

2020-21 Annual Report

Spokane Head Start/Early Head Start



A Program of the Community Colleges of Spokane



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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 2020-2021.

Bobbi Woodral
District Director
Spokane Head Start/Early Head Start



Vision Statement

Enhancing lives of children and families
for success in school and life.

FINANCIAL

Head Start/Early Head Start Grant

Reflects Program Year 05: September 2020-August 2021

Funding:

	HS-EHS
Federal DHHS: Head Start/Early Head Start	\$ 15,684,789
Federal DHHS: CARES Act Carryover	770,485
Local Student Government	141,000
State Child Care Subsidy/Other	1,316,168
	<u>\$ 17,912,442</u>

Budget Expenditures:

Personnel	\$ 8,459,727
Fringe Benefits	3,822,081
Travel	-
Facilities/Construction	1,626,819
Equipment	-
Supplies/Materials: Includes non-consumables	513,548
Other	1,193,204
Indirect Costs	1,373,565
	<u>\$ 16,988,944</u>

Unobligated Federal Funds on Final SF-425

\$ 923,498

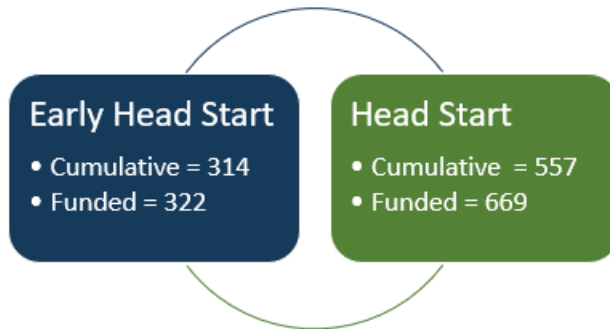
A facility application for our newest center, Gonzaga Family Haven, was submitted and approved.

It opens school year 2021-2022.



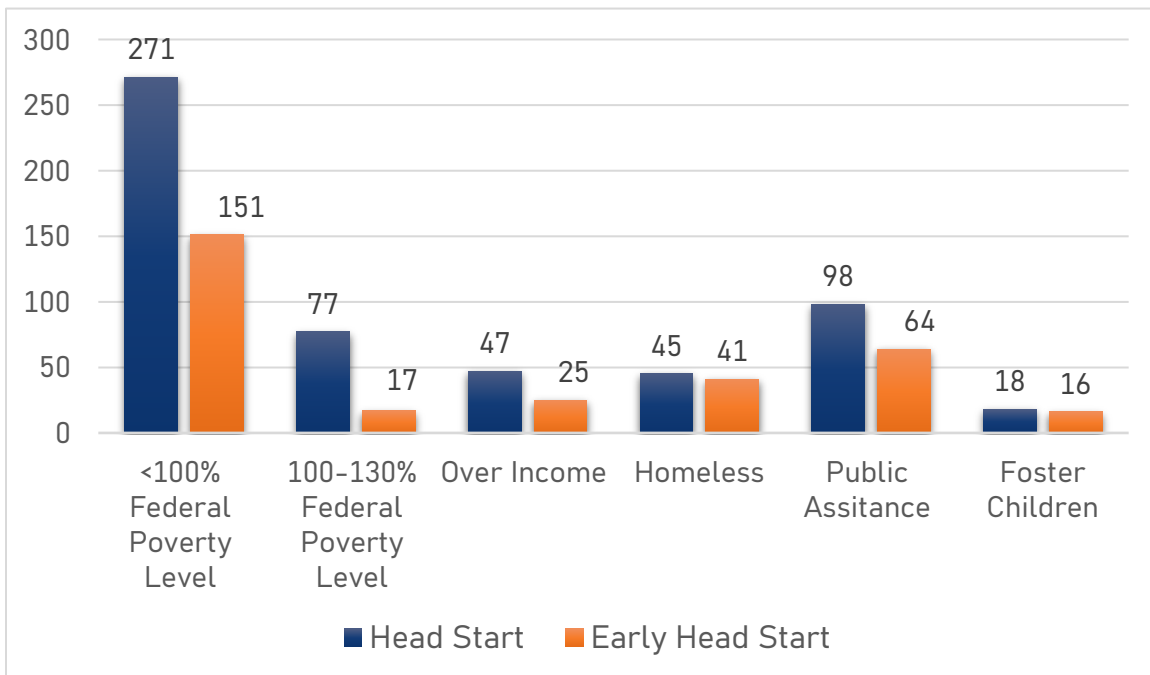
ENROLLMENT AND ELIGIBILITY

Enrollment



Although 991 total children and pregnant women are funded, not all families remain throughout the year resulting in fluctuating enrollment. For the 2020-2021 school year enrollment was low due to the COVID-19 pandemic, giving us a cumulative enrollment of 871 children.

Types of Enrollment



Children eligible at <100% poverty level: 271 Head Start, 151 Early Head Start

Children eligible at 100-130% poverty level: 77 Head Start, 17 Early Head Start

Over income children: 47 Head Start, 25 Early Head Start

Children experiencing homelessness: 45 Head Start, 41 Early Head Start

Public assistance: 98 Head Start, 64 Early Head Start

Foster children: 18 Head Start, 16 Early Head Start

Children with Disabilities



ABOUT OUR FAMILIES

Monika's Story



Monika is a single mother to two children and says, "Head Start/Early Head start has been instrumental in my success and progression as a mother and the sole income earner in my family." Before giving birth to her son, she became homeless in 2018 and was able to immediately enroll her daughter in Early Head Start. This allowed her to continue working her full-time job so she could find a suitable place to rent. At the time, she was working 45 hours per week. Having access to Head Start removed her worry about childcare for her daughter. "Since I worked so much, I just simply didn't have the time to invest in all the aspects she needed to be kindergarten ready." Today her daughter is a thriving kindergartener, enrolled in a Spanish immersion program. "Head Start without a doubt gave her the tools and skills she needed to succeed."

When Monika had her second child, she was escaping a domestic violence situation and had to delay her plans for law school. With this career trajectory change, having her son enrolled in Early Head Start for six hours per day gives him some experience with childcare before she goes back to work full-time. Having high-quality childcare has also given her the mental health support she needs so she can look for work, attend interviews, and focus on attaining a career to support her children.

“Head Start is the best investment my children have had for their futures.” - Monika

Through FSC support, she has been able to enroll in a Circle of Security parenting class that, “completely changed how I parent my children and I am a better mom for it.” She has developed and refined her leadership skills through parent Policy Council involvement and created a support system for her children that has been the determining factor in her ability to keep moving forward in a positive direction, despite the obstacles she has faced. Monika states, “Head Start is the best investment my children have had for their futures.”

Households



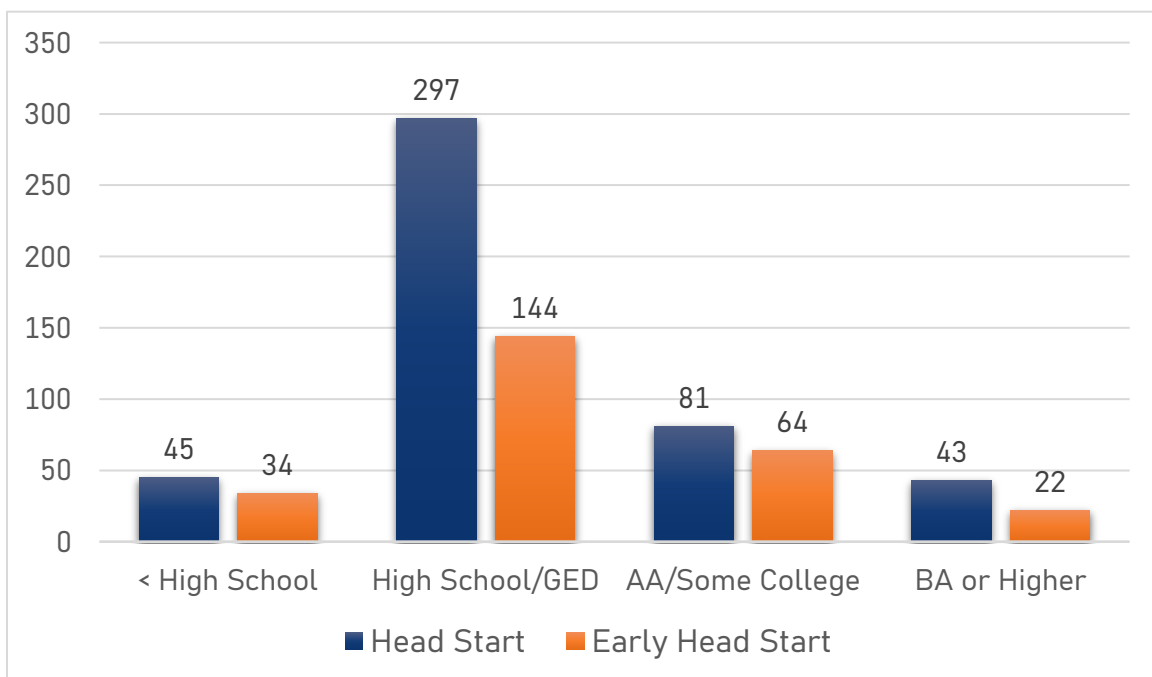
Early Head Start

- One Parent - 113
- Two Parents - 151

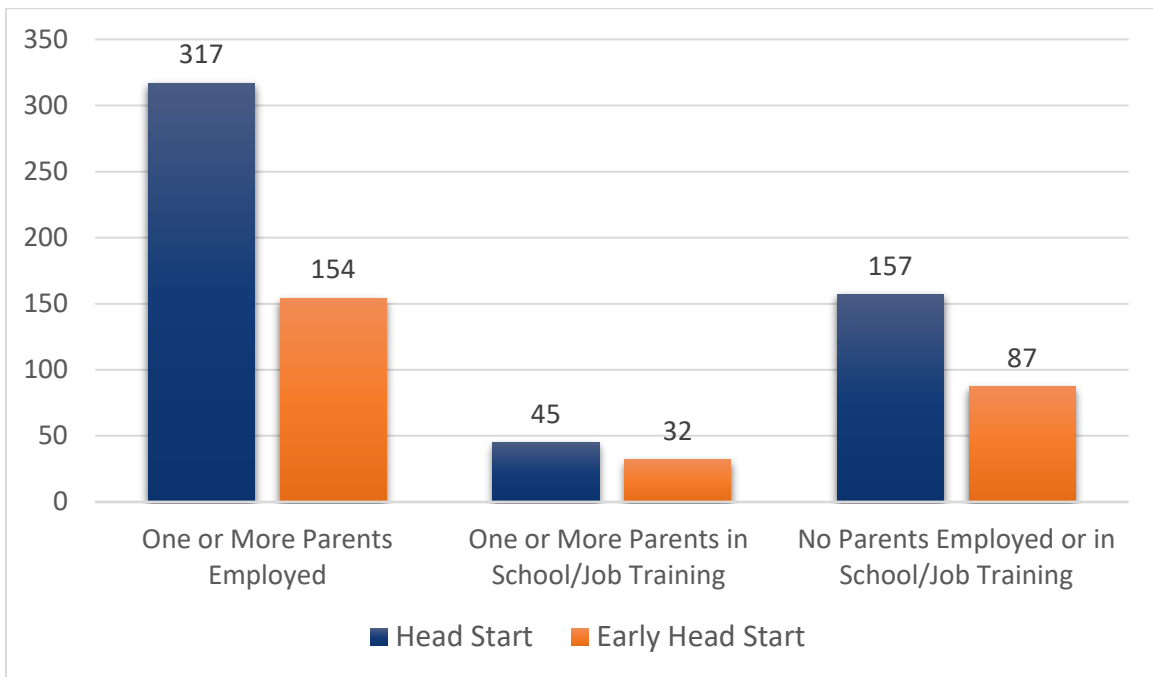
Head Start

- One Parent - 200
- Two Parents - 307

Parent Education Level



Parent Employment



MEDICAL AND DENTAL

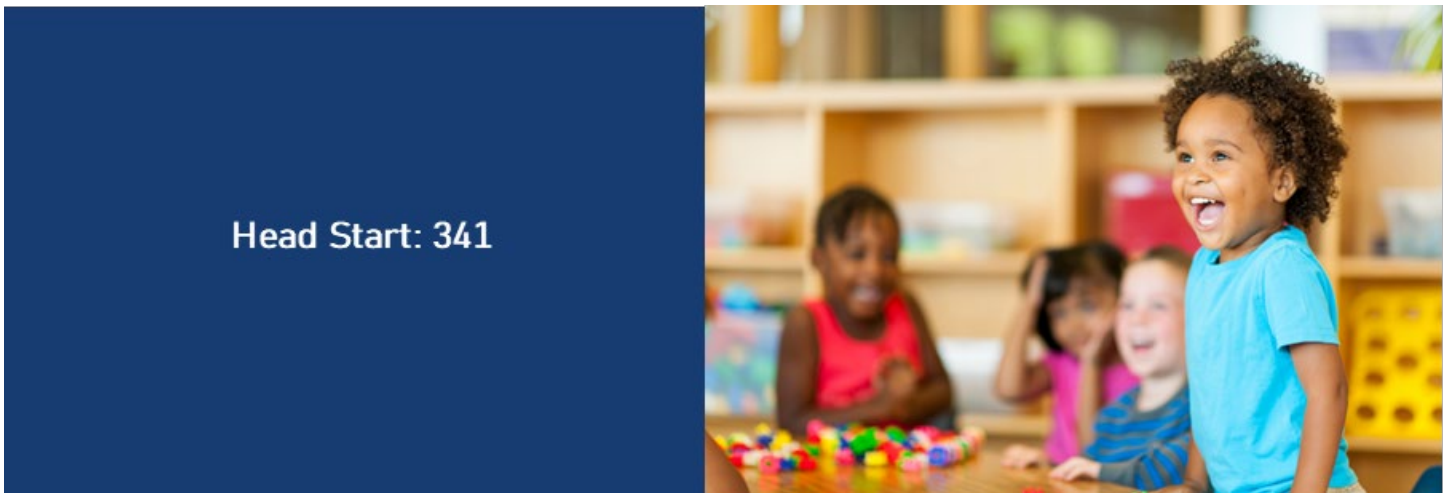
Enrolled Children Up to Date on Medical Exams



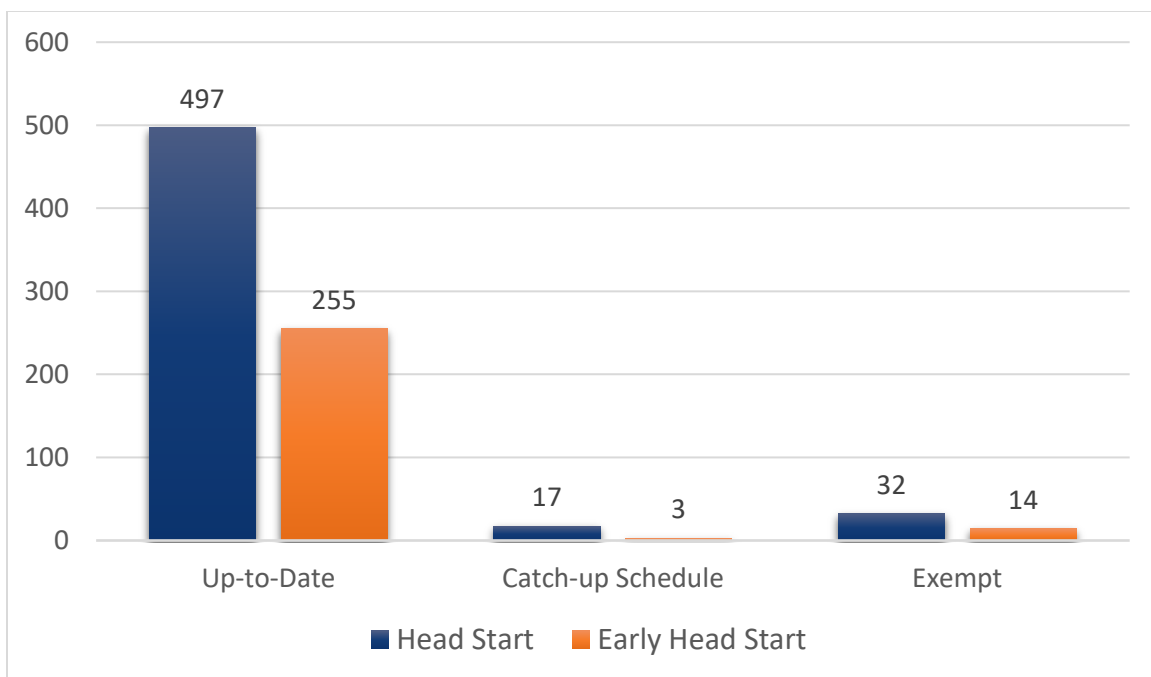
Early Head Start: 238

Head Start: 382

Enrolled Children Up to Date on Dental Exams



Vaccine Completions and Exemptions



FAMILY SERVICES

Parent and Family Engagement

Through a collaborative relationship between each family and staff, Early Head Start and Head Start recognizes and honors the parent's role as their child's first teacher. A relationship of mutual respect and sensitivity to a family's language and culture starts at enrollment and continues through the transition into kindergarten. Families are encouraged and provided with several opportunities

throughout the year to be engaged and be involved in their child's Early Head Start/Head Start experience. Parents and families are offered the following ways to be engaged.

Parent Trainings

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

Partnership Agreement and Family Goals

Family Services Coordinators (FSC) 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 Policy Council 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. PC and Executive Meeting were conducted virtually due to pandemic.

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. Due to the pandemic these committees met virtually.

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

During the pandemic, families were offered and encouraged to attend monthly Zoom meetings and outdoor activities, weather permitting. Some of the opportunities offered were cooking, literacy, 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. During the pandemic, these opportunities were offered virtually.

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 always encouraged to engage in program activities and events offered throughout the year. Fun and safe activities such as bingo, local presenters from the National Fatherhood Initiative and health/nutrition are an opportunity to build relationships. Due to the pandemic these activities were offered virtually.

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. These meetings were offered via Zoom due to the pandemic.

NUTRITION SERVICES

Local Produce

Through a partnership with Food for All, a Catholic Charities program, local produce was provided to classrooms for taste testing. Teachers used the Harvest for Healthy Kids curriculum to teach children about the locally grown foods. Families were given newsletters explaining what farm provided the food and recipes were included.



May: Asparagus



June: Peas



July: Berries - Blueberries



August: Melon - Watermelon, Cantaloupe



September: Rainbow Carrots

Gardens

In 2019, West Central Community Center Head Start/Early Head Start received two raised garden boxes from Food for All. Food for All supplies some vegetable and flower starts for the children and staff to plant every year. When possible, the center Cook harvests vegetables such as tomatoes or peppers to include in a recipe for children to taste. Children can learn about the harvesting process.

The raised garden box program expanded to Logan Lidgerwood Center and Spokane Falls Community College Early Learning Center. Again, Food for All provided the garden boxes, dirt and plant starts.



Farm to School and Scratch Cooking Institute

Our cooks, food service workers, and nutrition specialist learned about seasonal menu planning and recipe development using locally grown foods. Watching cooking demonstrations from school chefs, they learned some of the chefs' tips and tricks to reducing food waste. Our food service staff are developing a self-assessment worksheet to assist in developing more from scratch cooking recipes and procuring more locally grown foods through the Local Inland Northwest Cooperative (LINC).

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

Due to the COVID-19 pandemic and resulting restrictions, collection of current CLASS data did not occur in the 2020-2021 school 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.

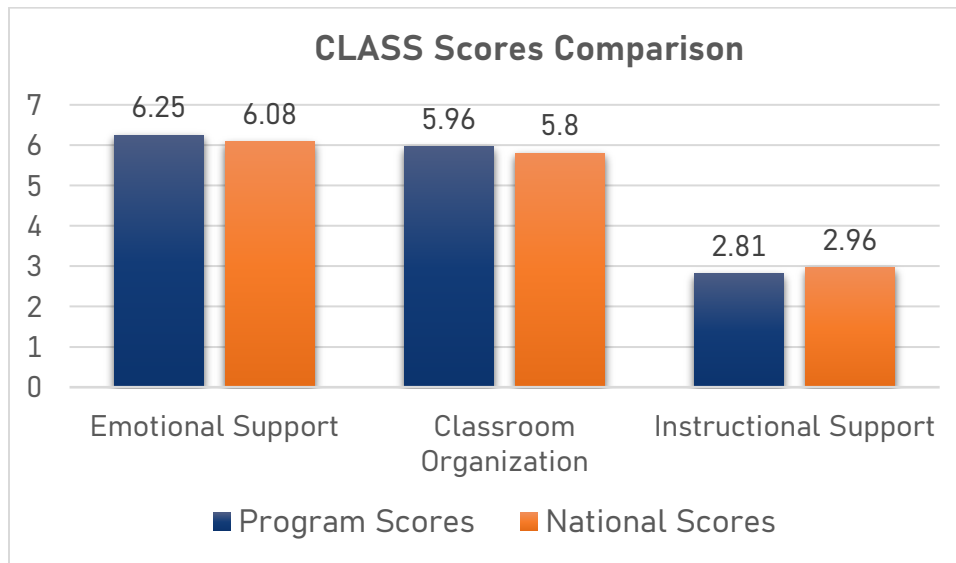
The three domains are defined as:

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.

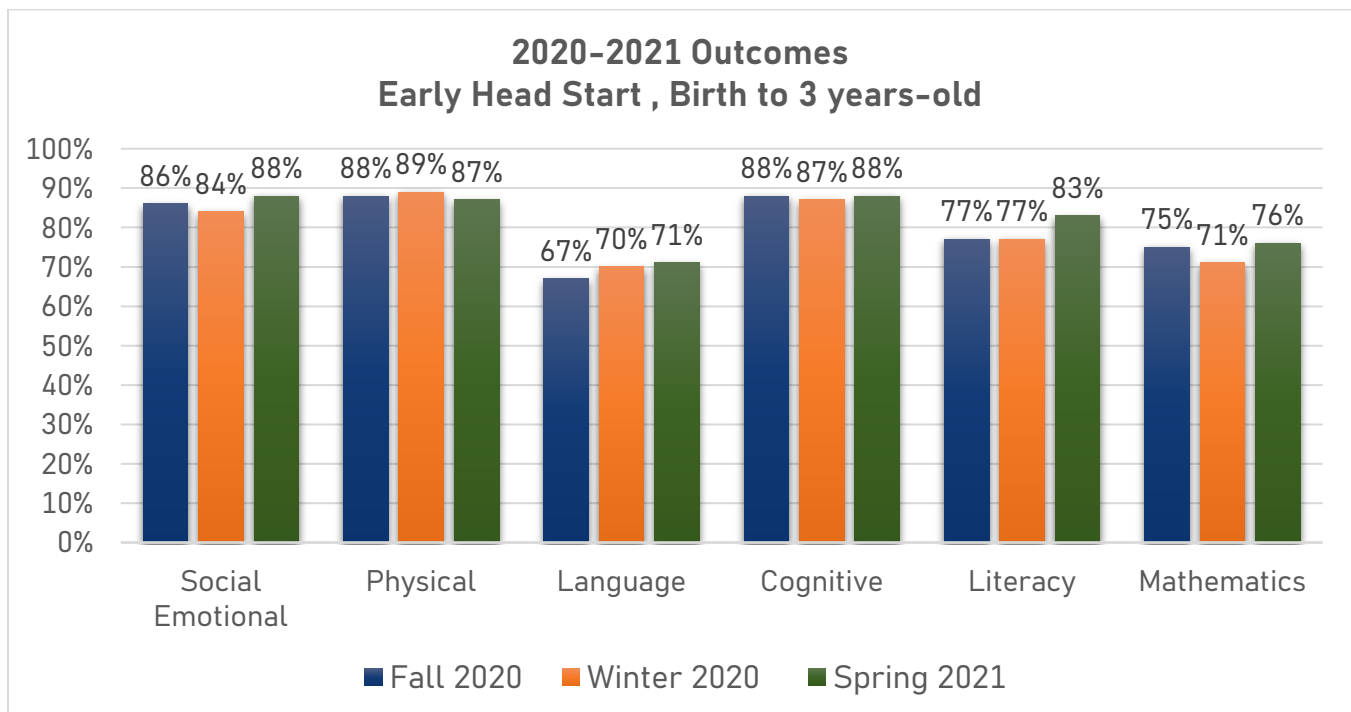
Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

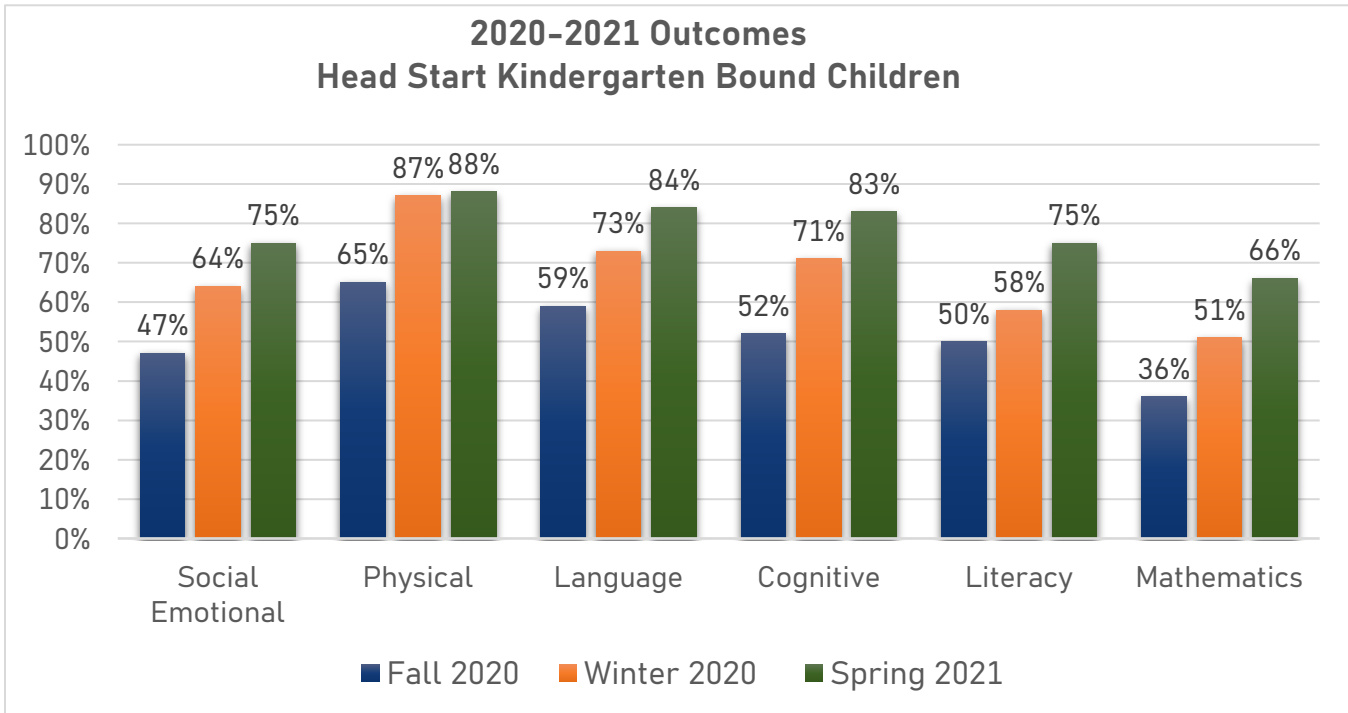
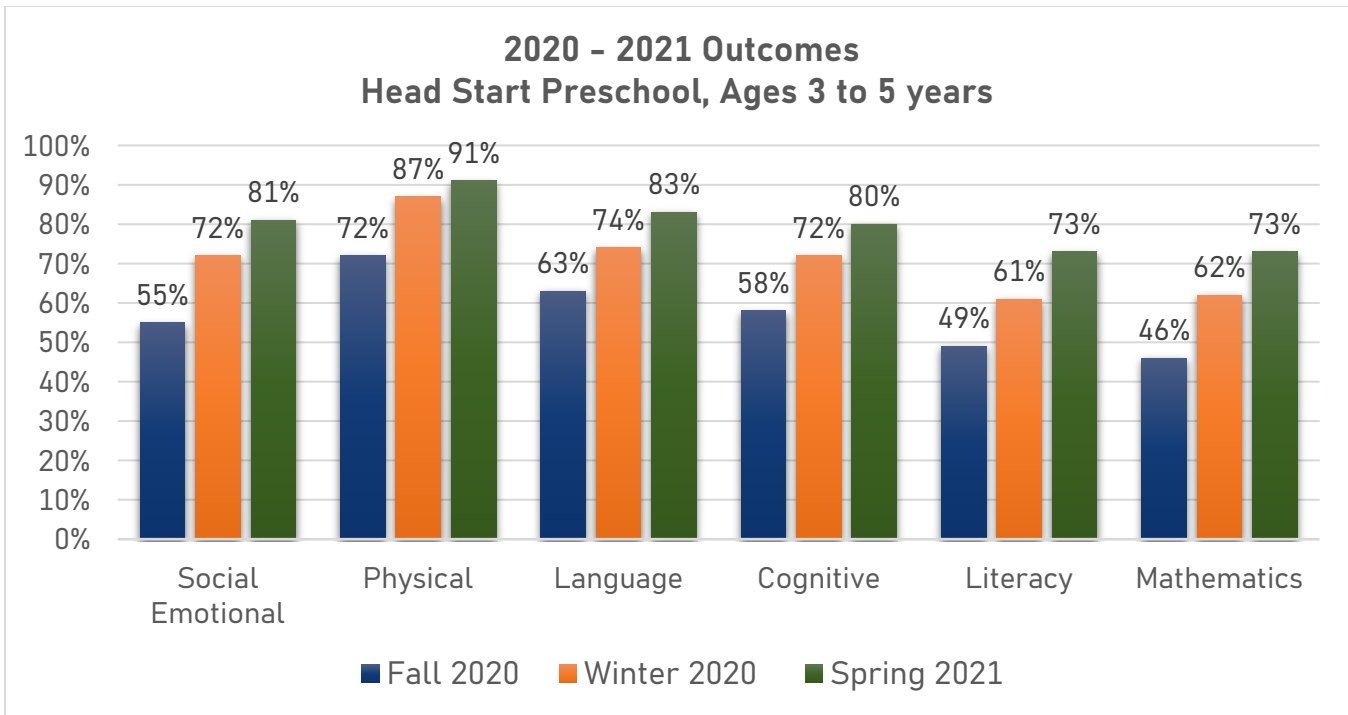
Comparative data available from the Office of Head Start in 2018 show Spokane Head Start CLASS scores in comparison to scores at the national level.



CHILD OUTCOMES

The following graphs show the 2020-2021 school year’s assessment data for the program year, 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

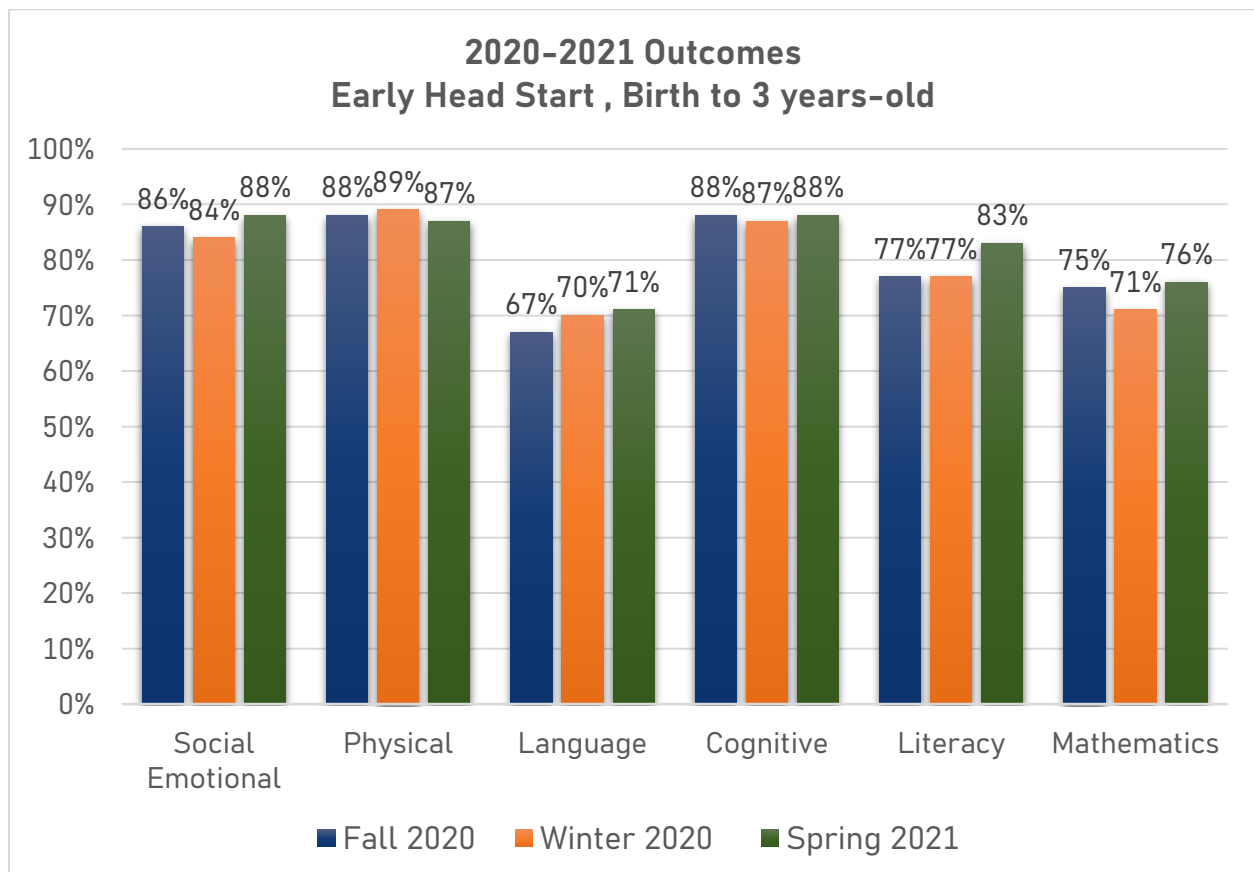
The Office of Head Start requires that programs assess children’s progress and school readiness using a valid and reliable assessment tool. The Teaching Strategies GOLD (TSG) assessment system is our adopted tool for assessment in combination with Creative Curriculum. According to Teaching Strategies, “widely held expectations” for children have been determined by researchers. This allows teaching staff to see what skills

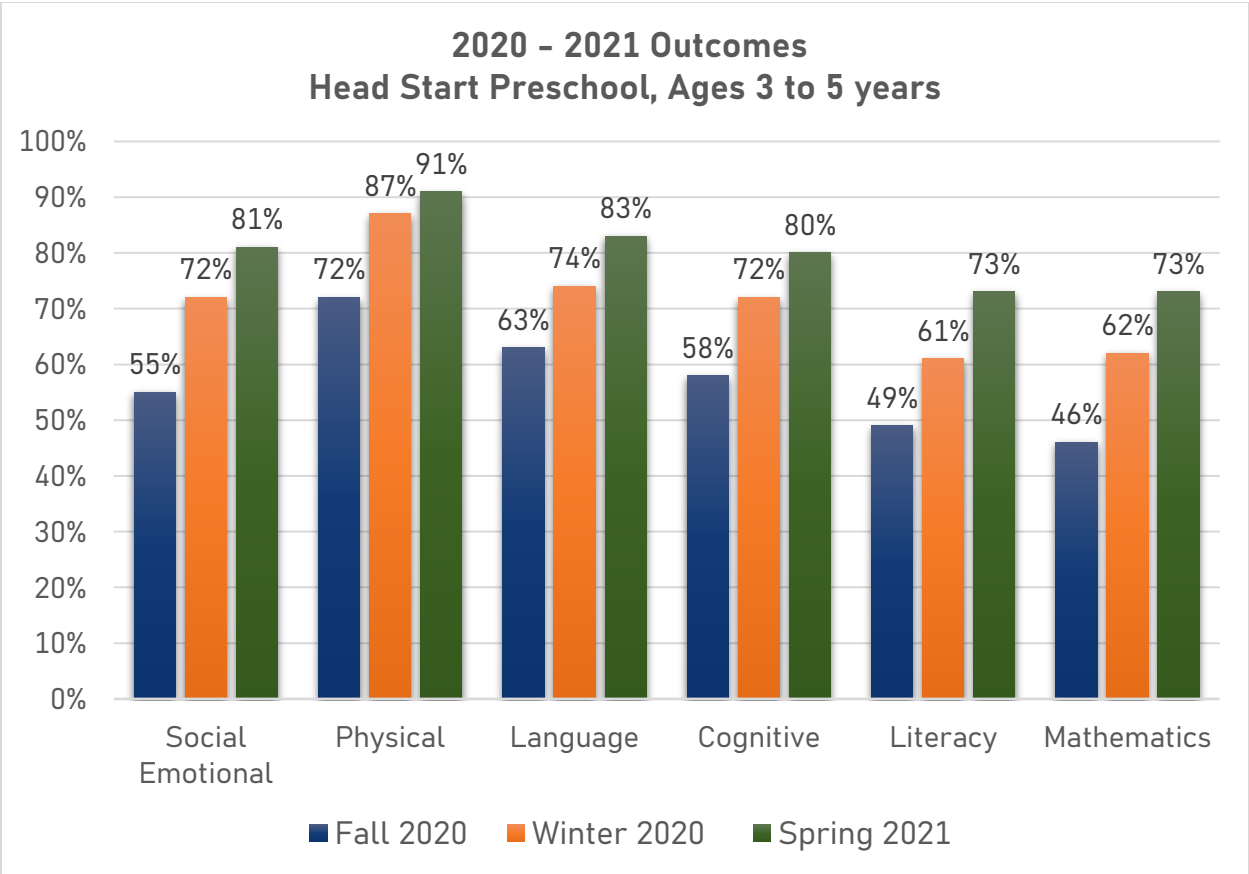
children demonstrate according to their age in comparison to their age expectations. Teachers and parents use this information to set goals for children, as well as help the program provide staff with training and resources.

These results indicate children build school readiness skills throughout their enrollment and leave Head Start with skills and abilities essential for kindergarten.

In a typical year, we assess children quarterly and share outcomes that identify progress made across the developmental areas. For the 2020-2021 program year, we were able to collect assessment data for all four quarters. The child outcomes displayed in the graphs show progress made in our Early Head Start and Head Start programs between the fall and spring assessment periods. Classrooms reopened to in-person services in late September 2020. In-person class sizes were reduced to safely support children and families. A portion of children and classrooms remained in remote status. Staff served remote children maintaining connections with families and provided developmentally appropriate activities. The program shifted, utilizing online parent engagement and communication tools, which supported collection of additional ongoing assessment information.

The 2020-2021 data indicated in kindergarten bound children gains were made in all areas of development with Literacy and Math showing the highest gains. These results indicate children build school readiness skills throughout their enrollment and leave Head Start with skills and abilities essential for kindergarten.





EDUCATION STAFF QUALIFICATIONS

