list-style-type: none"> • Early Head Start: 5 • Head Start: 3



ABOUT OUR FAMILIES

Households



Early Head Start

- One Parent: 101
- Two Parents: 109

Head Start

- One Parent: 165
- Two Parents: 246

Parent Education Level

< High School

- Early Head Start: 24
- Head Start: 39

High School/GED

- Early Head Start: 104
- Head Start: 222

AA/Some College

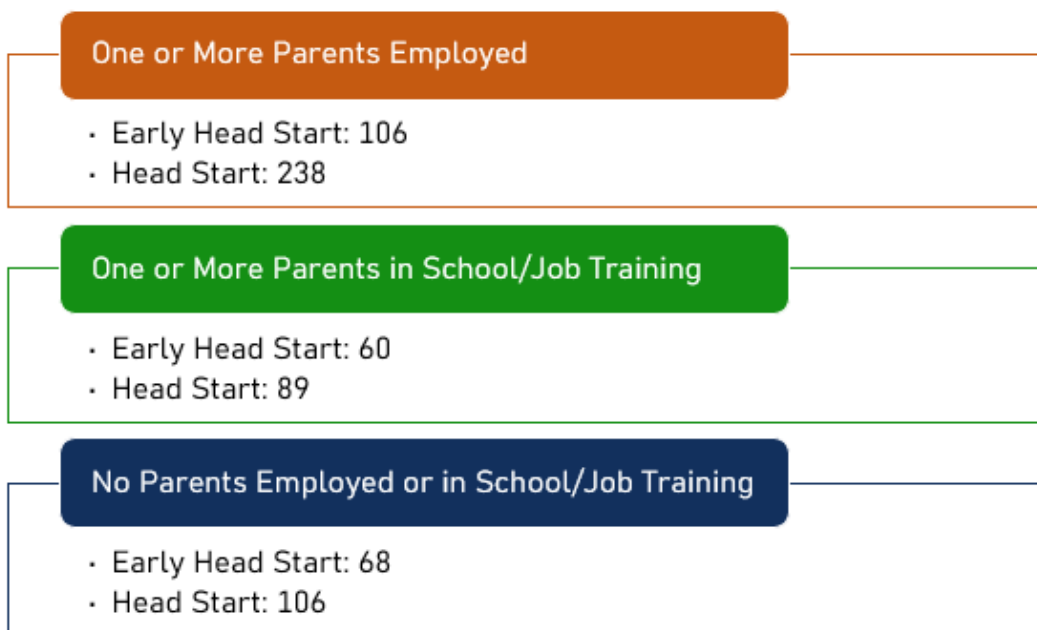
- Early Head Start: 58
- Head Start: 93

BA or Higher

- Early Head Start: 21
- Head Start: 32



Parent Employment



FAMILY SERVICES

Parent and Family Engagement

Spokane Head Start/Early Head Start acknowledges and values the critical role parents play as their child's first teachers by fostering a collaborative partnership. From the moment of enrollment through the transition into kindergarten, a relationship of mutual respect and sensitivity to a family's language and culture is nurtured. Multiple opportunities are provided throughout the year for families to be engaged and be involved in their child's Early Head Start/Head Start experience. Parents and families are encouraged to choose from the many options offered.

Parent Trainings

Training topics include fire safety, first aid/CPR, parenting skills, creating a budget, credit repair and home buyer workshops, and more.

Partnership Agreement and Family Goals

Family Services Coordinators (FSCs) partner with parents to help identify support systems and recognize family strengths. FSCs work with each family to establish goals, provide resources, make referrals, and offer support as needed. Through mutual trust

and maintaining a positive, respectful relationship goals are accomplished and celebrated together.

Policy Council (PC)

Elected parent representatives from each site attend a monthly parent led meeting and participate in program wide decision making. The PC Executive Committee attends an additional meeting to review evaluations, plan the next meeting, identify, and discuss community programs that would be beneficial to present at the PC meetings.

Program Committee Meetings

Parents are offered opportunities to participate in program committees such as the Health Service Advisory Council (HSAC), Washington State Association of Head Start and ECEAP (WSA), the annual self-assessment, interviewing and hiring.

Self-Assessment

Parents are encouraged to participate during the annual self-assessment, completing site health and safety checklists and parent satisfaction surveys.

Volunteer Opportunities

Parents are encouraged to volunteer in all areas of the program from helping their child achieve individual educational goals to helping in the community with recruitment by sharing information about program services with family, friends, and neighbors.

Family Activity Nights

Families are offered and encouraged to attend and participate in Family Engagement Activities. Some of the opportunities offered were science night, literacy night, fire and pediatrician safety, cooking, wellbeing, and self-care.

Home Visits/Conferences

Parents are given an opportunity to meet with their child's teacher through education visits and parent/teacher conferences. During these meetings parent(s) and staff partner to discuss child development, family services and school readiness. Early Head Start home base program offers weekly home visits for prenatal moms and children birth to three.

In-Home Activities

Teachers work together with each family to identify and establish educational goals for their child. Home activities are given to support their child’s educational goals. Making the connection between the home environment and the classroom setting provides parents an opportunity to support their child’s growth.

Male Involvement

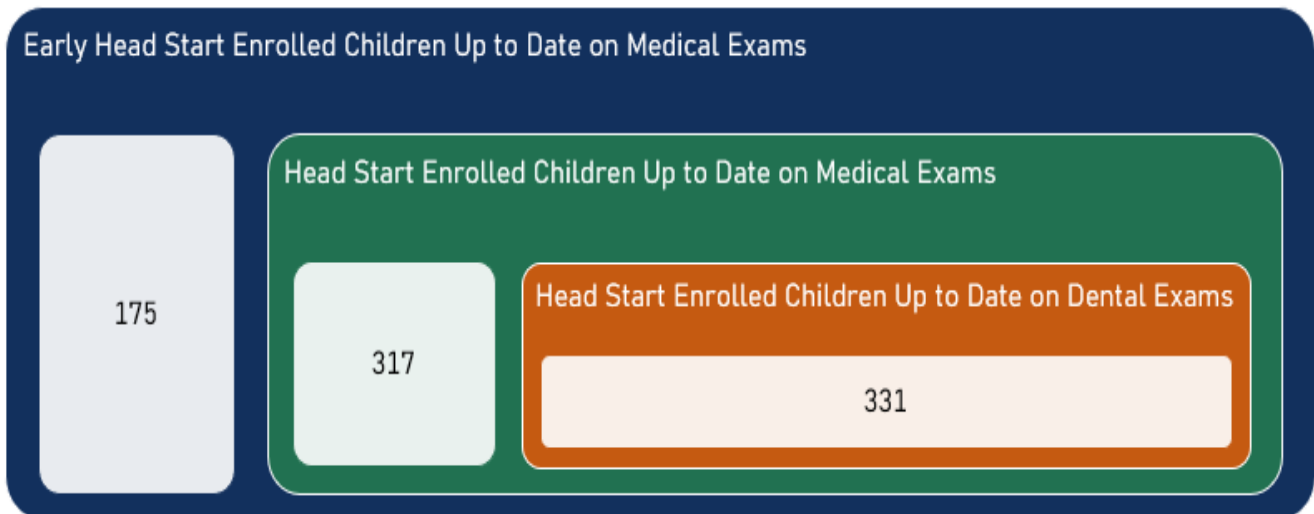
Whether you are a father, uncle or grandfather, men are encouraged to engage in program activities and events offered throughout the year. Fun and safe activities such as bingo, gym night, donuts with dads, local presenters from Spokane Fatherhood Initiative, and health/nutrition are opportunities to build relationships.

Parent Committee Meetings

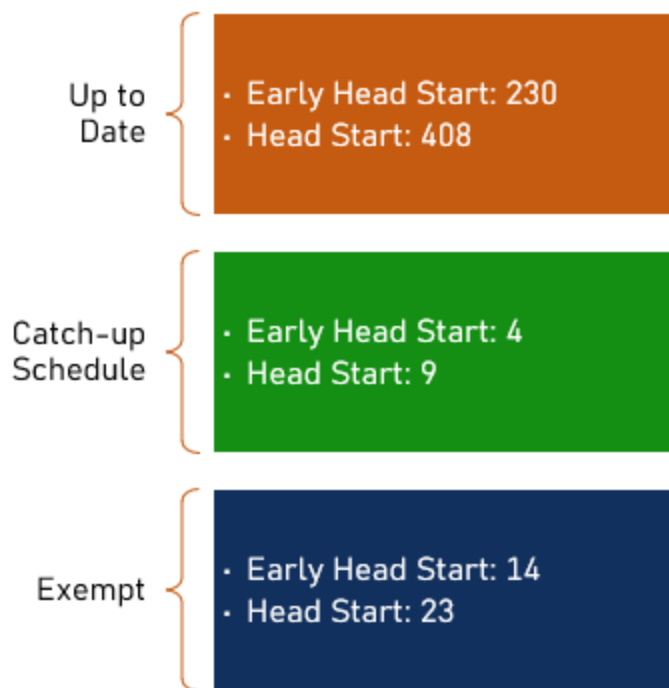
Monthly Parent site meetings are offered so that parents can learn about program updates from the Policy Council meetings, obtain information from local agency/program representatives, and parent education from Conscious Discipline parent education curriculum.

MEDICAL AND DENTAL

Enrolled Children Up to Date on Medical and Dental Exams



Vaccine Completions and Exemptions



NUTRITION SERVICES

Local Resources

By collaborating with Food for All, a program run by Catholic Charities, locally sourced produce was made available to classrooms for taste testing. To teach children about locally grown foods, teachers utilized the Harvest for Healthy Kids curriculum. Additionally, families were given newsletters that explained which farm supplied the produce, along with recipes to try out. To support this initiative, cooks created an account with the Local Inland Northwest Cooperative (LINC) and ordered locally grown, seasonal produce, as well as locally sourced ground beef.



Gardens

We were pleased to maintain our partnership with The Food for All raised garden box program. Thanks to their generous support, our centers received garden boxes, soil, and plant starts, which our center staff and children used for fun and educational hands-on learning experiences. We even involved our center Cook whenever possible, who harvested fresh produce like tomatoes and peppers for use in recipes that children tasted and enjoyed. Through this program, children learned the origin of their food and the entire planting and harvesting process.

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

Due to the COVID-19 pandemic and resulting restrictions, staffing shortages, and limited attendance, collection of current CLASS data did not occur in the 2021-2022 school year.

During the 2021-2022 school year, Spokane Head Start/ Early Head Start, onboarded eight on-site Classroom Quality Specialists. Each specialist was trained in CLASS and became certified and reliable in the Preschool CLASS tool. Specialists developed a planned schedule for consistent observation and collection of data beginning in the 2022-2023 program year.

As a grantee serving preschool age children (3-5) in the center-based option, a sampling of Spokane Head Start preschool classrooms were observed in May 2018 as part of the Office of Head Start onsite CLASS federal review. The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale.

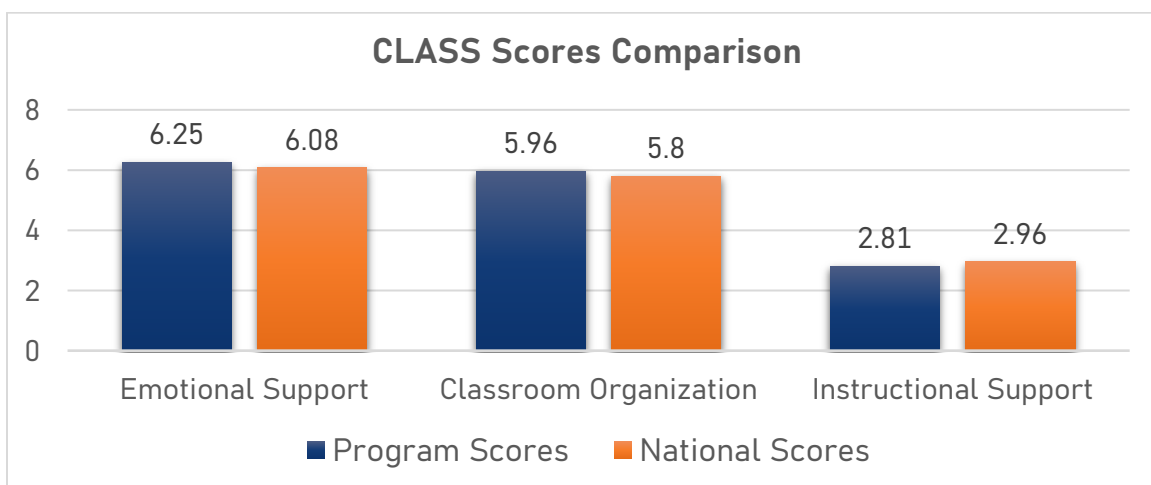
The three domains are defined as:

Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.

Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.

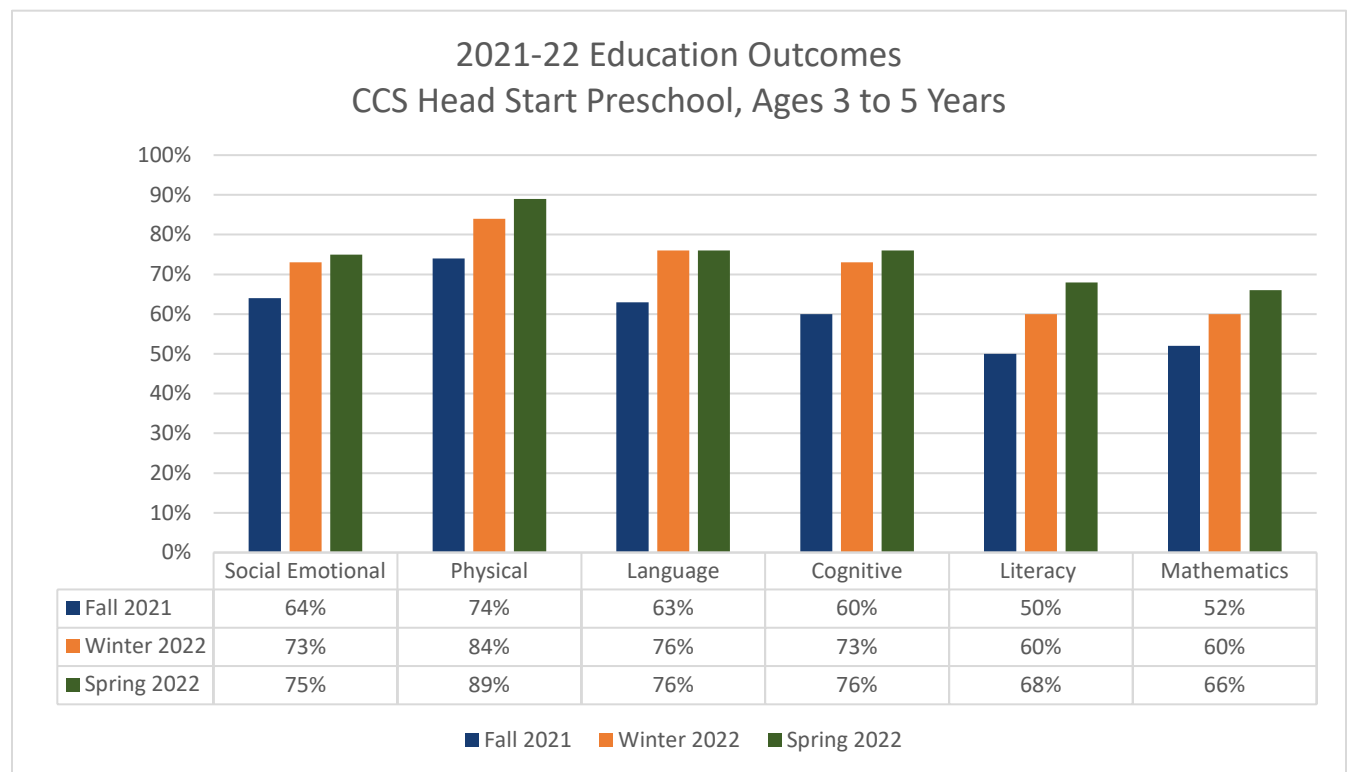
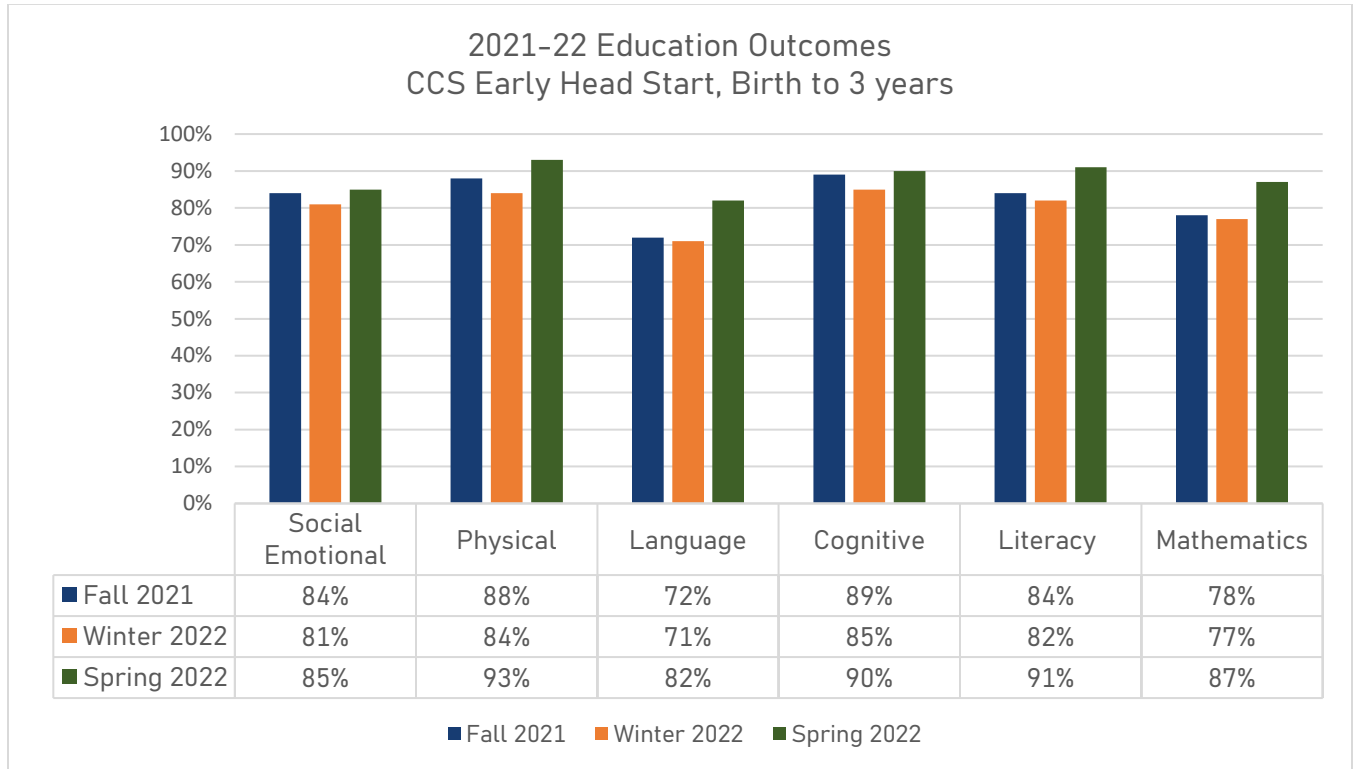
Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

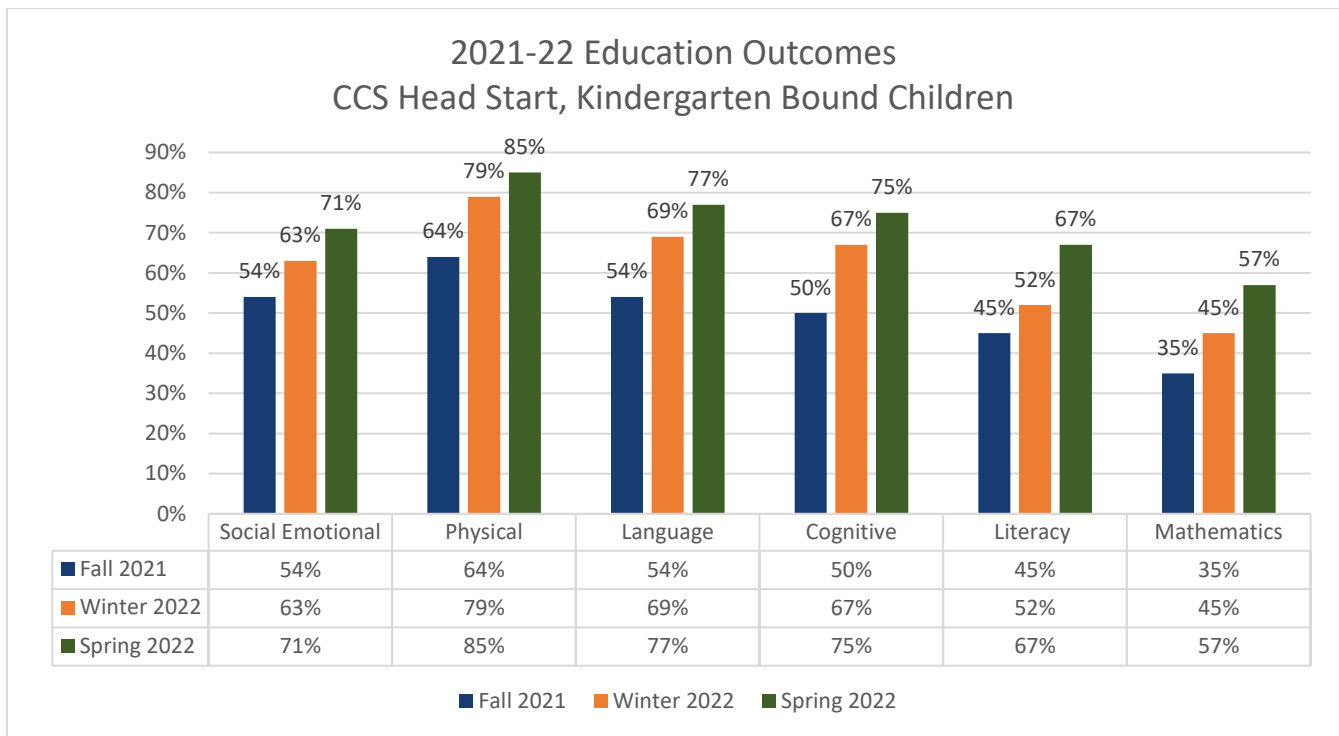
Comparative data available from the Office of Head Start in 2018 show Spokane Head Start CLASS scores in comparison to scores at the national level.



CHILD OUTCOMES

The following graphs show the 2021-2022 school year program assessment data, including all children ages birth to five. Steady growth is shown in all areas of development. Results reflect ongoing support of school readiness from birth through entry into kindergarten.



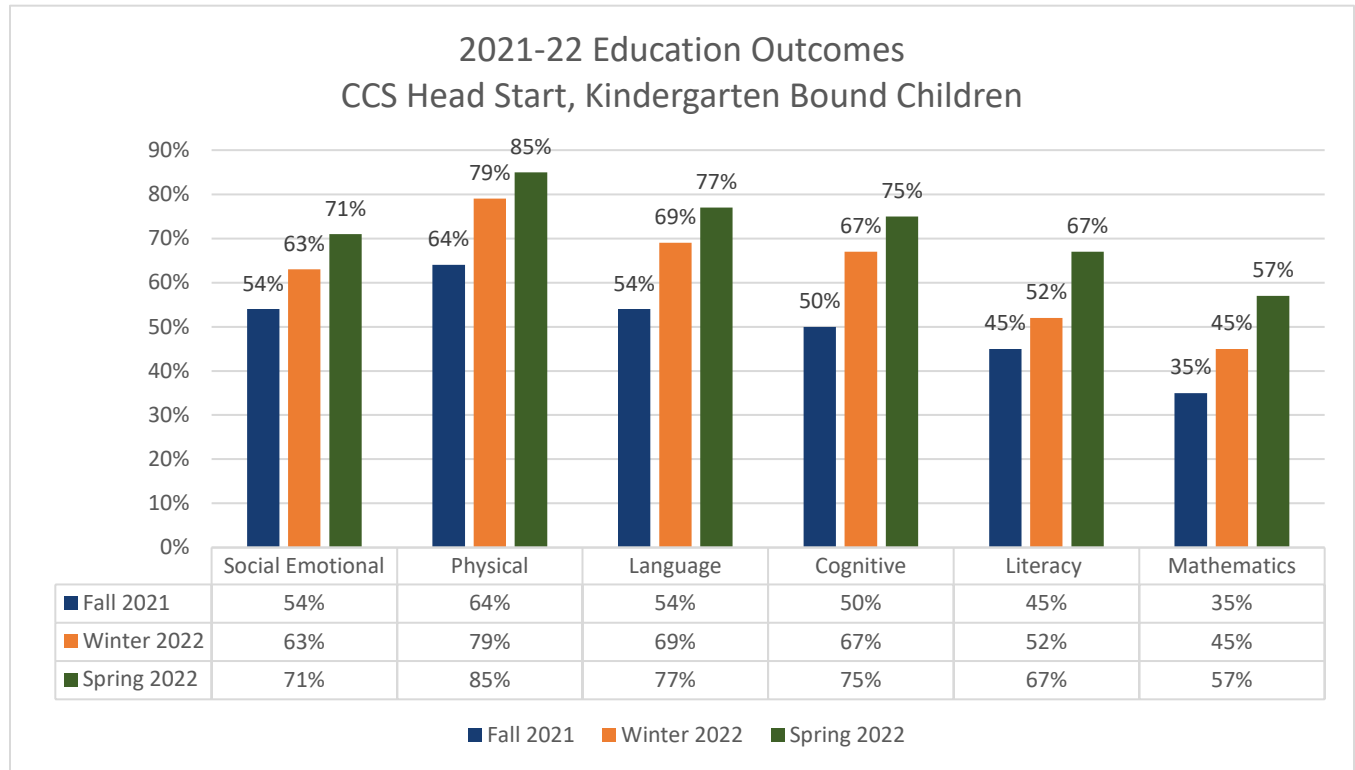


KINDERGARTEN READINESS

The Office of Head Start requires that programs assess children’s progress and school readiness using a valid and reliable assessment tool. Teaching Strategies GOLD (TSG) is our adopted tool for assessment in combination with Creative Curriculum. Teaching Strategies GOLD uses researched based “widely held expectations” as a baseline for measurement of developmental skills and abilities. This allows teaching staff to see what skills children demonstrate according to their age, in comparison to the widely held expectation. Teachers use assessment information in collaboration with parents to set individualized goals for children and individualize classroom instruction. Our program uses assessment information to inform and guide instruction, develop training, support professional development, and enhance programmatic planning. Child assessment is completed quarterly, and outcomes are evaluated and shared to identify trends and progress made across developmental areas.

The 2021-2022 data indicated kindergarten bound children's' gains were made in all areas of development with the highest percentage gain, 25%, in the Cognitive domain. This increase shows children are gaining valuable processing skills which extend across all areas of development and learning. Process skills are the foundational skills children use to learn, observing, exploring, connecting, problem solving, organizing information, and communicating and representing ideas. Strong processing skills are an indicator of school readiness and success.

Data across all developmental domains indicate children build school readiness skills throughout their enrollment and leave Head Start with skills and abilities essential for kindergarten.



FINANCIAL

Head Start/Early Head Start Grant

Reflects Program Year 01: September 2021-August 2022

Funding:

Federal DHHS: Head Start/Early Head Start
 Local Student Government
 State Child Care Subsidy/Other

HS-EHS

\$ 14,226,773
 \$ 141,000
 \$ 1,874,032
\$ 16,241,805

Budget Expenditures:

Personnel
 Fringe Benefits
 Travel
 Facilities/Construction
 Equipment
 Supplies/Materials: Includes non-consumables
 Other
 Indirect Costs

HS-EHS

\$ 7,763,148
 \$ 3,258,837
 \$ 5,447
 -
 -
 \$ 496,024
 \$ 1,017,973
 \$ 965,045
\$ 13,506,474

Unobligated Federal Funds on Final SF-425

\$ 2,735,331

Note: The program experienced a workforce shortage, creating savings in personnel and fringe benefits.



