



SPOKANE COLLEGES

# HEAD START & ECEAP

## 2024-2025 Annual Report



### Mission Statement

We are dedicated to providing high quality education, health, and social services for the wellbeing of young children and their families.

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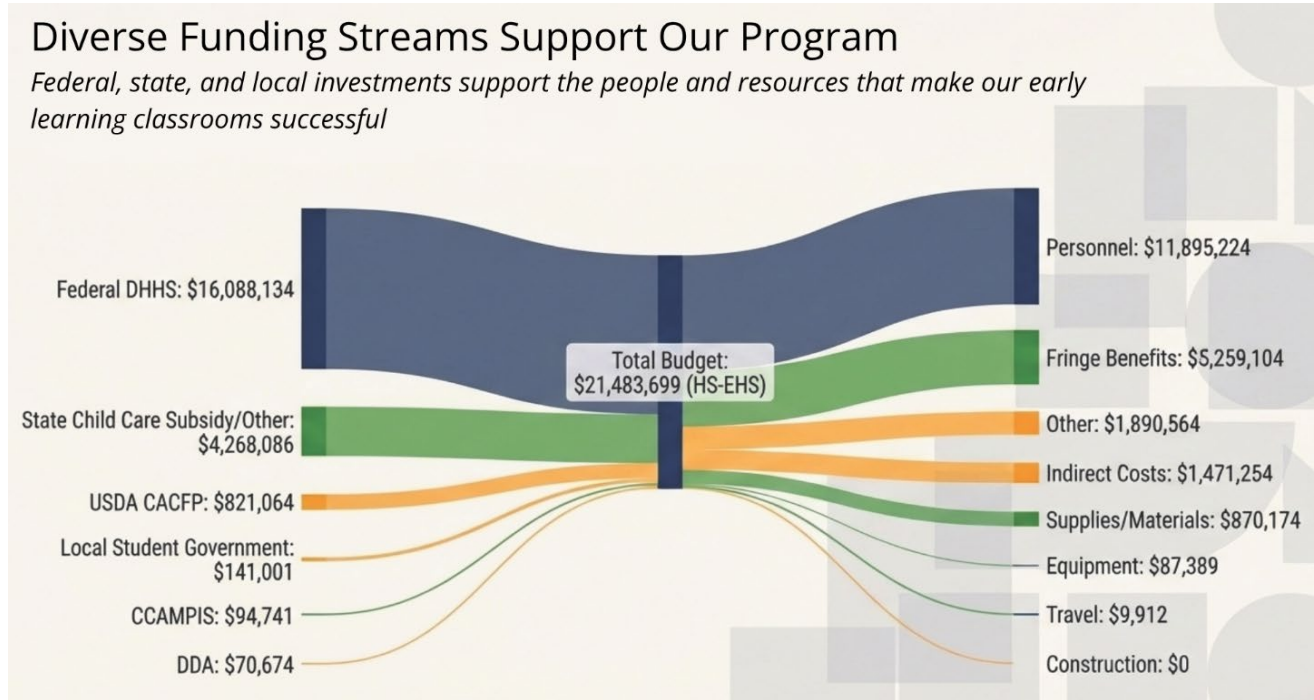
This report is published annually and made available to the public in accordance with federal requirements under the Head Start Act. All data presented is aggregate and contains no personally identifiable information.

# Funding & Fiscal

Spokane Colleges Head Start & ECEAP operates under Federal Grant #10CH012101. This grant is administered through the U.S. Department of Health and Human Services Administration for Children and Families. Total funding for the 2024-2025 program year was \$21,483,699 through a combination of federal, state, and local sources.

## Funding Sources and Budget Expenditures

The graphic below illustrates how multiple funding streams support program operations.



## Financial Audit Summary

Spokane Colleges Head Start & ECEAP is included in the annual audit conducted by the Washington State Auditor’s Office. The most recent audit, dated April 2025, covered the period of July 1, 2023, through June 30, 2024.

The audit identified one finding related to program governance. In response, the College District strengthened financial reporting and enhanced documentation and training processes for Board of Trustees and Policy Council members. These improvements included expanded training and enhanced financial reporting transparency.

The finding pertained to the 2023–2024 fiscal year and was fully resolved prior to the conclusion of the 2024–2025 program year. As is standard practice, it will be reviewed in a subsequent audit cycle to confirm continued compliance.

# Enrollment & Eligibility

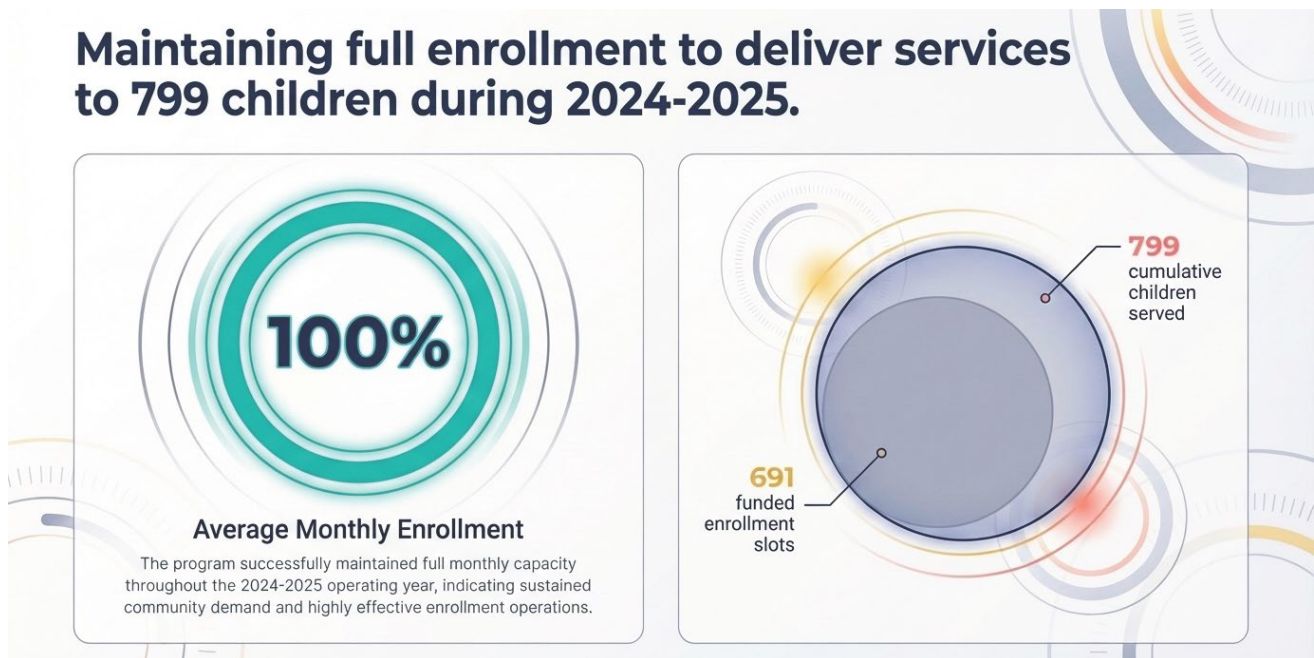
Spokane Colleges Head Start & ECEAP operated at full enrollment during the 2024-2025 program year, maintaining an **average monthly enrollment of 100%** of our **691 funded slots**.

Throughout the year, we provided high-quality early childhood services to a total of 799 unique children and their families. While the program maintained full enrollment throughout the year, the need in our community remains significant. Our program currently serves approximately 15% of the estimated 5,300 income-eligible children in Spokane County. This gap underscores the vital importance of our ongoing recruitment efforts and the high demand evidenced by our waitlist.

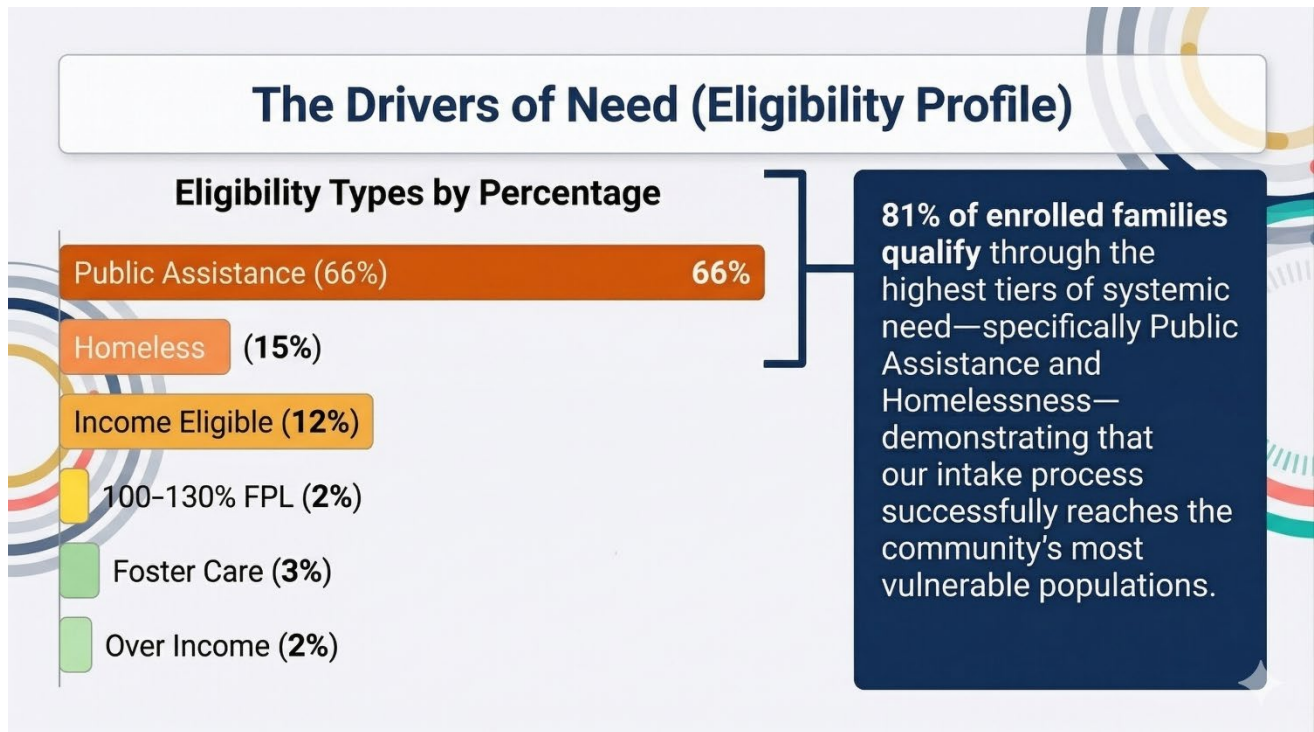
## Total Number of Children Served



## Average Monthly Enrollment

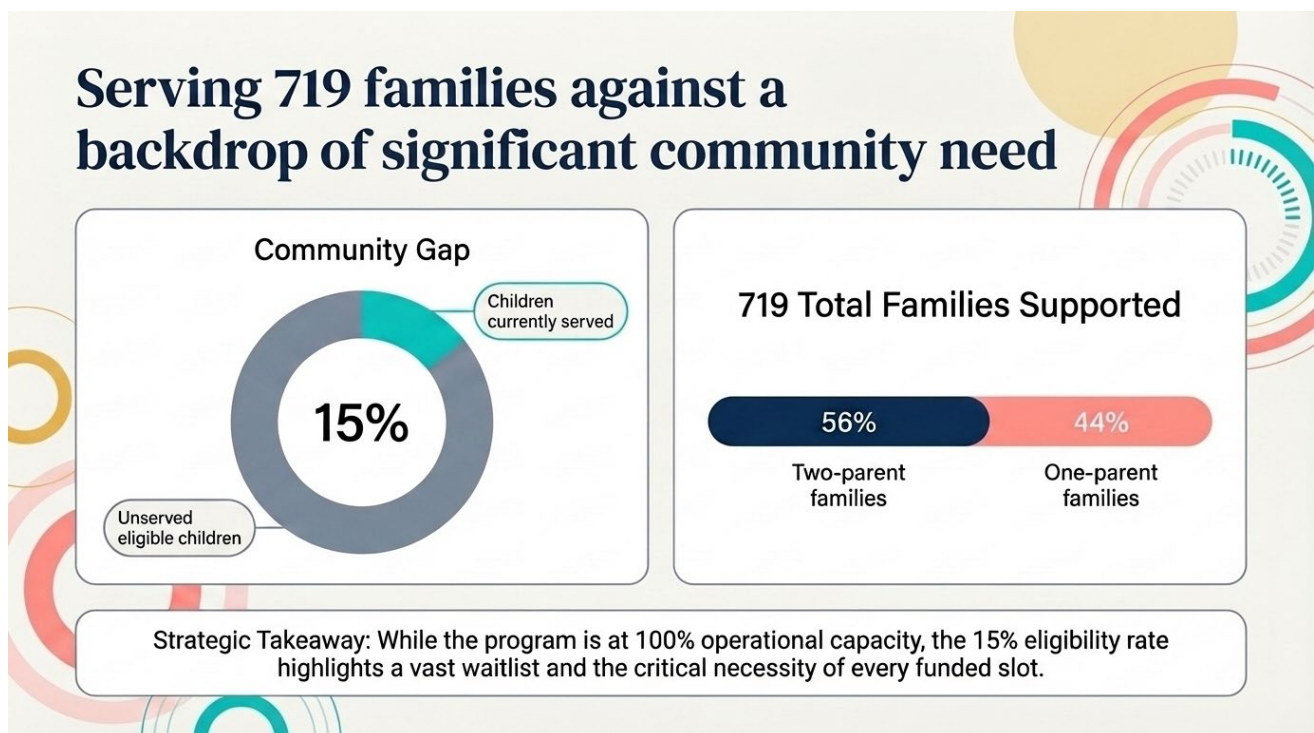


## Percentage of Eligible Children Served by Category



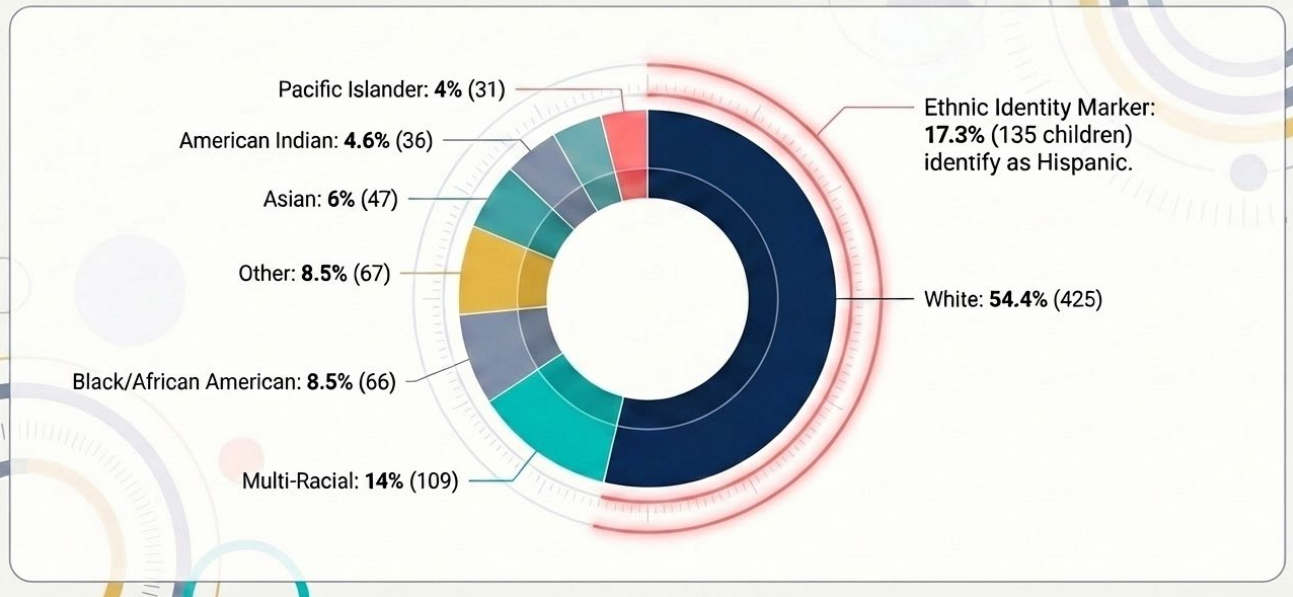
Note: "Over Income" reflects families served under the federal allowance permitting up to 10% of enrolled children to exceed income eligibility thresholds, in accordance with Head Start Program Performance Standards.

## Families Served



## Race/Ethnicity

### A Cultural Tapestry

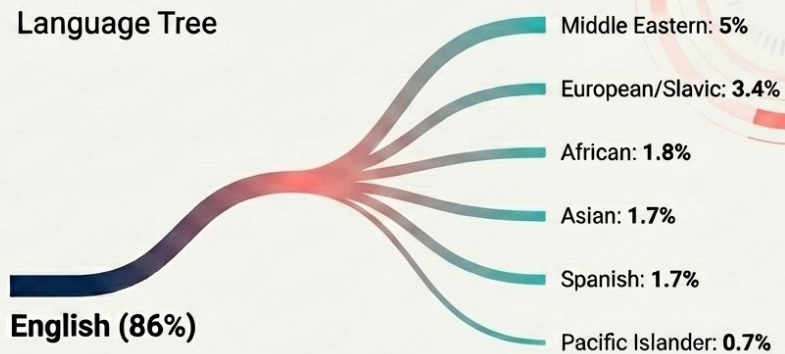


## Languages

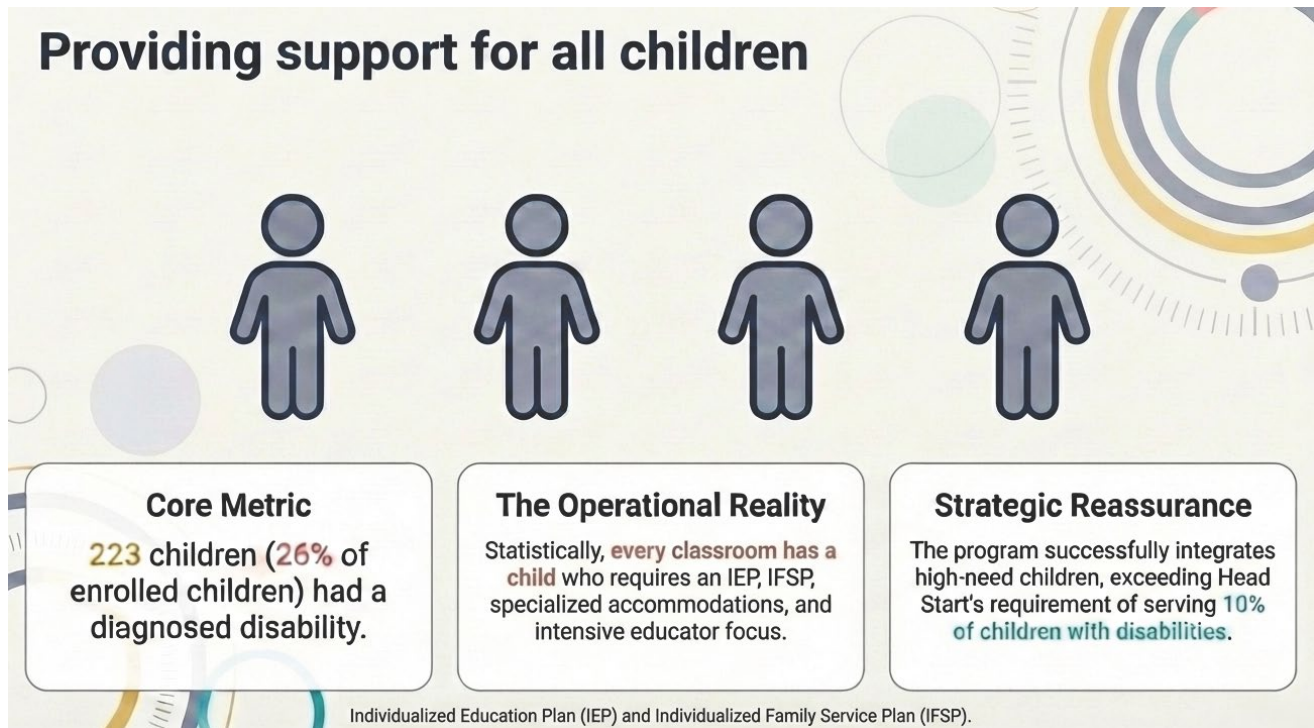
### A Multilingual Community

**19.6% of enrolled children (153) are Dual Language Learners.**

#### Language Tree



## Children with Disabilities



## Federal Monitoring Reviews

Spokane Colleges Head Start & ECEAP underwent two comprehensive federal monitoring reviews during the 2024-2025 program year – the Focus Area Two (FA2) Monitoring Review and the CLASS® Video Review. These reviews evaluate program performance, quality, and compliance with the Head Start Program Performance Standards (HSPPS).

### Focus Area Two (FA2) Monitoring Review

March 31 - April 4, 2025, the Office of Head Start conducted a Focus Area Two (FA2) monitoring review of our program.

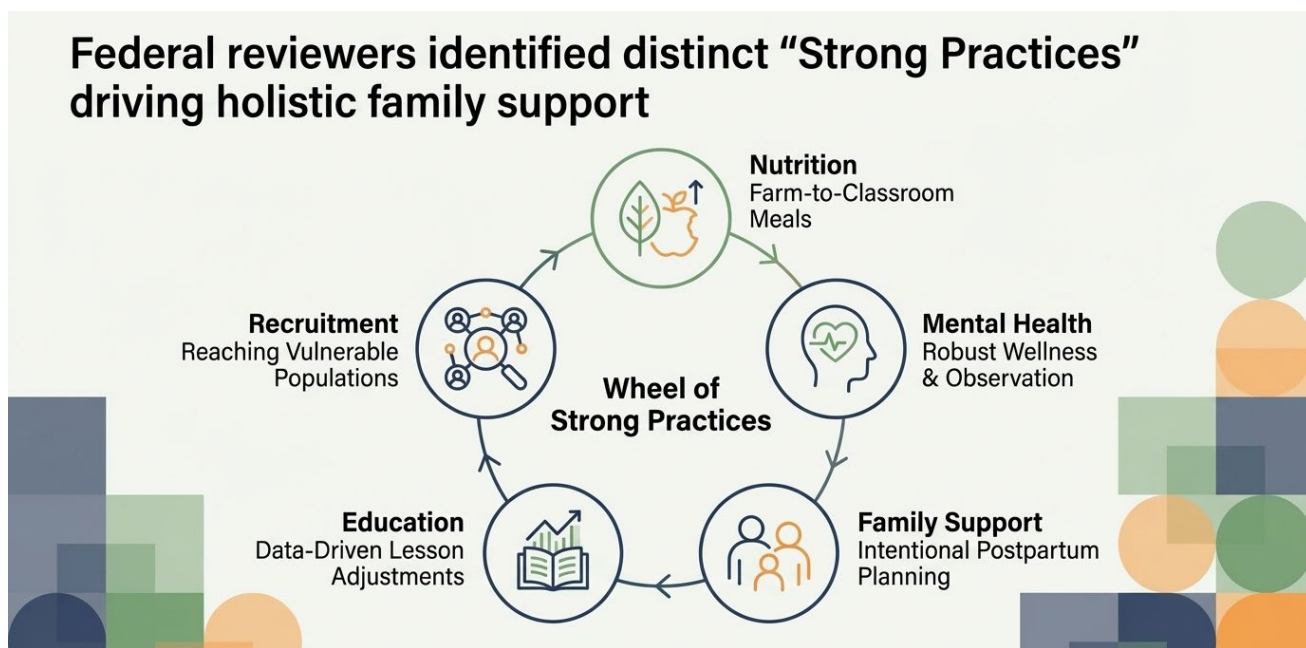
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*The program meets the requirements of ALL applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.*

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The review covered six content areas. All were found fully compliant with **no findings, no areas of concern, and no areas of noncompliance**. In addition, five Strong Practices were recognized across the program.

Content Area	Outcome	Strong Practices
Program Design, Management, & Improvement	Compliant	-
Education & Child Development Services	Compliant	1
Health Services	Compliant	3
Family & Community Engagement Services	Compliant	-
Fiscal Infrastructure	Compliant	-
Eligibility, Recruitment, Selection, Enrollment, & Attendance (ERSEA)	Compliant	1



Federal reviewers recognized five Strong Practices during the FA2 review — areas where the program not only meets but demonstrably exceeds expectations:

### Strong Practice

Education staff members regularly evaluate the success of lesson plans or specific activities in achieving progress toward the goals outlined in the Head Start Early Learning Outcomes Framework and adjust practices, as measured by children’s progress.

### Strong Practice

The grant recipient regularly offers families information or activities designed to support families’ mental health and wellness.

Supervisors or management staff members regularly observe classrooms to improve practice and provide staff members with extra supports and resources as needed.

### Strong Practice

The grant recipient incorporates seasonal, program-grown, or local produce into learning experiences and consistently serves it to children.

### Strong Practice

The grant recipient's transition planning intentionally includes ongoing postpartum supports for as long as the expectant family needs.

Note: Spokane Colleges Head Start & ECEAP serves expectant families through Early Head Start, providing services that begin prenatally and continue through the postpartum period and beyond.

### Strong Practice

The grant recipient continuously evaluates the success of recruitment strategies and adjusts them as appropriate.

## CLASS® Video Review

November 25, 2024 - February 14, 2025, the program's preschool classrooms were observed using the Classroom Assessment Scoring System (CLASS®). This tool measures teacher-child interactions on a seven-point scale across three main domains.

Program scores significantly exceeded federal benchmarks in every category. The federal Quality Threshold, the standard for high-quality programming, is 6.0 for Emotional Support and Classroom Organization, and 3.0 for Instructional Support. The Competitive Threshold, the minimum score required for grant renewal, is set below the Quality Threshold. The program exceeded both benchmarks across all three domains, reflecting consistently high-quality teacher-child interactions throughout our classrooms.

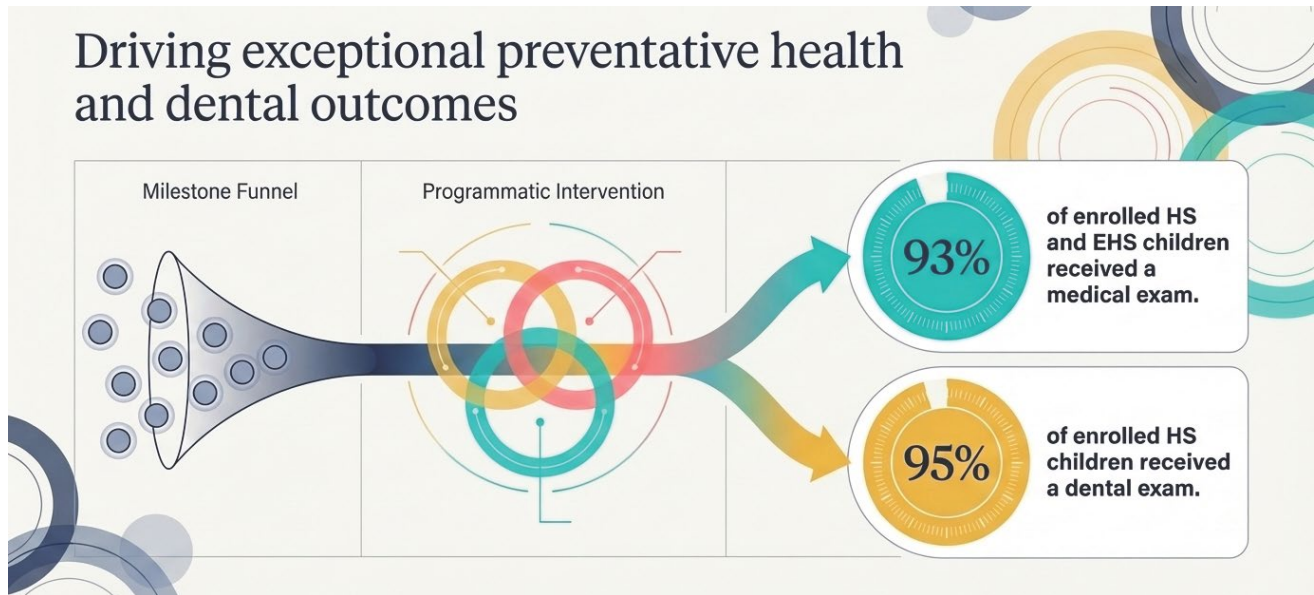
### Spokane Colleges significantly outpaces federal mandates for high-quality classroom environments

CLASS® Video Review results exceed both the minimum Competitive Thresholds for renewal and the elite Federal Quality Thresholds in every single domain.



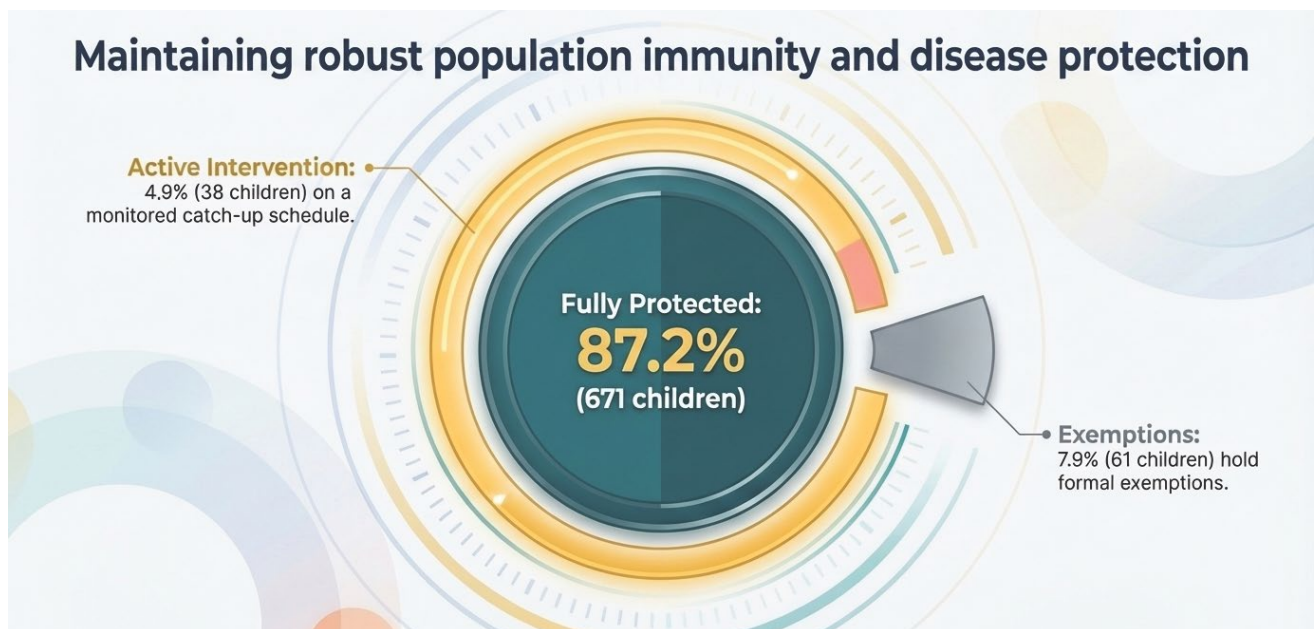
# Health Outcomes

## Medical and Dental Exams



## Immunization Status

Of all enrolled children, 87.2% (671) were fully up to date on immunizations. An additional 4.9% (38 children) were actively following a monitored catch-up immunization schedule, and 7.9% (61 children) held formal medical or religious exemptions. Together, these three categories account for all enrolled children, reflecting the program’s comprehensive tracking of immunization status and commitment to community health protection.



## Parent and Family Involvement

Parent involvement is central to how the program is designed, governed, and evaluated. Parents actively participate in decision making at the site, program, and state levels — bringing lived experience and community perspective to program governance, service design, and the ongoing work of continuous improvement.

## Parent Training and Education

Families participated in a variety of trainings and educational opportunities designed to support parenting skills, family well-being, and leadership development. Topics included:

- Conscious Discipline parenting skills
- Child development and family literacy
- Financial literacy and workforce development
- Safety awareness and health education
- Dental and mental health education
- Leadership and advocacy
- EatPlayGrow™ Health and Nutrition Curriculum

These learning opportunities support parents in their roles as their children’s first teachers while strengthening overall family stability and resilience.

## Parent and Family Activities

Families were encouraged to engage in program and center-based activities that support learning, connection, and community. Activities included:

- Read-A-Thon Challenge
- EatPlayGrow’s *Move to the Beat* program
- Family Gardening Night
- Men and Children Night (MAC)
- Center art shows
- Math and reading nights

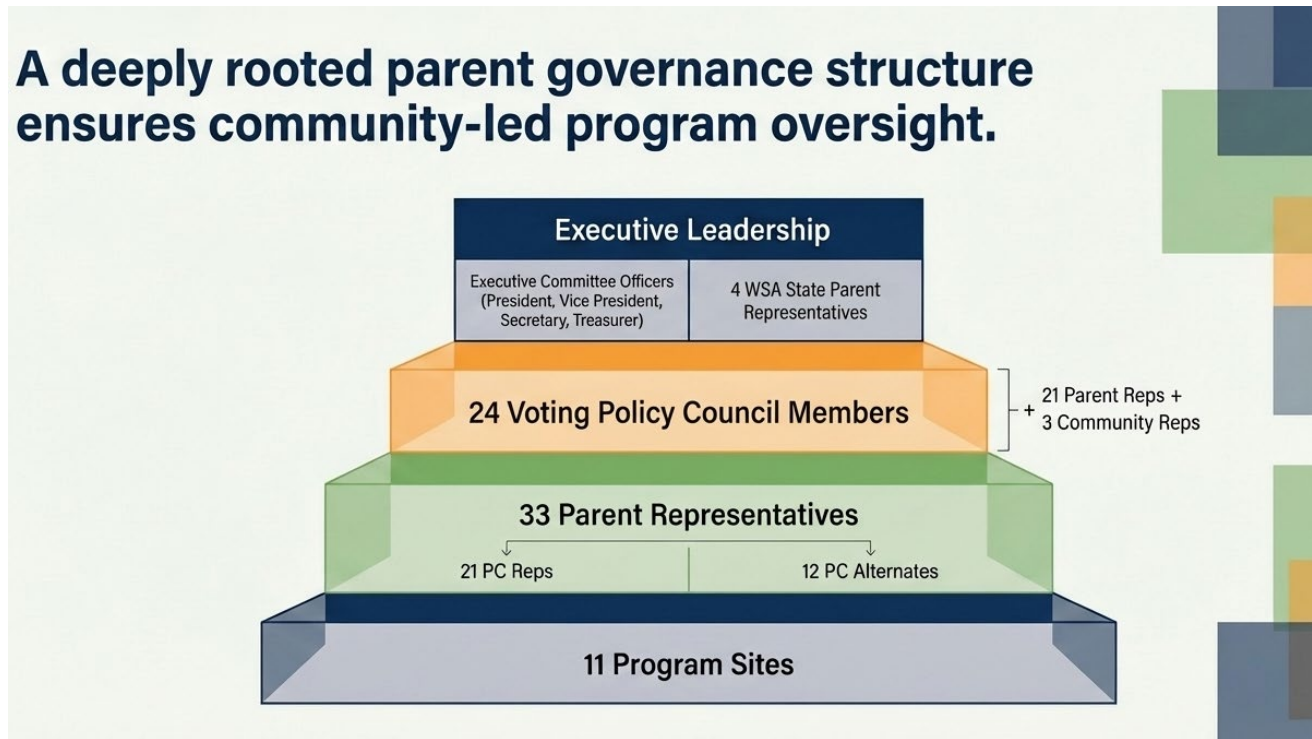
These events strengthen relationships between families and staff, promote family engagement in learning, and build a sense of community across program sites.

## Parent Leadership and Governance

Parents play a central role in program leadership and governance through active participation in committees and advisory groups, such as Policy Council and the Health and Mental Health Services Advisory Committee.

## Policy Council

Parents from all 11 program sites participate in shared decision making through Policy Council, Executive Committee leadership, and statewide advocacy roles. The structure below reflects how parent representatives from each site contribute to shared governance and program accountability.



The Policy Council Executive Committee included elected officers (President, Vice President, Secretary, and Treasurer), along with four Washington State Association of Head Start and ECEAP (WSA) Parent Representatives. This Executive Committee provided parent leadership, planned monthly meetings, and advocated for early learning at the state level.

WSA parent representatives attended the WSA State Conference and Advocacy Day at the Washington State Capitol, meeting with legislators to share the importance and impact of early childhood education.

## Health and Mental Health Services Advisory Committee (HMHSAC)

Two parents participated in planning and committee meetings for the Health and Mental Health Services Advisory Committee and associated events, contributing parent perspectives to program health services.

## Family Services & Outcomes

In addition to leadership and education opportunities, Family Services staff support families by connecting them with a wide network of community resources that address immediate needs and promote long-term stability. These referrals help families access food and basic needs, stable housing, employment and education pathways, health care, behavioral health services, and family support programs.

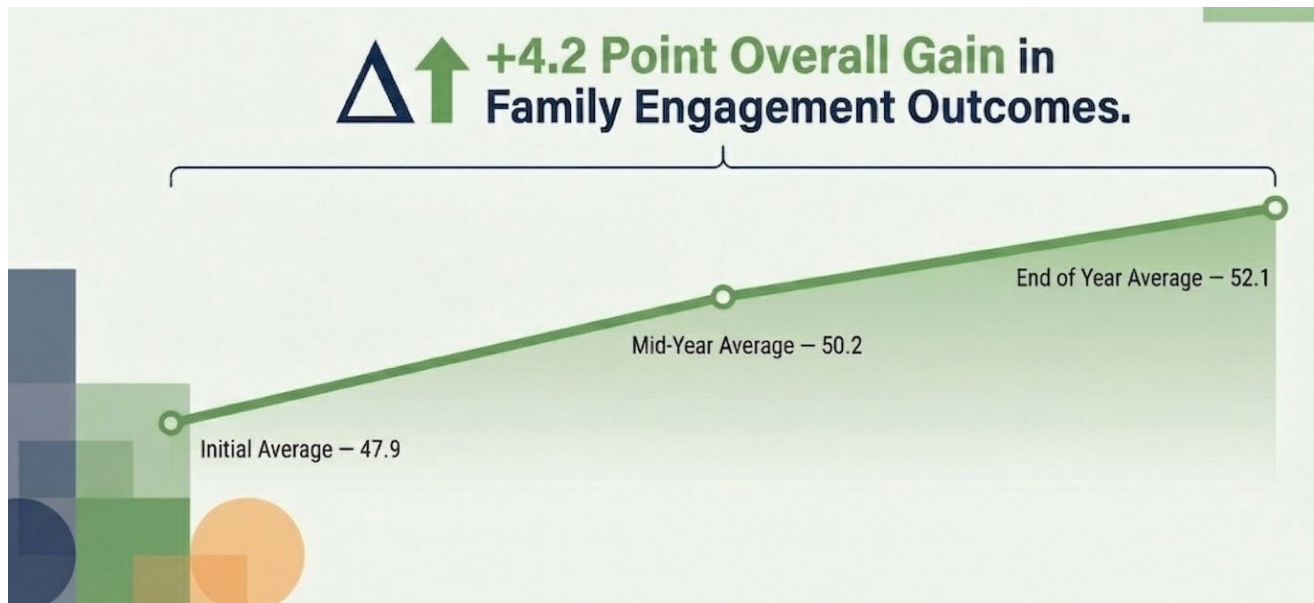
## Examples of Community Partners

Families received referrals to community organizations and public agencies including, but not limited to:

- **Food, Nutrition, and Basic Needs:** SNAP, 2nd Harvest, Bite2Go, Tom's Turkey Drive, Toys for Tots, Coats for Kids, Giving Tree, Christmas Bureau
- **Housing and Utilities Support:** Spokane Housing Authority, Catholic Charities Housing, Family Promise, Salvation Army, Avista, 211
- **Health and Behavioral Health Services:** CHAS, Frontier Behavioral Health, Catholic Charities
- **Employment, Education, and Workforce Supports:** WorkSource, Spokane Colleges, DSHS, the ZONE
- **Family and Community Supports:** CAPA, Rising Strong, Youthful Horizons, Joya, Spokane Fatherhood Initiative, PAVE, West Central Before School Care

Through these partnerships, families are better able to reduce barriers, access essential supports, and create stable environments that support children's learning and development.

## Family Engagement Outcomes



Strong family engagement is foundational to children's success in the classroom. The developmental progress and school readiness outcomes below reflect what becomes possible when families and program staff work together toward shared goals.

# School Readiness/Transition to Kindergarten

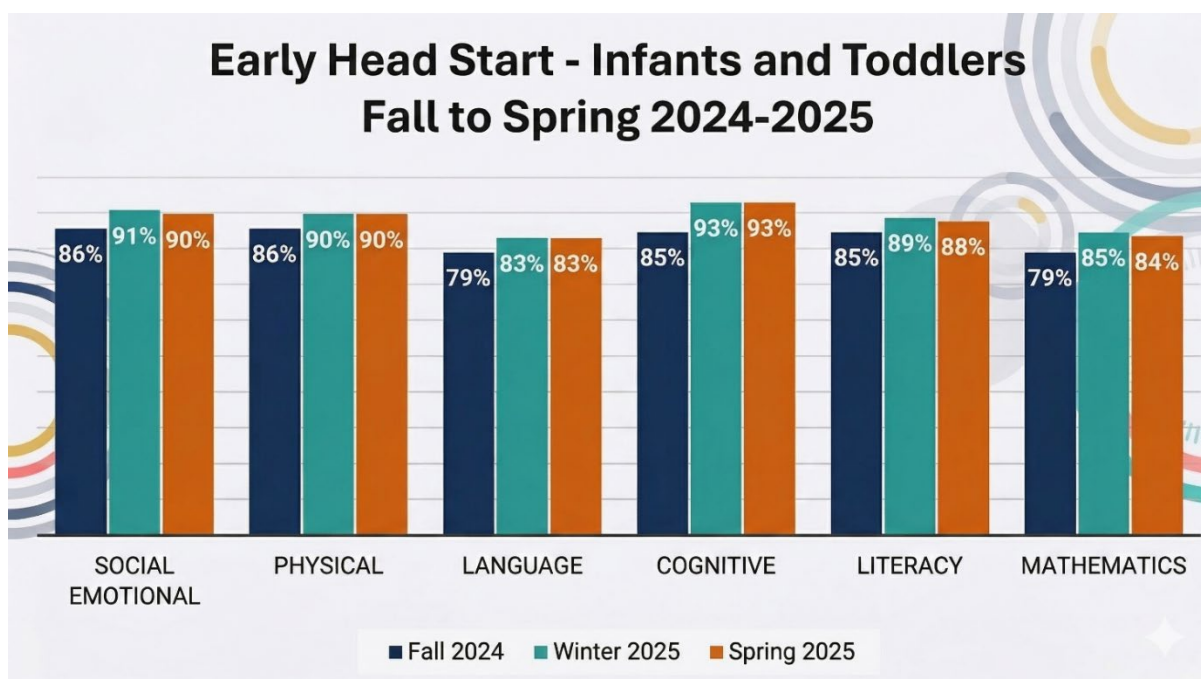
## Child Outcomes

Outcome scores represent the percentage of children demonstrating age-expected skills. Our program uses Teaching Strategies GOLD/SmartTeach to assess and monitor the developmental progress of children enrolled in Early Head Start and Head Start Preschool. This report summarizes growth from Fall to Spring and highlights trends across key developmental domains, as illustrated in the outcome comparison graphs provided.

### Early Head Start (Infants and Toddlers)

Children birth to three years old demonstrated consistent and stable growth across developmental domains from Fall to Spring. While outcomes may not reflect dramatic point-to-point increases, this is typical for this age group, whose development is rapid, non-linear, and highly individualized. Infants and toddlers often progress in brief, intensive bursts, with developmental milestones appearing at different times for each child.

This steady growth reflects the impact of responsive caregiving and nurturing environments that support exploration, secure relationships, and early learning. Our program remains committed to individualized planning and caregiving practices that meet each child where they are, fostering meaningful development across all areas.

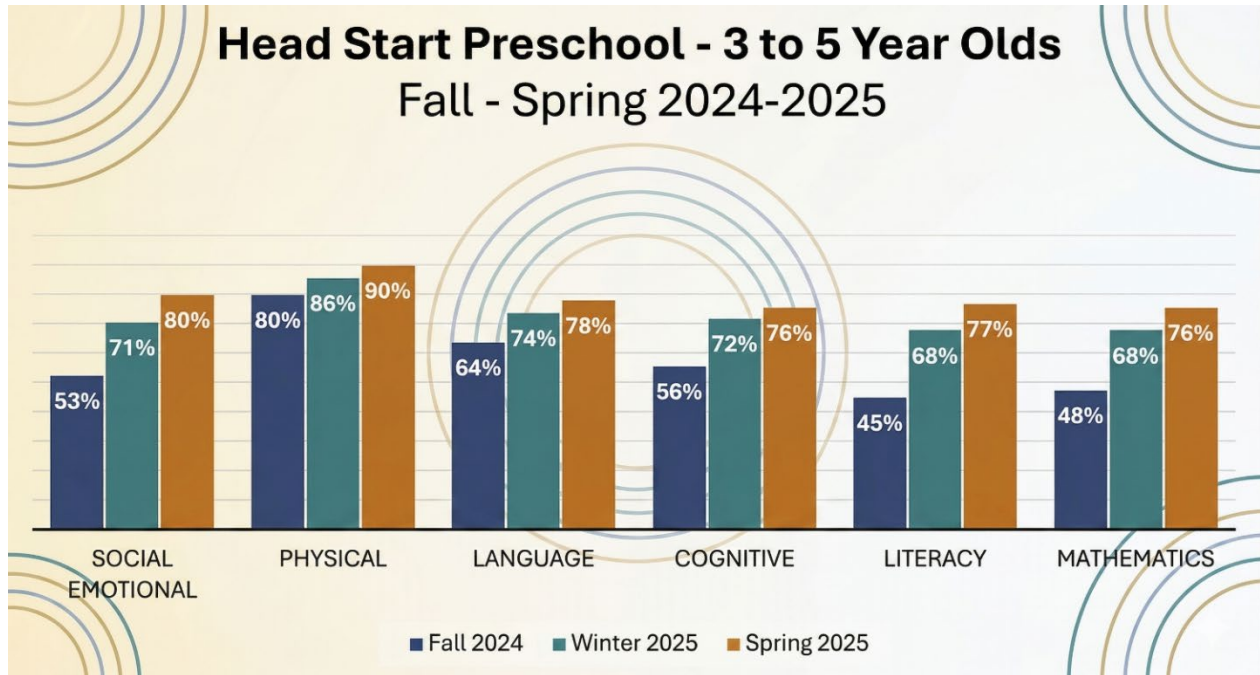


### Head Start Preschool (3- to 5-Year-Olds)

Children enrolled in Head Start Preschool made measurable progress across all six Teaching Strategies GOLD/SmartTeach domains. Growth in cognitive development, mathematics, and literacy was

particularly notable, highlighting the impact of intentional instruction, curriculum fidelity, and classroom practices that promote school readiness.

Language development showed consistent improvement and remains a key focus, as we encourage expressive language, vocabulary building, and peer communication. Social-emotional development gains reflect the successful integration of Conscious Discipline and trauma-informed practices, helping children regulate emotions and build healthy relationships.



### Overall Program Performance

Outcome data from Fall to Spring demonstrates a strong and consistent trend of developmental growth for both Early Head Start and Head Start Preschool children. Progress is measured against widely held, research-based, nationally recognized benchmarks that define typical development by age and provide educators with clear insight into areas where children are thriving and where focused support may further promote growth and school readiness. Taken together, these results reflect the effectiveness of our integrated approach, which combines high-quality curriculum, reflective teaching practices, and strong partnerships with families and communities. Children across both program levels made measurable gains in every developmental domain, with particularly notable growth in literacy, mathematics, and social-emotional development.

### Kindergarten Readiness

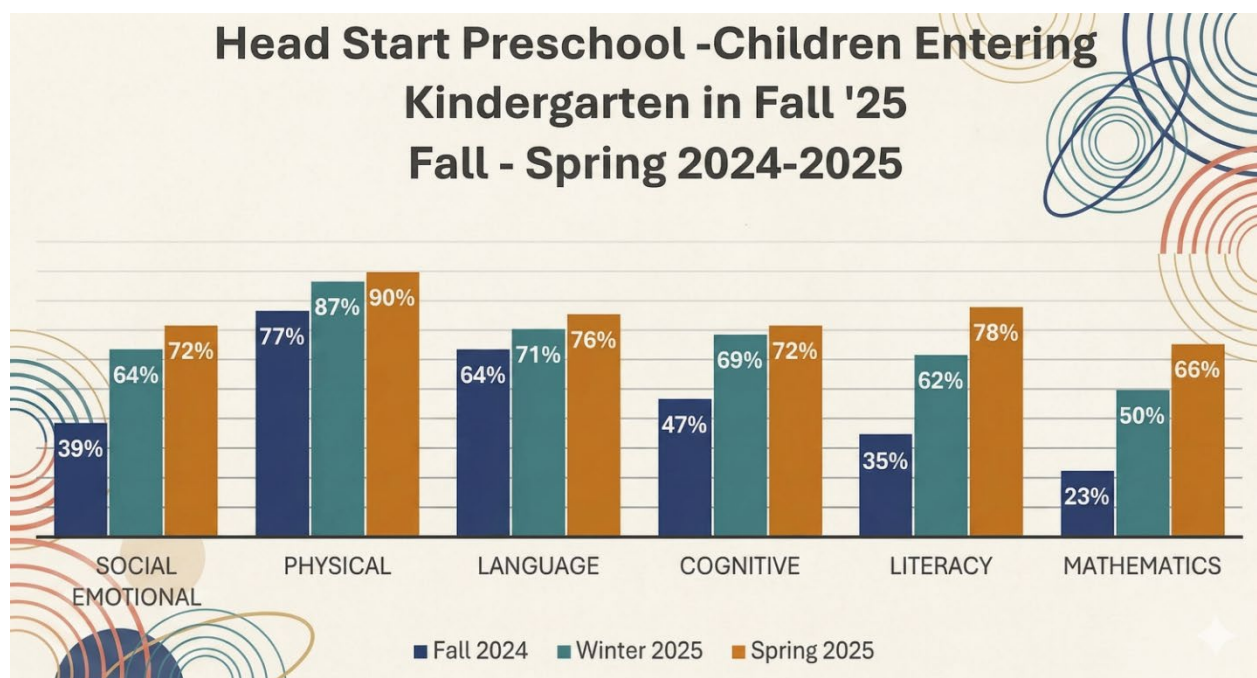
Kindergarten readiness data captured the developmental progress of preschool children who transitioned to kindergarten in Fall 2025. Data collected throughout the program year showed steady growth across all developmental domains, with an increasing number of children meeting or exceeding widely held expectations by the end of the year.

The most significant gains occurred in early academic readiness, particularly literacy and mathematics. Children strengthened foundational skills, such as early reading, vocabulary, problem-solving, and number sense, through intentional learning experiences embedded in daily classroom routines.

Children also demonstrated meaningful growth in social-emotional development, building relationships with peers and adults, practicing emotional regulation, and developing the skills needed to participate successfully in group learning settings. Growth in language and cognitive development reflected children’s expanding ability to communicate, think critically, and engage in more complex learning experiences. Physical development remained a consistent strength, with most children demonstrating age-appropriate motor and coordination skills by the end of the year.

Strong partnerships between families and program staff supported these outcomes. Through communication, family conferences, home learning activities, and shared goals, families played an important role in supporting their children’s development at home and in the classroom, helping prepare them for a successful transition to kindergarten.

Overall, the data reflects the impact of high-quality instruction, intentional curriculum implementation, ongoing assessment, individualized support, and meaningful family partnerships in preparing children for a successful transition to kindergarten.



## Community Needs Assessment

### Summary of Most Recent CNA

The most recent Community Needs Assessment (CNA) update examined the evolving early learning landscape in Spokane County and assessed the needs of children and families eligible for Head Start, Early Head Start, and ECEAP services. The CNA was informed by a combination of quantitative data, a review of state and local reports, and structured interviews with internal staff and community partners.

## Key Findings

The CNA identified several factors impacting children, families, and early learning services in Spokane County:

- **Ongoing Economic and Social Need:** A significant number of families with young children continue to experience economic instability, housing insecurity, and barriers to accessing health and social services. Data shows high numbers of Medicaid-funded births, children experiencing homelessness, and families with children under age five living below the federal poverty level.
- **Changing Early Learning Landscape:** Expansion of ECEAP and the emergence of Transitional Kindergarten (TK) increased early learning options for families but also created challenges related to enrollment shifts, coordination, and competition for eligible children. These changes contributed to enrollment gaps in some Head Start and ECEAP classrooms.
- **Increased Need for Infant and Toddler Care:** Demand for infant and toddler services remained high, while access to affordable, high-quality care—particularly for working families—continued to be limited.
- **Workforce Challenges:** The CNA highlighted persistent workforce issues across the early learning system, including low wages, limited benefits, emotional labor, and high levels of stress and burnout, impacting recruitment and retention of qualified staff.
- **Child and Family Well-Being:** Families and staff reported increased social-emotional and mental health needs among children and caregivers, transportation barriers, and attendance challenges affecting consistent participation in early learning programs.

## Program Response

In response to CNA findings, Spokane Colleges Head Start & ECEAP has taken steps to adapt services and program design to better meet community needs, including:

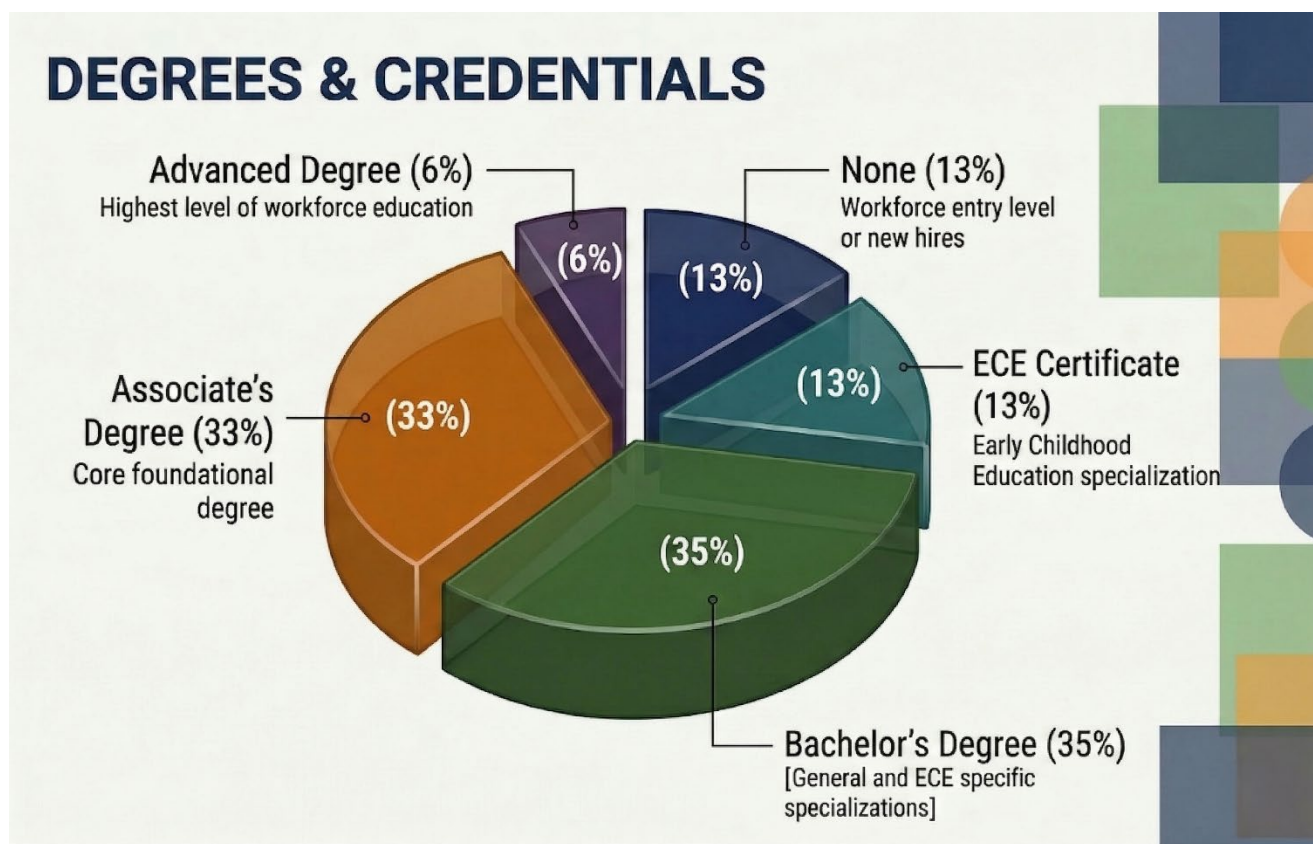
- **Workforce Support and Stability:** Implementing salary adjustments where possible, reducing classroom sizes, introducing flexible scheduling models, and expanding access to mental health and employee assistance resources.
- **Program Model Adjustments:** Adjusting classroom configurations and exploring opportunities to better align Head Start and Early Head Start services with community demand, particularly for infants and toddlers.
- **Mental Health and Family Support:** Strengthening mental health resources for children, families, and staff, and continuing a comprehensive services approach that connects families to health, housing, employment, and social supports.
- **Collaboration and Partnerships:** Continuing to partner with community agencies, housing providers, workforce organizations, and early learning stakeholders to support coordinated recruitment, enrollment, and access to services.

The CNA affirms that Spokane Colleges Head Start & ECEAP continues to serve a community with demonstrated need. Findings from the assessment guided program planning, continuous improvement efforts, and strategic decisions to ensure services remained responsive, equitable, and aligned with the evolving needs of children and families in Spokane County.

## Workforce

### Staff Qualifications & Professional Development

A highly skilled and well-supported workforce is essential to delivering high-quality early learning services. Spokane Colleges Head Start & ECEAP employs staff with a range of education levels and credentials, reflecting both strong qualifications and multiple pathways into the early childhood profession.



As shown in the graphic above, the majority of teaching and support staff hold early childhood credentials or college degrees, including Associate's, Bachelor's, and advanced degrees. This diverse educational background strengthens classroom practice, family engagement, and comprehensive service delivery across the program.

In addition to meeting credential requirements, staff participated in ongoing, role-specific professional development designed to strengthen skills, ensure compliance with performance standards, and respond to the evolving needs of children and families. Training throughout the year focused on:

- Head Start Performance Standards and Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) compliance

- Family engagement, goal setting, and Motivational Interviewing
- Conscious Discipline and social-emotional learning
- Curriculum implementation and child assessment practices
- Health, safety, and mental health supports for children and staff

The program prioritized workforce stability and support by enhancing onboarding, creating intentional training cohorts, expanding coaching and mentoring, and increasing access to mental health and wellness resources. These efforts contributed to reduced staff turnover, strengthened consistency in service delivery, and continued compliance with federal monitoring requirements.

Through intentional investment in staff qualifications, professional learning, and well-being, Spokane Colleges Head Start & ECEAP ensures educators and support staff are prepared to provide responsive, high-quality services that promote children's development and family success.

A well-supported workforce is how we keep our promise to every child and family we serve.