

Annual Report

Spokane Head Start/Early Head Start

Community Colleges of Spokane

2013-2014

March 2015

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Budget Report

Funding FY 2014:		Main Budget
Federal DHHS: Head Start/Early Head Start		\$8,653,992
Local Student Government		190,728
Local Child Care/Other		557,389
Total		\$9,402,109

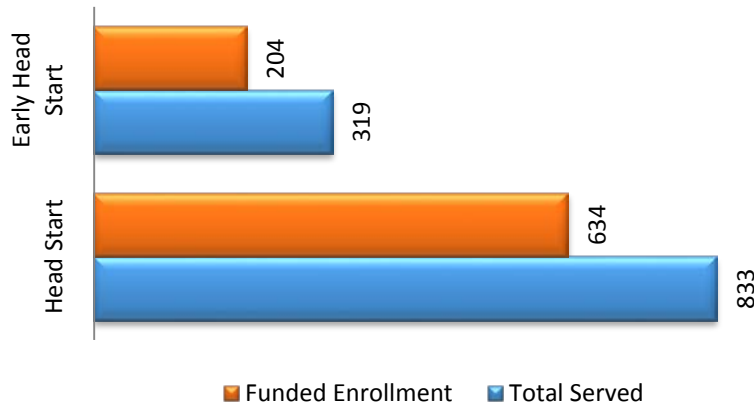
Budget Expenditures FY 2014:		
Personnel	\$5,461,128	
Fringe Benefits	2,077,321	
Travel	27,252	
Equipment	27,744	
Supplies/Materials: Includes non-consumables	420,549	
Other	534,390	
Indirect Costs	853,725	
Total		\$9,402,109

Proposed Budget FY 2015:		
Personnel	\$5,808,084	
Fringe Benefits	2,151,914	
Travel	24,785	
Supplies/Materials: Includes non-consumables	162,229	
Other	564,930	
Indirect Costs	697,966	
Total		\$ 9,409,908

Financial Audit

The financial audit for Spokane Head Start/Early Head Start is included as a part of the State of Washington Single Audit conducted by the Washington State Auditor's Office annually. The most recent audit report, dated March 2015, is for the audit period of July 1, 2013 through June 30, 2014 and showed no findings for this program. The full report is available by request.

Total Number of Children and Families Served

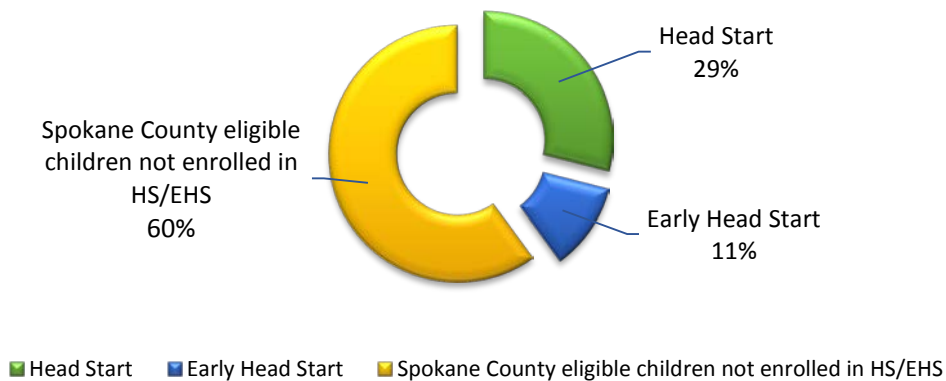


Sequestration Impact

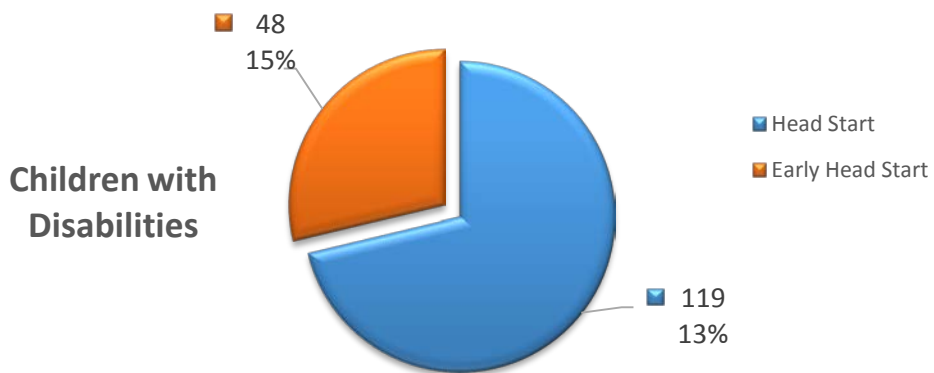
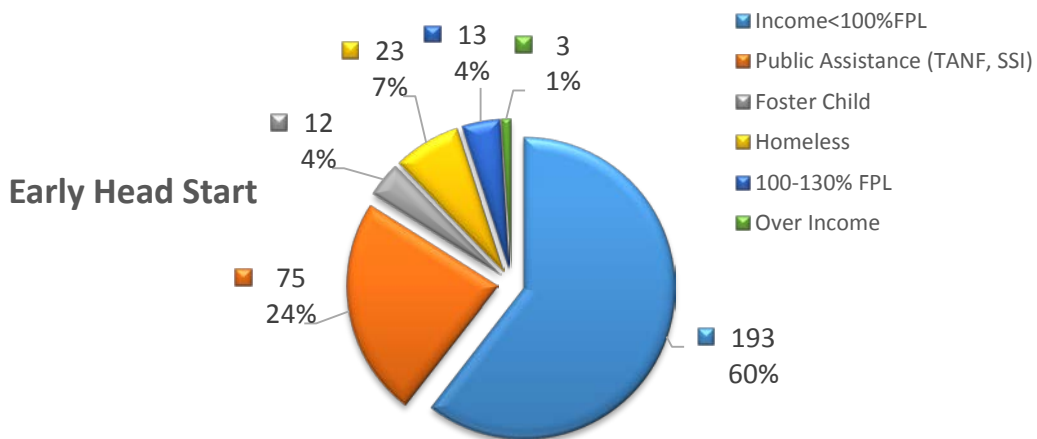
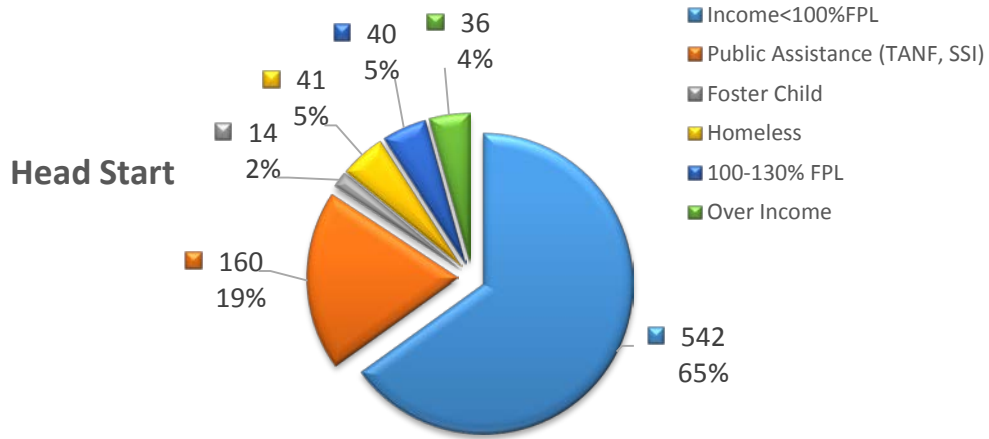
During the 2012-13 fiscal year, November 1 – October 31 for this grantee, President Obama issued a sequestration order on March 1, 2012, resulting in spending reductions of 5.27% for the remainder of the fiscal year. This was in accordance with the Budget Control Act of 2011, which resulted in a series of spending cuts, called sequestration which canceled approximately \$85 billion in budgetary resources across the federal government. The total figure reduced for Spokane’s program was \$46,652 and resulted in a loss of 34 Head Start (HS) children and a loss of 6 Early Head Start (EHS) children, or 40 total children losing services resulting in a change in funded enrollment.

During 2014 the Omnibus Appropriations Bill fully restored the sequestration cut to HS and EHS, both in funding and in returning the 40 slots, thus resuming services during the summer of 2014.

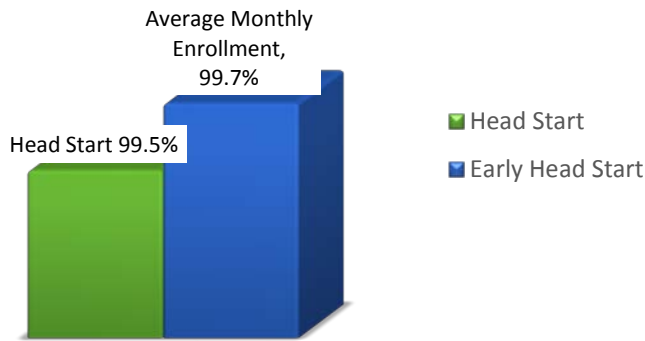
Percentage of Eligible Children Served



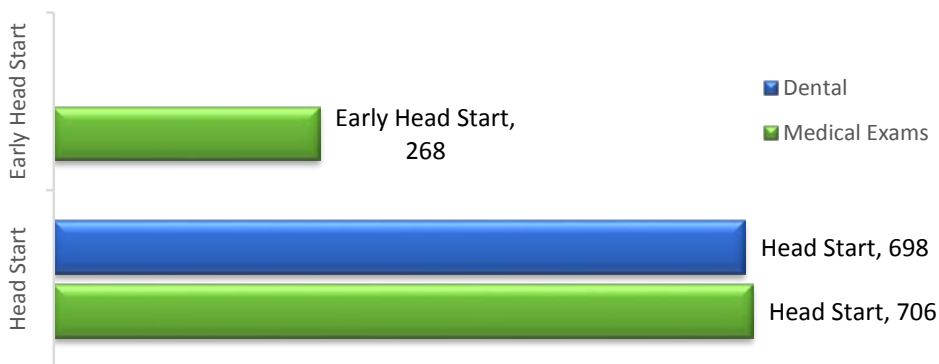
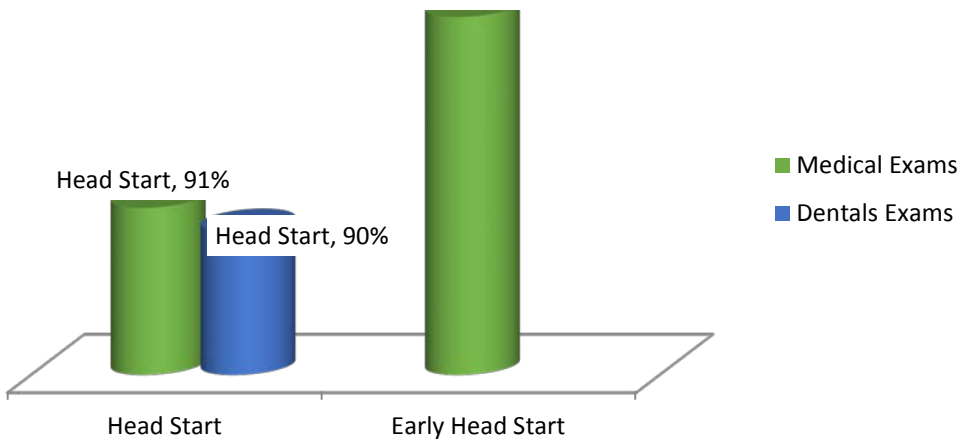
Types of Eligibility



Average Monthly Enrollment

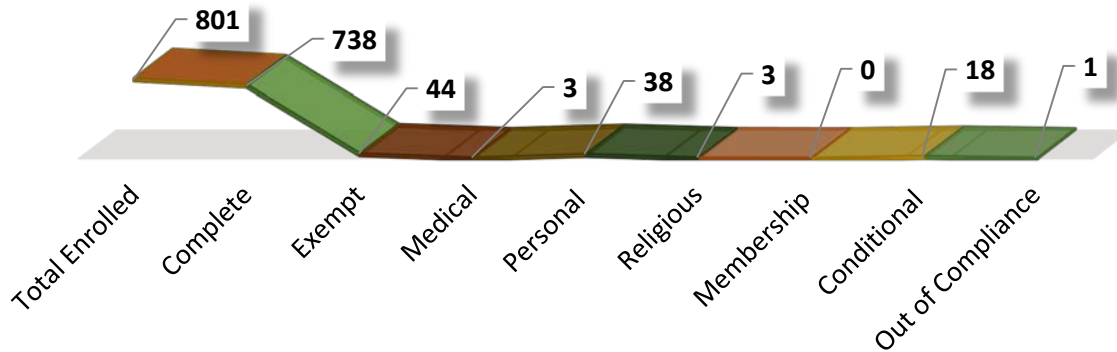


Percentage of Enrolled Children Receiving Medical and Dental Exams

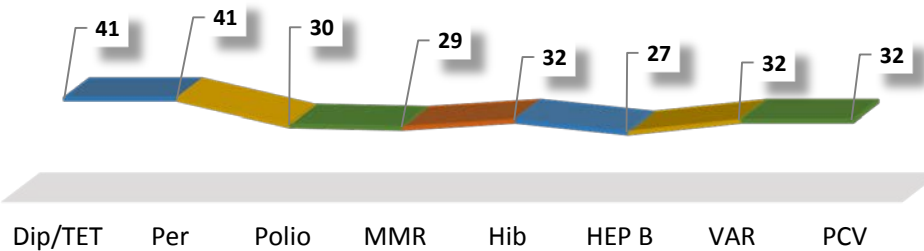


Vaccine Completions and Exemptions

EHS/HS VACCINE COMPLETIONS AND EXEMPTIONS 2013-14



EHS/HS VACCINE EXEMPTIONS/CONDITIONAL STATUSES 2013-14



Washington State may be introducing legislature to remove the personal exemption from the list of acceptable exemptions. California is introducing similar exemptions. Not every state allows parents to claim personal exemptions from required immunizations.

Results of Most Recent Review by Office of Head Start

The most recent triennial program monitoring review was conducted from November 3-11, 2013. The program was in full compliance in the following areas: Program Governance; Fiscal Integrity; Eligibility/Recruitment/Selection/Enrollment/Attendance; Child Health & Safety; Family & Community Engagement; Child Development & Education.

As a grantee serving preschool age children in the center-based option, a sample of the preschool classrooms were observed using the Classroom Assessment Scoring System (CLASS). The classroom observation instrument looked at the teacher/child interaction, as well as interactions between children. 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 domain and grantee’s score follow: Emotional Support – 6.1490; Classroom Organization – 5.9423; Instructional Support – 2.7692.

OHS CLASS Descriptive Statistics, 2014
National Distribution of Grantee-Level Domain Scores

Domain	Lowest 10%	Median (50%)	Highest 10%	Spokane Scores*
Emotional Support	5.7167	6.08	6.50	6.1490
Classroom Organization	5.3646	5.83	6.35	5.9423
Instructional Support	2.2027	2.83	3.65	2.7692

*Spokane Head Start federal review data added for comparison.

An area of strength was noted: “Community Colleges of Spokane’s Head Start/Early Head Start program partnered with Washington State University (WSU) to conduct a landmark study regarding how early learning programs would be able to improve child and family outcomes by addressing the traumatic effects of adverse childhood experiences (ACEs). Through a grant from the U.S. Department of Justice to WSU, Spokane Head Start was developing and testing strategies to improve the recognition of ACEs, provide educational adaptations to address the effects of ACEs, and deliver parenting support programs for the most at-risk families.”

One area out of ten in Management Systems was an area of non-compliance: (Sec. 641 A (g)(1) Self-Assessment – The Self-Assessment did not include reviews in the areas of Fiscal Management, Program Governance, or Management Systems.

Follow-up corrective action: All necessary documentation was submitted to the Head Start Region X office in April 2014. On May 2, 2014, ACF conducted a monitoring review of the WA ST Community College District #17 Head Start and Early Head Start program to determine whether the previously identified findings had been corrected. “Based on the information gathered during our review, we have closed the previously identified findings. Accordingly, no corrective action is required at this time.” OHS has determined that our program did not meet any of the conditions outlined in 45C.F.R. Part 1307.3 of the Head Start Program Performance Standards Designation Renewal System (DRS). As a result, our organization is currently eligible for a non-competitive five year grant award to operate the Head Start and Early Head Start programs.

Efforts to Prepare Children for Kindergarten

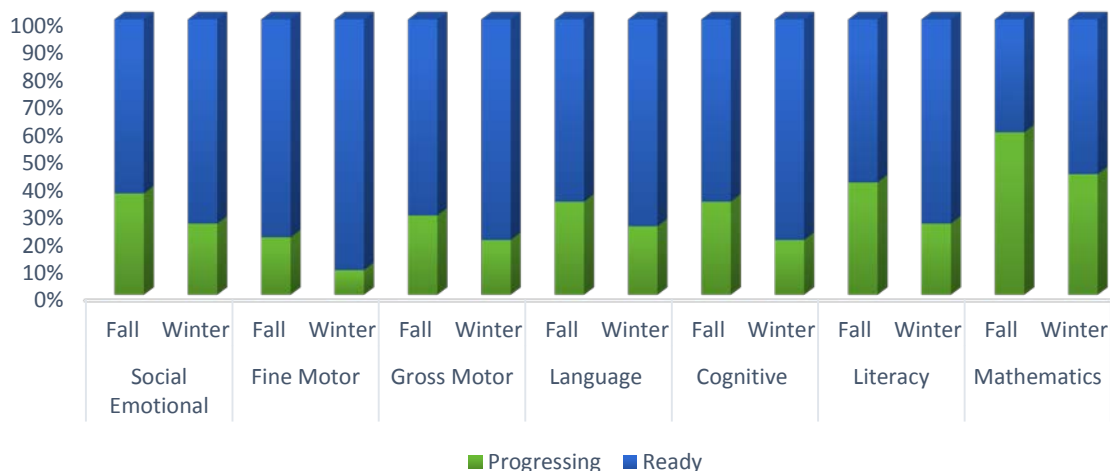
Spokane Head Start staff facilitates transition from preschool to kindergarten for children and families. Staff encourages families to participate in site and classroom transition activities such as, field trips to neighborhood elementary schools, transition nights, and mock kindergartens in the classrooms. Staff provides a variety of parent training opportunities including inviting past parents to attend parent committee meetings to share their experiences, and brochures on kindergarten skills and how to prepare children for kindergarten.

Meetings with Head Start and School District staff are conducted for children with Individual Education Plans or as needed for the success of the individual child. Staff completes Kindergarten Transition Checklist, including transition information from parents, for all kindergarten-bound children during the final parent/teacher conference of the program year. With parent permission, these forms are forwarded to the child’s Spokane public school.

Kindergarten Readiness numbers for Head Start

In order to assess kindergarten readiness, assessment results for children ages 4-5 were reviewed for five areas: social-emotional, language, cognitive, literacy, and physical development. Results indicate that, overall, children leave Head Start ready for kindergarten. A comparison of beginning of the school year assessment data to that obtained at the end of the year, shows marked improvement in all areas. A small percentage of children scored in the “concern” range at the end of the program year. These children fall into two main groups: those who enrolled later in the school year and did not receive the benefit of an entire year of preschool and some of our children with special learning needs. These children represent almost 20% of our total preschool enrollment and while they do make progress, that progress is often in incrementally smaller steps over the year.

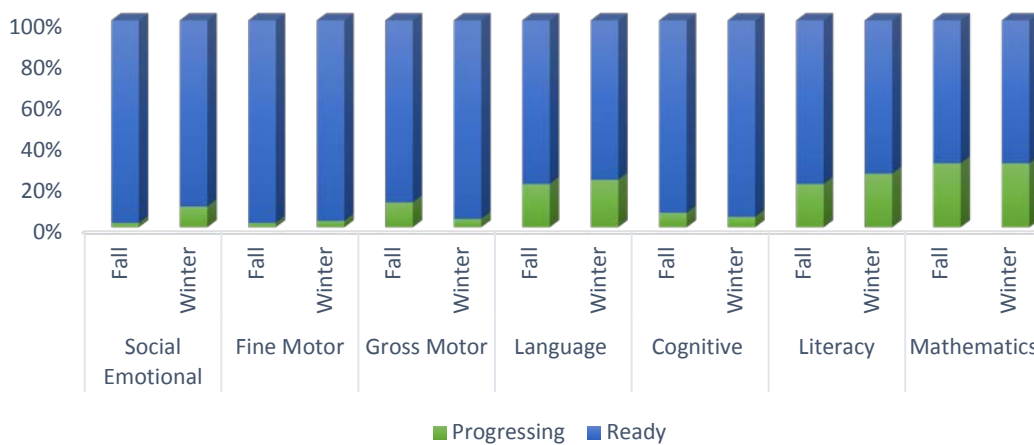
HS FY 2013-2014 Comparison Data



Child Development Outcomes for Early Head Start

In addition to tracking kindergarten readiness, developmental outcomes for children birth to three were also collected using the Teaching Strategies Gold assessment. Six developmental domains were assessed including, social-emotional, physical development, cognitive, language, literacy, and mathematics. Overall, children enrolled in Early Head Start made developmental gains throughout the year. The chart illustrates the developmental progress from the beginning of the school year to the end of the school year. Most areas show marked improvement in all areas. In the area of literacy, there was a slight decrease in the number of children meeting or exceeding expectations which could be due to children enrolling later in the school year. In addition, these numbers could be related to the percentage of children enrolled with special learning needs. Early Head Start on average has approximately 25% of enrolled children receiving special services and progress for these children is often in incrementally smaller steps over the year.

EHS FY 2013-2014 Comparison Data



Parent and Family Engagement

The program recognizes the importance of parents as their child’s first teacher and encourages parents to take an active role in their child’s education. From the first meeting with parents to developing a plan for transitioning to kindergarten, parents are given numerous opportunities to be involved with their child’s experience at Head Start/Early Head Start. The following are some ways in which parents can become involved.

Activity***Details***

Opportunity to develop partnership agreements and family goals

Offered to all enrolled families.

Parent Committee meetings

Sites offer parent meetings based on site parent preference.

Policy Council and Program Committee meetings

Parent representatives are elected from each site and participate and share in the decision making process for the program. Parents participate on program committees such as ERSEA, self-assessment, and search committees.

Self-Assessment

Parents participate in-program self-assessment activities, including completing site health and safety checklists and parent satisfaction surveys.

Volunteer Opportunities

Parents are invited and trained to be volunteers for all areas of program services.

Male Involvement

Sites offer Male Involvement activities, including site Men and Children (MAC) nights.

In Home Activities

Each week parents participate in supporting their child's education goals through home activities.

Parent Trainings

Parents are offered training opportunities based on parent request and federal performance standards topics, such as:

- Pedestrian Safety
- Emergency Preparedness/Fire Safety
- Nutrition – food prep, meal planning
- Mental Health: child and family
- Parenting skills
- Child development
- Child Abuse/Neglect
- Leadership
- Advocacy

Activity**Details***Home Visits/Conferences*

Staff conducts two educational home visits and two parent/teacher conferences each program year to discuss child's developmental progress, set new learning goals, and prepare for school readiness. Early Head Start Home Visitors offer weekly educational home visits.

Family Activity Nights

Sites offer family activities throughout the year. Examples: Math, literacy, cooking, and culture.

Parent Feedback

A parent satisfaction survey is conducted annually to assist with program planning and improvement. Below are parent comments about their satisfaction with Head Start/Early Head Start services:

- I always feel like my child is safe and well taken care of.
- I am very pleased with the overall program, and staff, thank you!
- I appreciate how the teachers always keep me informed about my child's growth and what she is learning daily.
- I enjoy my child's class, it's so inviting due to the teachers and coordinator.
- It has been so much fun spending time with my daughter at school. I wish I knew about it sooner.
- My child loves Head Start and it has given him a consistency that is positive through the hard times. We appreciate all you have done for him and our whole family.
- Thank you for helping my child grow so much this year, both socially and academically.

Vision/Mission/Values Statements

Vision

Transforming the future by making a difference in the lives of children and families.

Mission

Spokane HS/ECEAP/EHS is a child development program that provides early childhood education, social services, and health services for eligible young children and families, including those with special needs.

We offer safe and secure environments that nurture child growth and development, and provide learning opportunities for children to enhance their skills and abilities for school success.

We support families in their role as the first teachers of their children, and encourage their active involvement in the program.

Values

Empower Through Education – We recognize the power of education to transform and enrich the lives of children and families. We support lifelong learning and foster individual development as a cornerstone for personal wellbeing and success.

Foster Respect, Inclusion and Diversity – We welcome diversity and honor individuals for their unique contributions to the program.

Serve the Community – We value partnerships within the community. Together we strive to anticipate and respond to community needs, collaborating to enhance services that enrich the quality of family life.