

# 2022-23

# Annual Report

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**Spokane Head Start**  
**Early Head Start**

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*Young minds, big futures!*

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## Director's Message

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Reflecting on the 2022-2023 program year, I am grateful for the dedication and resilience of our Spokane Head Start/Early Head Start staff, families, and partners. Despite the challenges we encountered, our commitment to serving the children and families of Spokane with excellence and compassion remained unwavering.

The wellbeing and development of every child entrusted to our care remained our top priority. Our team worked tirelessly to provide high-quality early childhood education, comprehensive family services, and robust health and nutrition support, ensuring that each child had the opportunity to flourish and grow in their potential within our Spokane community.

We have worked to address the evolving needs of our community and have remained proactive in addressing the diverse needs of our families. None of our accomplishments would have been possible without the dedication and support of our Spokane Head Start/Early Head Start staff.

To our Spokane Head Start/Early Head Start families, I extend my deepest gratitude for your trust, partnership, and active involvement in your children's education and development. Your engagement is pivotal in creating a nurturing and supportive learning environment that fosters growth and success for all our children.

Furthermore, I would like to recognize the invaluable contributions of our local community partners, volunteers, and stakeholders, whose collaboration and support enrich our Spokane Head Start/Early Head Start programs, amplifying our impact within the Spokane community.

As we look ahead to the future, we will remain committed to empowering children and families, building stronger communities, and illuminating the path toward a brighter tomorrow for all. Together, we will continue to strive to make a meaningful difference in the lives of those we serve.

Bobbi Woodral  
District Director  
Spokane Head Start/Early Head Start

# Financial

## Funding and Expenditures

### Head Start/Early Head Start Grant #10CH012101

Reflects Program Year 02: September 2022 – August 2023

<b>Funding</b>	<b>HS-EHS</b>
Federal DHHS: Head Start/Early Head Start	\$ 14,845,831
Local Student Government	\$ 136,000
State Child Care Subsidy/Other	\$ 2,600,375
	<u>\$ 17,582,206</u>
<b>Budget Expenditures</b>	<b>HS-EHS</b>
Personnel	\$ 8,622,849
Fringe Benefits	\$ 3,909,823
Travel	\$ 13,816
Facilities/Construction	\$ -
Equipment	\$ 106,152
Supplies/Materials: Includes non-consumables	\$ 459,769
Other	\$ 1,196,726
Indirect Costs	\$ 1,141,331
	<u>\$ 15,450,466</u>
Unobligated Federal Funds on Final SF-425	<u>\$ 2,131,740</u>

**Note:** The program experienced a workforce shortage, creating savings in Personnel and Fringe Benefits.

## Financial Audit

The financial audit for Spokane Head Start (HS) and Early Head Start (EHS) is included in the Community Colleges of Spokane audit conducted by the Washington State Auditor's Office. The most recent audit report, dated December 7, 2023, is for the audit period of July 1, 2022, through June 30, 2023, and showed no findings for this program. The full report is available by request.

## Focus Area One (FA1) Review

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May 15-17, 2023, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of our program. There were no findings (areas of concern, areas of non-compliance, or deficiency) in the following areas of review:

- Program Design and Management
- Designing Quality Education and Child Development Program Services
- Designing Quality Health Program Services
- Designing Quality Family and Community Engagement Services
- Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

The report highlighted our use of internal and community data to make informed and timely decisions for the program in each of the areas listed above. “The recipient's use of data helped it to meet the needs of the community and enrolled families.” “Through the use of education data, the recipient implemented strategies to support growth.”

A full copy of the final report is available upon request.

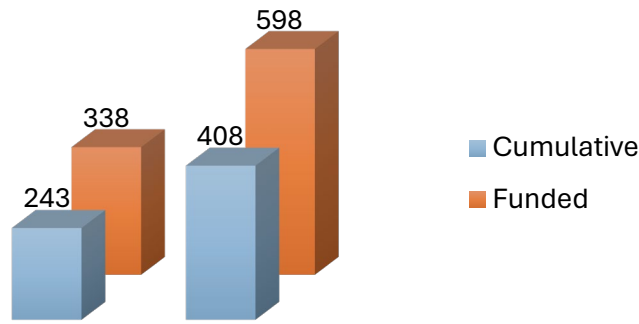
## Enrollment and Eligibility

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As the grantee for the Spokane HS and EHS programs, the Community Colleges of Spokane (CCS) fully supports our commitment to providing top-tier early childhood education and care to families in our community. Although our program had funding allocation to serve 936 children and pregnant women during the 2022-2023 school year, there were enrollment challenges, resulting in 651 served. Several factors contributed to this, including staffing shortages due to shifts in local employment rates and teacher pay, increased availability of slots in the local Early Childhood Education and Assistance Program (ECEAP), and the introduction of Transitional Kindergarten.

Utilizing insights from our Community Needs Assessment and Program Self-Assessment led to program evaluation and change. We implemented strategic measures to boost enrollment, such as opening enrollment at our college campus centers to the public, intensifying recruitment efforts at all centers, and launching the “Adventures in Learning: Exploring Head Start” community event to raise community awareness of our program. Additionally, a comprehensive analysis of teacher pay was conducted by Spokane HS/EHS leadership in collaboration with CCS Human Resources to mitigate staff vacancies. These concerted efforts reflect our dedication to increasing access to high-quality early childhood education for families in our community.

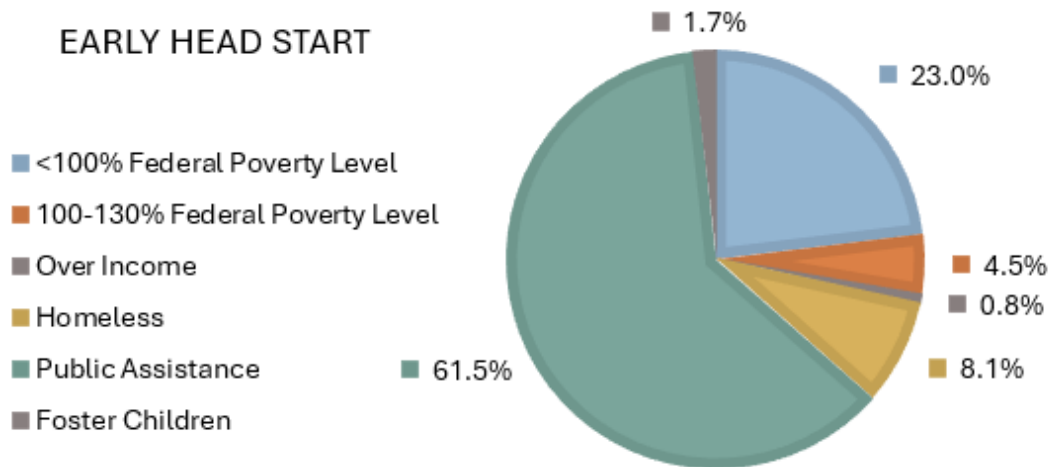
## Enrollment

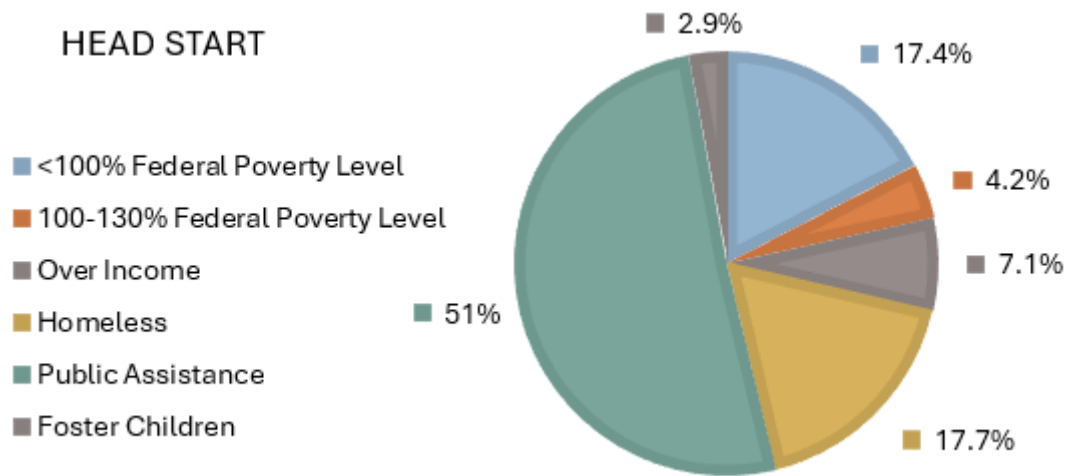


## Children with Disabilities

In accordance with federal guidelines, Head Start and Early Head Start programs are mandated to reserve at least 10% of enrollment slots for children with disabilities. In program year 2022-2023, our enrollment statistics exceeded this requirement, with 16.6% of Early Head Start slots and 10.4% of Head Start slots allocated to children with disabilities.

## Types of Eligibility





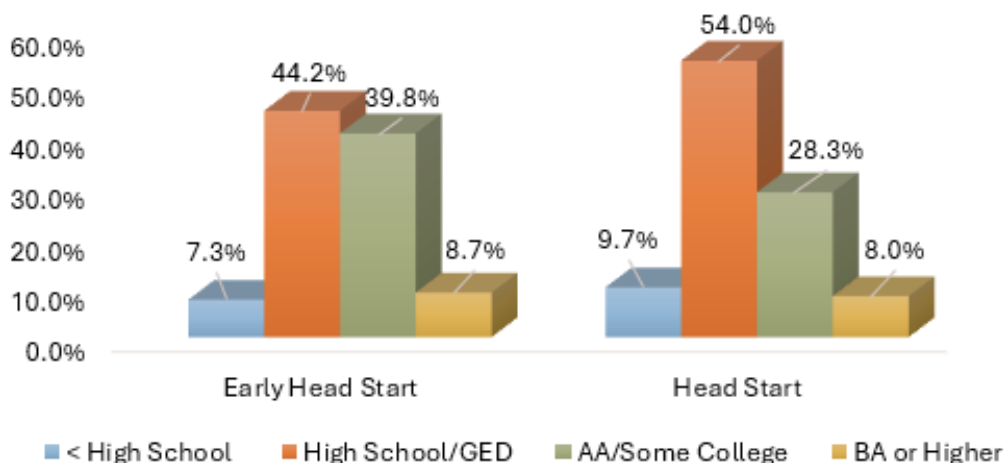
## About Our Families

Our program serves a diverse range of families, each facing unique circumstances. With centers at both Community Colleges of Spokane campuses, we provide essential support to eligible parents pursuing higher education. Through our partnership with Catholic Charities Eastern Washington, we extend Head Start and Early Head Start services to families residing in transitional housing, fostering stability and growth. Additionally, four of our centers are strategically situated within community centers, which are vital hubs for local resources. In addition, we have a center in the CCS Adult Basic Education building, which allows us to offer services to ELL families or parents pursuing their GED.

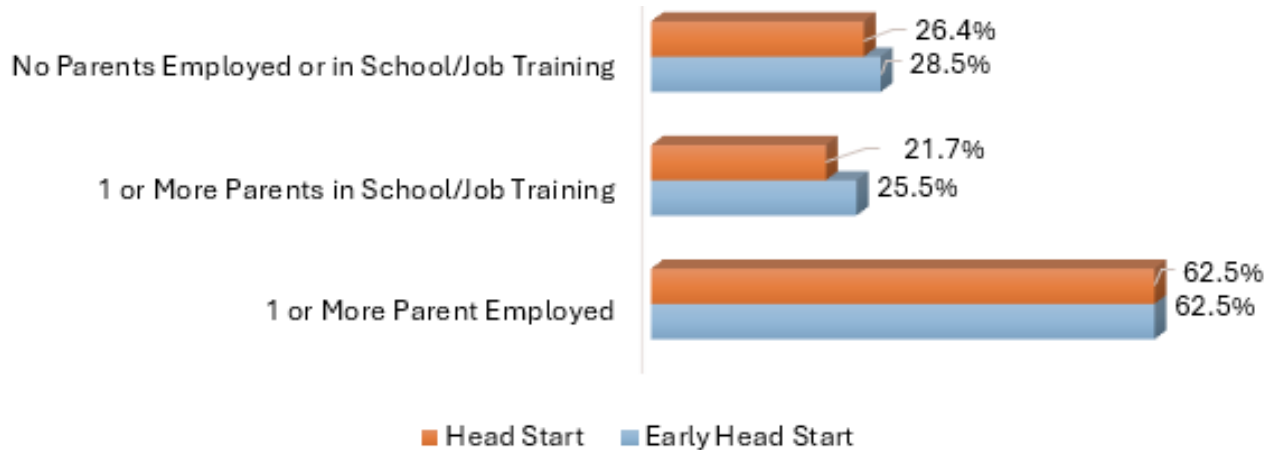
### Parents in the Household

Our Head Start families consisted of 59.6% two-parent households and 40.4% single parent households. Similarly, within our Early Head Start program, 57.1% of families were comprised of two parents, with 42.9% being single-parent households.

### Parent Education Levels



## Parent Employment/School



## Family Services

### Parent and Family Engagement

We are committed to family-centered support and engagement. From parent trainings to volunteer opportunities, our program prioritizes collaboration, mutual respect, and cultural sensitivity. We recognize parents as their child's first teachers and strive to foster meaningful partnerships that span from enrollment to kindergarten transition. We have many avenues available for families to actively participate in and shape their child's educational journey, reflecting our dedication to empowering every family in our HS/EHS community.

**Parent Trainings:** Topics cover fire safety, first aid/CPR, parenting skills, budgeting, credit repair, home buyer workshops, and more.

**Partnership Agreement and Family Goals:** Family Services Coordinators (FSCs) collaborate with parents to identify support systems, recognize family strengths, establish goals, provide resources, make referrals, and offer support, fostering mutual trust and respect.

**Policy Council (PC):** Elected parent representatives from each site attend monthly parent led meetings and participate in program-wide decision-making. The PC Executive Committee attends an additional meeting to review evaluations, plan the next meeting, and discuss community programs to present at PC.

**Program Committee Meetings:** Parents are encouraged to participate in various committees such as the Health Advisory Committee, Washington State Association of HS and ECEAP, and the self-assessment.

**Self-Assessment:** Parents are encouraged to participate in 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 such as helping their child achieve individual educational goals and helping in the community with recruitment by sharing information about program services.



**Family Activity Nights:** Families are offered and encouraged to participate in family engagement activities like science, literacy, safety, cooking, wellbeing, and self-care nights.

**Home Visits/Conferences:** Families are given an opportunity to meet with their child’s teacher through education visits and parent/teacher conferences to discuss child development, services, and readiness. The EHS home base program offers weekly home visits for prenatal moms and children birth to three.

**In-Home Activities:** Teachers collaborate with families to set educational goals and provide home activities supporting child development.

**Male Involvement:** Fathers, uncles, and grandfathers participate in program events like bingo, gym night, donuts, and health/nutrition.

**Parent Committee Meetings:** Monthly meetings inform parents about program updates, agency representatives, and Conscious Discipline parent education.

## Medical and Dental

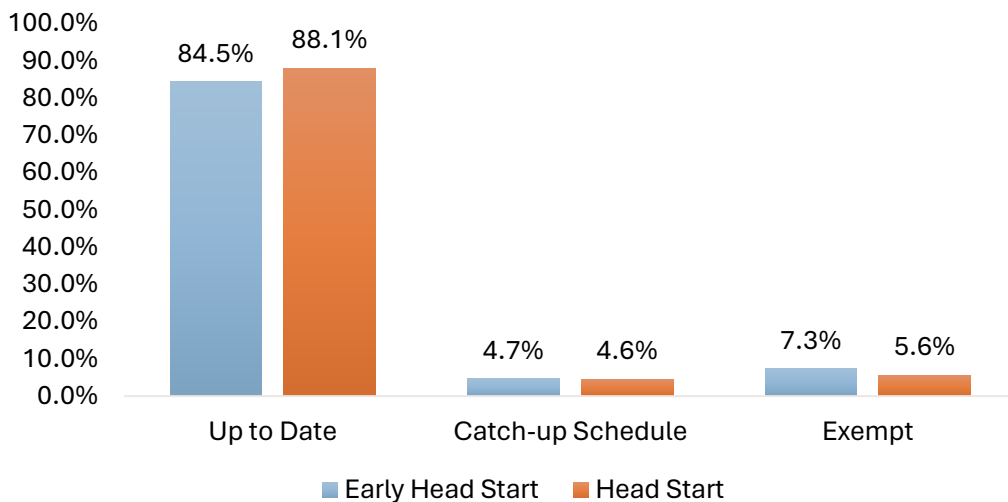
### Enrolled Children Up to Date on Medical Exams

80.2% of Early Head Start children and 76.1% of Head Start children were up to date on their essential medical exams.

### Enrolled Children Up to date on Dental Exams

74% of Head Start children were up to date on dental exams.

### Vaccine Completions and Exemptions



## Nutrition Services

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### **Bite2Go**

We partnered with 2nd Harvest to participate in their Bite2Go children's weekend food program, aimed at helping kids who might otherwise go without meals on Saturdays and Sundays. Bite2Go discreetly delivers essential food items like juice, milk, cereal, and snacks, providing enough for breakfast and lunch for two days.

To successfully execute these services, each program must partner with funders and assign workers to help deliver the weekend food supply to the children's centers. Bite2Go found five funders who supported Head Start preschoolers with weekend food. Our center managers and family services coordinators worked to develop individualized plans for families in need at their sites.

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### **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.

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### **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.

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### **Farm to School and Scratch Cooking Training**

WSU (Washington State University) SNAP-ED and the Spokane Head Start Nutrition Specialist organized a training with Chef Kent Getzin. The training focused on using local foods at lunch that were served to students. Staff from the kitchen and administration participated in the training. It was recorded and will be shared with other people doing similar work across the state. They made egg and cheese frittata, fresh tomato and pepper salsa, and bread pudding with peach compote.

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### **Washington State Department of Agriculture Farm to School Purchasing Grant**

We were awarded \$20,000 to be spent between September 2022-August 2023 on Washington grown foods and non-food supplies to support processing or storage of produce.

## Classroom Assessment Scoring System (CLASS)

In the 2022-2023 program year, challenges stemming from the COVID-19 pandemic recovery, staffing shortages, and limited attendance affected the collection of current Classroom Assessment Scoring System (CLASS) data. Despite these hurdles, thirteen preschool classrooms underwent CLASS observations to assess their quality.

Throughout the year, the focus was on leveraging the role of Site Classroom Quality Specialist/Coach to elevate classroom quality and strive for improvement in Classroom Assessment Scoring System (CLASS) scores. With guidance from Education Specialists, these coaches actively supported the implementation of Creative Curriculum and Conscious Discipline strategies and systems to fidelity. Collaborating closely with teachers, they provided guidance on utilizing Creative Curriculum and aligning it with the essential CLASS domains—Emotional Support, Classroom Organization, and Instructional Support. Through intentional coaching support, Head Start teachers learned to cultivate positive relationships, organize classroom spaces efficiently, and implement intentional teaching strategies, fostering the development of each child. Furthermore, coaches integrated Conscious Discipline techniques, equipping teachers with invaluable tools for social-emotional learning and effective behavior management. This blend of evidence-based approaches empowered preschool teachers to create nurturing, well-structured environments, resulting in improved quality. The collaborative efforts of coaches and teachers throughout the 2022-2023 program year reflected a commitment to enhancing the overall classroom experience and positively impacting the development of young learners. These foundational practices aim to support increased CLASS outcomes in the 2023-2024 program year.

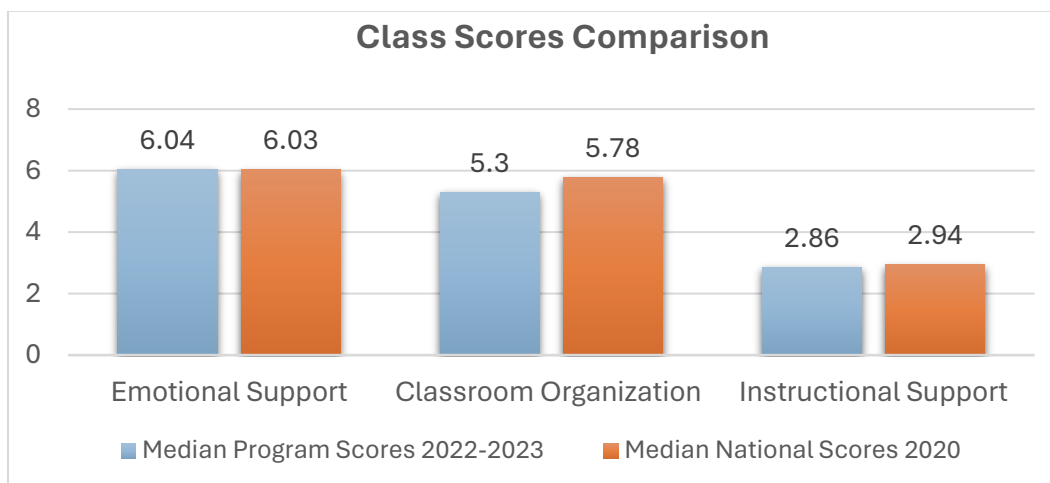
The three CLASS domains are defined as:

**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 how teachers implement the curriculum to promote cognitive and language development.

Comparative data available from the Office of Head Start in 2020 show Spokane Head Start CLASS scores in comparison to scores at the national level.



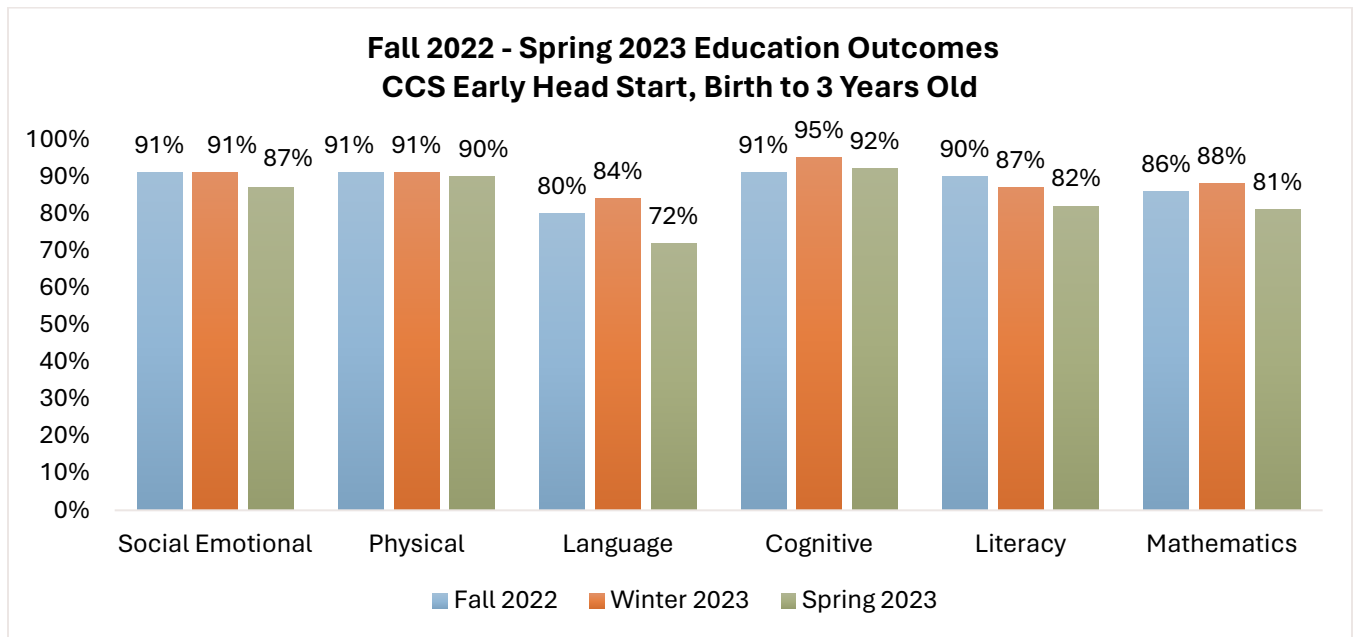
## Child Outcomes

The Head Start Performance Standards require continuous evaluation of student development and learning. The assessment tool, Teaching Strategies Gold, is employed quarterly to evaluate and summarize children's development. This assessment method involves utilizing individualized observation data gathered throughout these quarterly periods. This data allows for comparisons to be made over time, not just for individual children, but also across classrooms, sites, and the entire program.

Program staff actively use this data to shape instruction, customize learning experiences for each child, and foster collaboration with families. This approach strengthens the connection between school and home learning, ensuring a comprehensive and cohesive educational experience for the children involved.

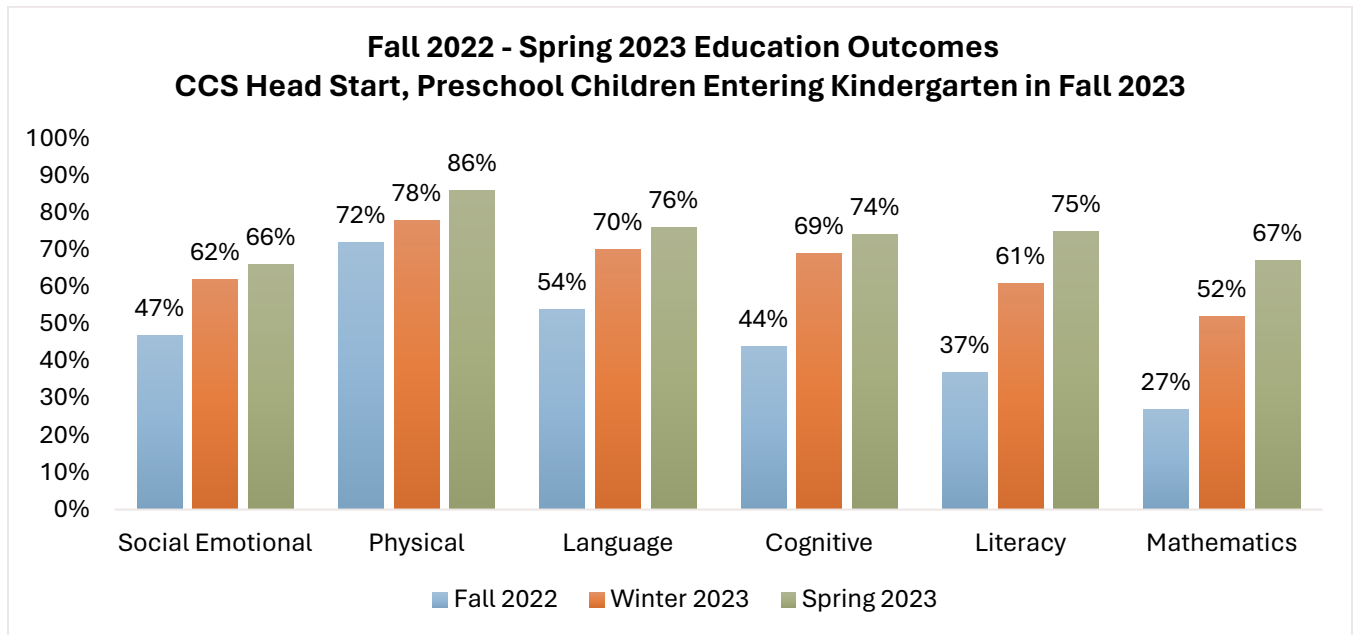
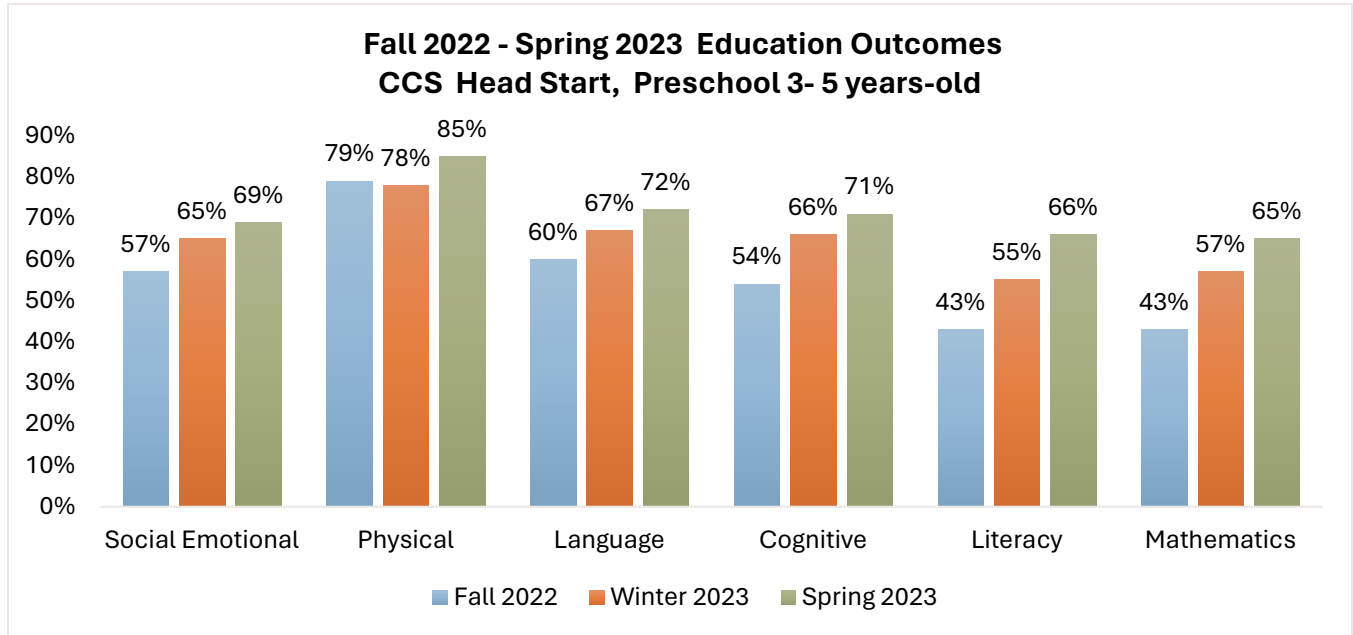
The attached graphs represent 2022-2023, Fall, Winter, and Spring outcomes for children across different age groups– birth to 3-years-old, preschool 3-5 years-old, and preschool children entering Kindergarten in Fall 2023. The data reveals insights into the developmental progress of children in social-emotional, physical, language, cognitive, literacy, and mathematics domains.

The first graph, birth to 3-years-old, shows consistently high outcomes in all developmental areas across all periods. The slight declines reflect newly enrolled children and children transitioning with their chronological age to the widely held expectations associated with their increased age.



The following graphs represent all preschool age children aged three to five and preschool children entering kindergarten in fall of 2023. Both groups show significant increases across all developmental areas in meeting widely held expectations. Following COVID restrictions, program emphasis was placed on building foundational social emotional skills to support school readiness. Conscious Discipline curriculum was utilized to enhance skills of staff and strategies were used program wide to support social emotional learning and well-being of children and families, it should be noted we believe significant improvements in Social Emotional outcomes can be linked to increased implementation of the Conscious Discipline strategies, structures, and tools. Additionally, a focus on implementation of the Creative

Curriculum to Fidelity has supported effective teaching methods and learning opportunities tailored to enhance children’s problem solving and critical thinking skills. All of which are imperative in ensuring school readiness.



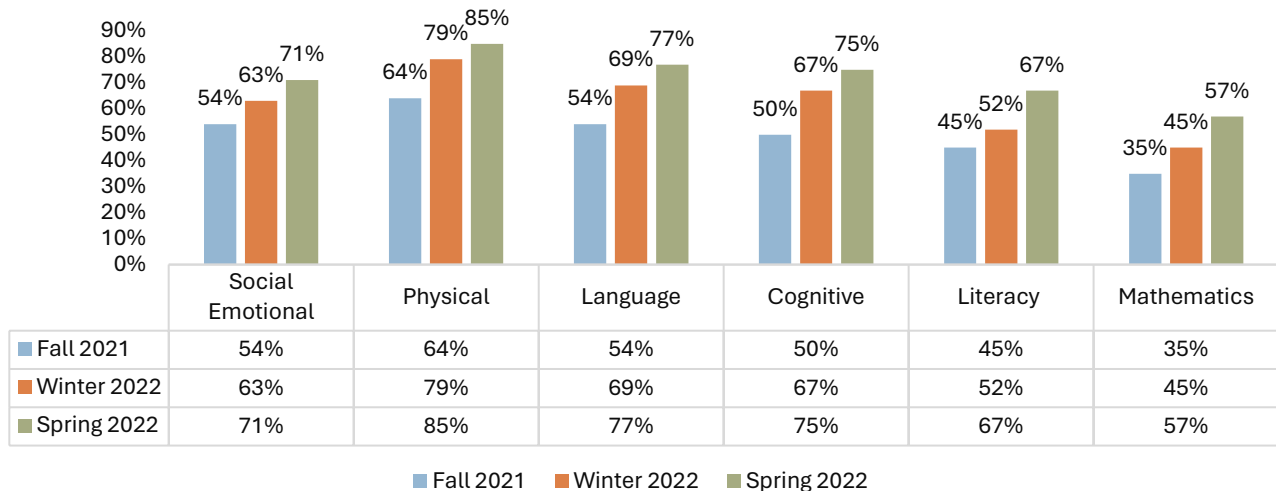
The Community Colleges of Head Start/ Early Head Start program's outcomes analysis for Fall 2022 to Spring 2023 highlights growth in developmental domains across different age groups. While there are areas which reflect need for ongoing support and intentional instruction, the data overall demonstrates the program's efficacy in fostering social-emotional, physical, language, cognitive, literacy, and mathematics skills among participating children. Continuous monitoring, tailored interventions, individualized instruction, parent education, and staff professional development will further enhance the program's impact, ensuring that children are well-prepared for their educational journeys in Head Start and beyond.

# Kindergarten Readiness

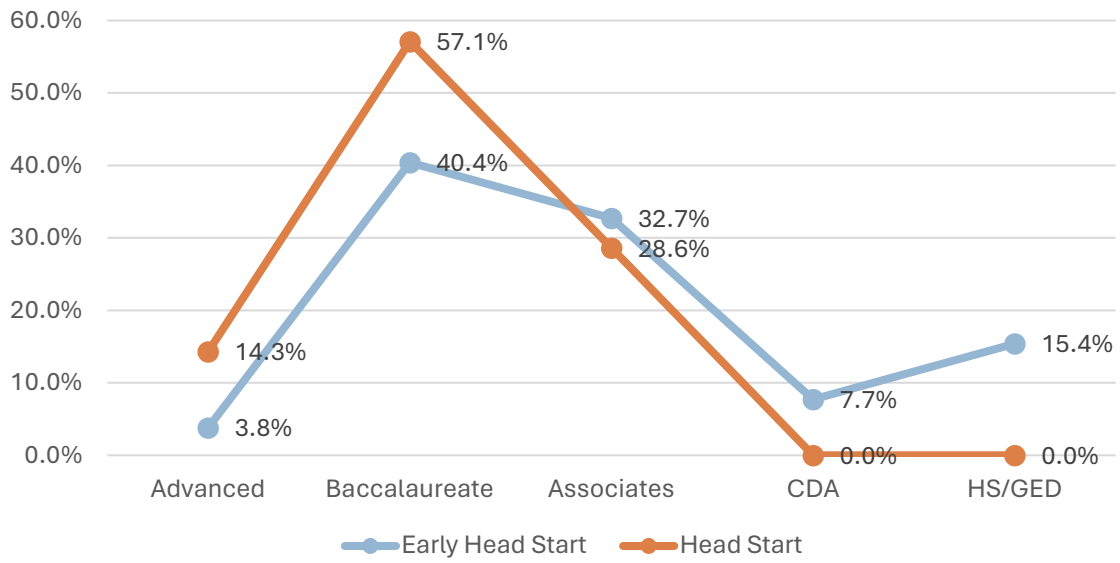
The Office of Head Start mandates the assessment of children's progress and school readiness through a reliable tool, and our program adheres to this requirement using Teaching Strategies GOLD (TSG) in conjunction with Creative Curriculum. TSG employs "widely held expectations," grounded in research, as a benchmark for measuring developmental skills and abilities. This framework lets teaching staff assess children's skills compared to research-based developmental milestones. Teachers collaborate with parents, utilizing assessment information to set personalized goals for each child and tailor classroom instruction accordingly. Our program employs assessment data to inform and guide instruction and to develop training, support professional development, and enhance program planning. Conducted quarterly, child assessments evaluate outcomes, allowing us to identify trends and track progress across various developmental areas. This comprehensive approach ensures that our assessments are valid and reliable and contribute to improvements in our program's quality.

The outcomes analysis for the Community Colleges of Head Start/Early Head Start program from Fall 2022 to Spring 2023, specifically for kindergarten-bound children, highlights remarkable progress in development crucial for kindergarten readiness. This data not only affirms the program's effectiveness but also underscores its commitment to individualized instruction, equity, and parent collaboration. The gains observed in children, meeting widely held expectations, such as a 38% increase in literacy, a 40% increase in math proficiency, and a 30% increase in cognitive development, are pivotal for ensuring children's school readiness. The program's dedication to individualized instruction ensures that the unique needs of each child are addressed, fostering personalized growth and development. Furthermore, the program's focus on equity ensures that all children, regardless of their initial starting points, benefit equally from tailored interventions and educational support. The outcomes strongly highlight collaborative efforts with parents, recognizing them as essential partners in preparing their children for kindergarten. This comprehensive approach ensures that each child is not only academically ready but also socially and emotionally prepared for a successful start in kindergarten and beyond.

2021-22 Education Outcomes  
CCS Head Start, Kindergarten Bound Children



## Education Staff Qualifications



## Appendix A

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### Contributors

- **Claudia Hume**, Nutrition Specialist
- **Christy Knight**, Program Specialist 3
- **Eric Shears**, Information Technology Specialist
- **Sari Shepard**, Family Engagement Specialist
- **Lee Ann VanLengen**, Director of Accounting and Budgets
- **Deanne Wilson**, Comprehensive Services Manager
- **Bobbi Woodral**, District Director