

ANNUAL REPORT 2019-20

Spokane Head Start/ECEAP/EHS

A program of the Community Colleges of Spokane



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ABOUT US

Mission Statement

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

District Director's Message

Since the onset of the COVID-19 pandemic in our community, children and families have experienced a great deal of change. Our classrooms, like many others across the nation, halted operations in late March 2020, shifting to remote educational and social services. Outside of the classroom, families felt the pandemic's effects on their daily routines, financial security, and overall health and well-being.

As a result of the pandemic, many Head Start families have experienced changes to their employment, subsequently increasing financial instability. Financial impacts have included challenges to pay for necessities such as housing, food, transportation, and medical care. For those continuing to be employed, childcare access, or lack thereof, created missed days of work or job loss.

Opportunity for learning shrank in multiple ways during the time children were in remote instruction. Teachers struggled to keep children and families engaged in early learning. Challenges of technology were emphasized, and questions regarding the appropriateness of online activity for young children were highlighted. This learning loss and lack of engagement was especially poignant for children with special needs.

The Head Start program is known for its comprehensive approach of providing not only educational services, but social and health services as well. During the pandemic, children and families faced mental health challenges, heightened stress, and social isolation due to the inability to attend in-person classrooms. Health risks, beyond the coronavirus, became intensified as access to preventative health exams decreased, early intervention screening and service provisions minimized, and program implementation of behavioral and social assessments were diminished.





I share these challenges as a means to cast light upon two important points of emphasis. First, to note that data demonstrated in this annual report is not reflective of a typical program years' outcomes and programmatic impacts. Second, to draw attention to the notion that programmatic reporting does not nearly address the full story of our program's success throughout this year.

The story to be told during this 2019-2020 program year is one of finding a path forward in the midst of adversity. Head Start program staff demonstrated astounding levels of creativity, flexibility, and resiliency as we navigated through months of virtual and modified program operations. Parents coordinated schedules at home to accommodate new daily routines, homeschooling activity, and virtual platforms to stay connected with program staff. New equipment was employed, new strategies developed, and new ways to develop quality relationships were found. We have been inspired to do more, to learn more, and to appreciate more, and we have been inspired to do it together as a program supporting a strong mission of providing quality educational and social services to young children and their families.

Bobbi Woodral
District Director
Spokane Head Start/ECEAP/Early Head Start

Introduction

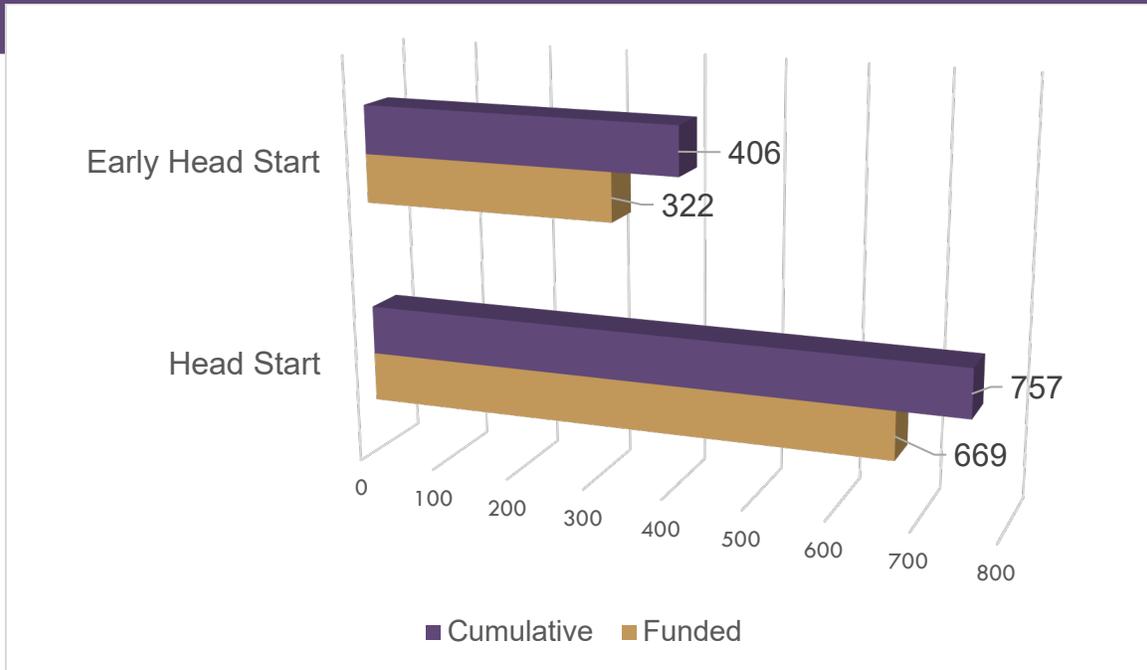
The Community Colleges of Spokane is the grantee for the Spokane Head Start (HS) and Early Head Start (EHS) program, which serves Spokane and Spokane County residents. Although 991 children and pregnant women are funded, not all families remain throughout the year, so more children are served than awarded. This year the program served 1163 children. Program Information Reports (PIRs) are completed and submitted each year for the Office of Head Start showing data collected on the children, their families, and staff. The statistics include facts regarding the comprehensive services (education, health, nutrition, disabilities, and social services) provided. Some of what follows is from the PIR.

1163
Children Served

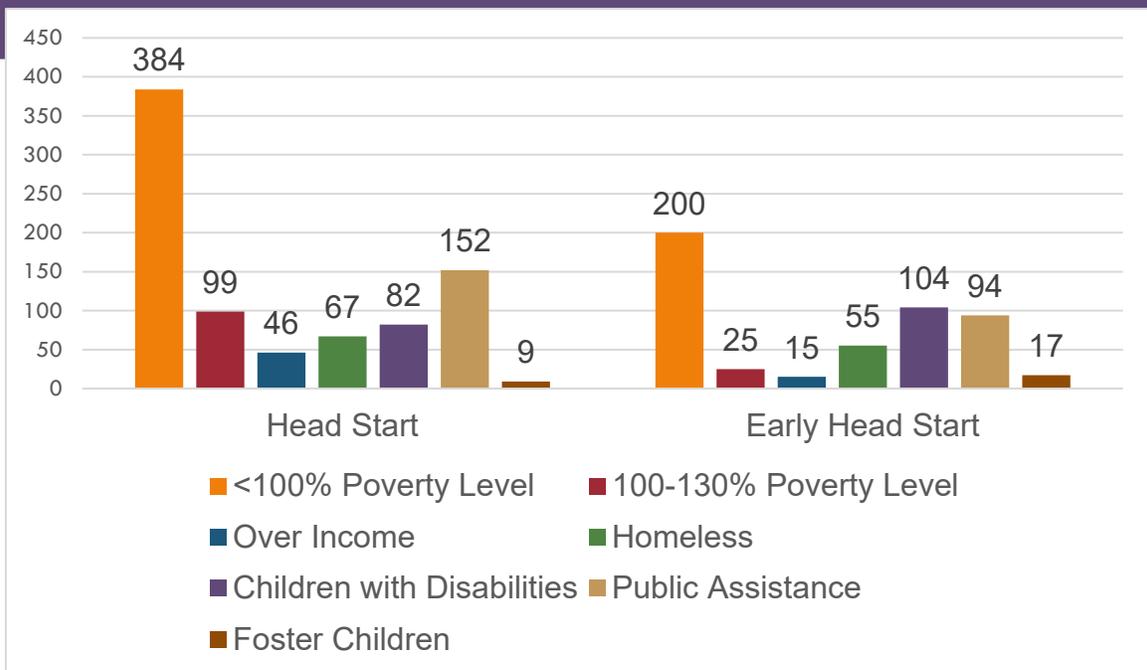


ENROLLMENT AND ELIGIBILITY

Enrollment



Types of Eligibility



The number of children eligible at <100% poverty level: 384 for Head Start and 200 for Early Head Start.

Children eligible at 100-130% poverty level: 99 for Head Start and 25 for Early Head Start.

Over income children are 46 for Head Start and 15 for Early Head Start.

Children with disabilities make up 10.8% (82 children) for Head Start and 25.6% (104 children) for Early Head Start.

Children experiencing homelessness are 67 (8.9%) Head Start and 55 (13.5%) Early Head Start.

For the public assistance category there are 152 (20.1%) Head Start children and 94 (23.2%) Early Head Start children.

Foster children make up the final category with 9 (1.2%) Head Start children and 17 (4.2%) Early Head Start children.

ABOUT OUR FAMILIES

Venessa's Story

As a young woman, with her GED, partially deaf, and a desire to do more than “flip burgers” for the rest of her life, Venessa began taking classes in 2012 at Spokane Community College (SCC). One year into her program, she discovered she was pregnant and would be raising her child as a single mother. Determined to actively parent her child and provide financially, she knew this meant obtaining a job with typical business hours. Having set a new goal, Venessa committed to the steps needed to move forward. She learned about Head Start/Early Head Start (HS/EHS) while seeking childcare and was referred to our Northeast Child Development Center (NCDC) program for Jermaine, who was born November 2014.

As part of her support system, the NCDC staff provided valuable resources when she graduated from SCC in 2018.

By taking in-person and online course at SCC, she was able to reach her goal of obtaining an AA degree. The course flexibility at SCC and support she received at NCDC allowed Venessa to continue working while balancing being a single, first-time parent and student. In 2017, Jermaine became a big brother when J'von joined the family.

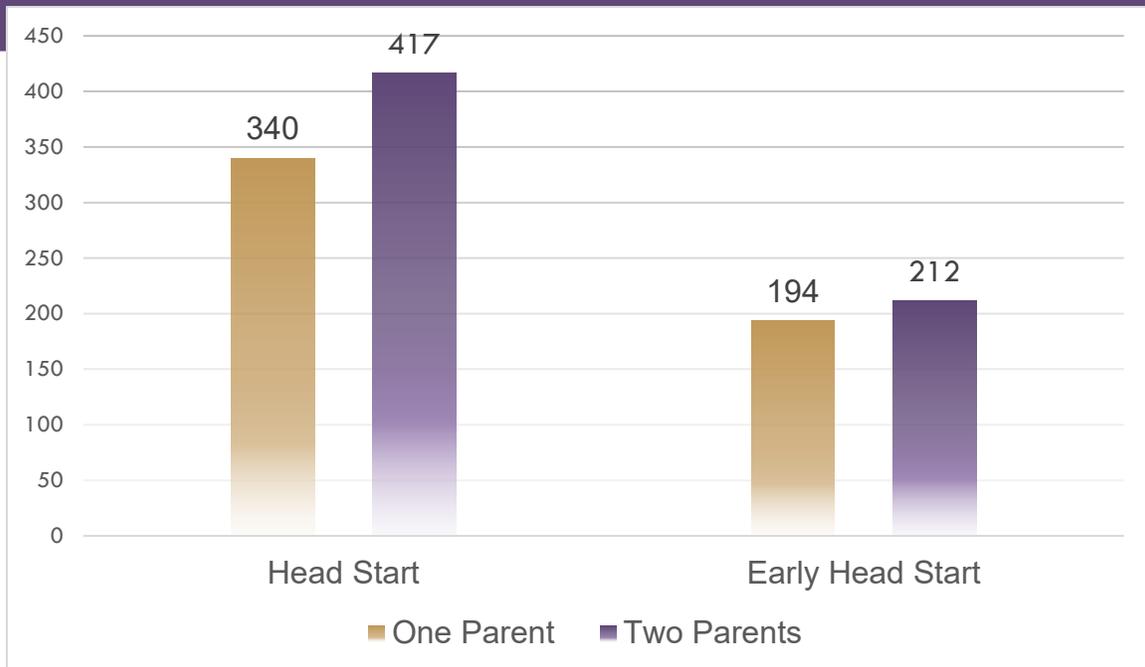
As a single parent, Venessa feels she must be everything for her boys. She was concerned being partially deaf would impact her boys' development; however, her concerns were allayed by the teachers at NCDC who completed an Ages and Stages Questionnaire with her, provided child development activities and collaborated with her children's goals. Her FSC provided reassurance by completing health screenings that included a hearing screening using an Otto-Acoustic Emissions (OAE). As part of her support system, the NCDC staff provided valuable resources when she graduated from SCC in 2018.



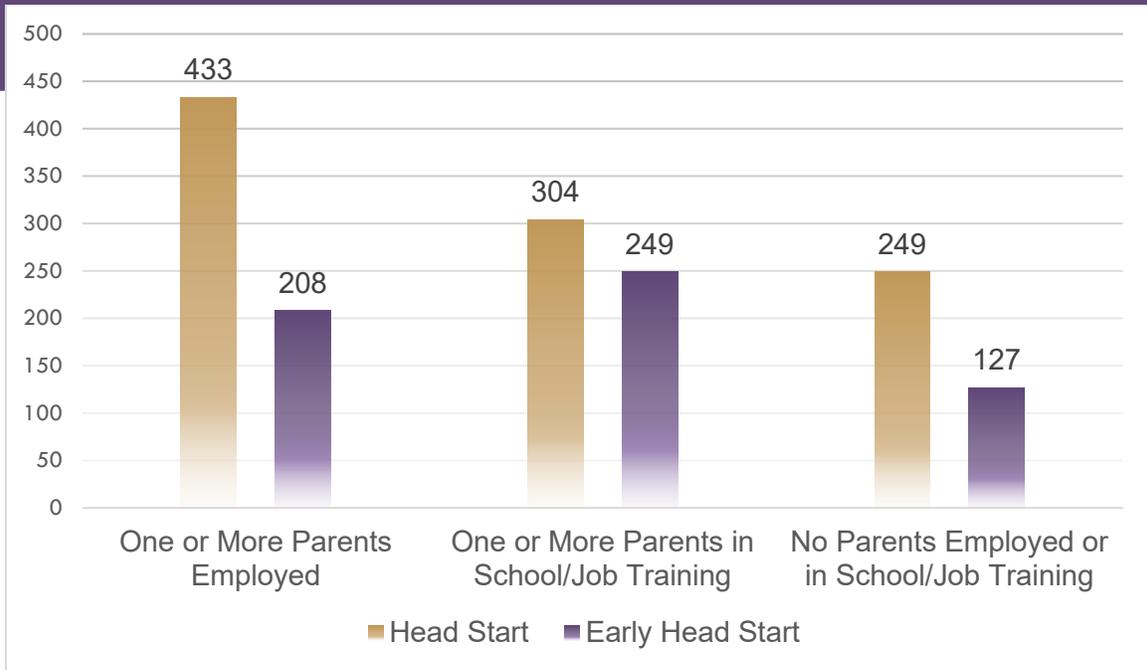
In 2019 Venessa was elected to the HS/EHS Policy Council as a representative for NCDC and was also elected to serve as the EHS Washington State Association (WSA) parent representative. In this position she attended WSA meetings twice a year and received additional advocacy training. February 2020, Venessa traveled to Olympia, WA with the her fellow WSA parent representatives and staff. She met with state legislatures, shared her story, and advocated for early childhood programs.

Venessa is currently the HS/EHS Policy Council President and serves on the CCS Equity Committee. She shares that her journey is not over as she works full-time at SCC and plans to enroll at a university to obtain her bachelor's degree. She states that she and her family wouldn't be where they are without the Head Start/Early Head Start program. The program has empowered her to speak and reach for her dreams.

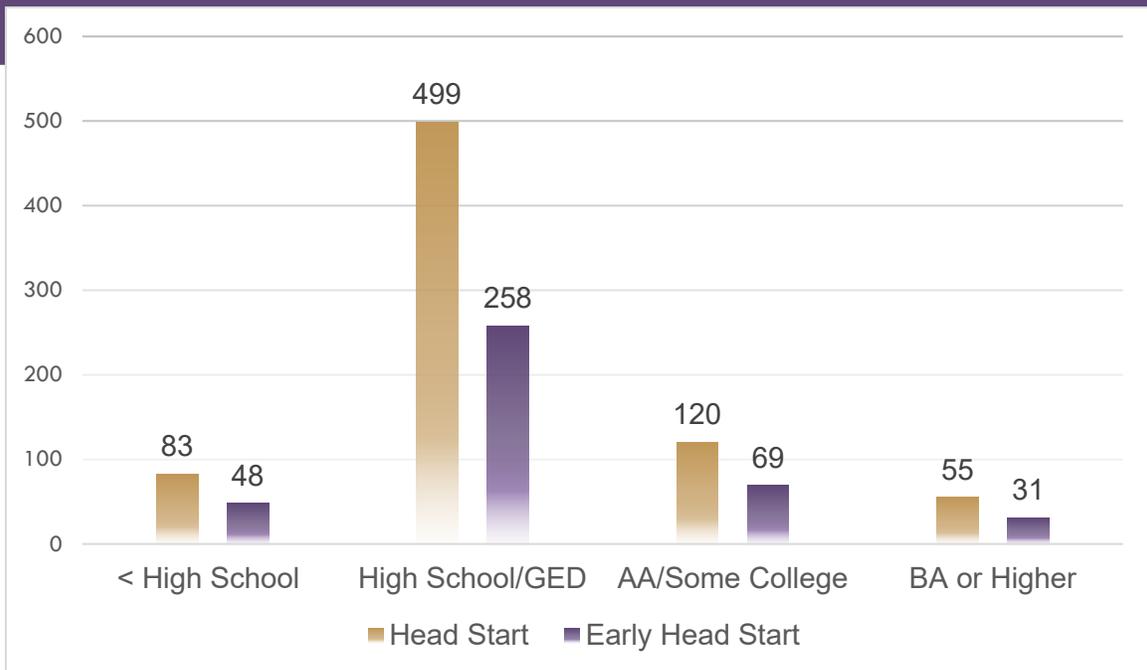
Households



Parent Employment

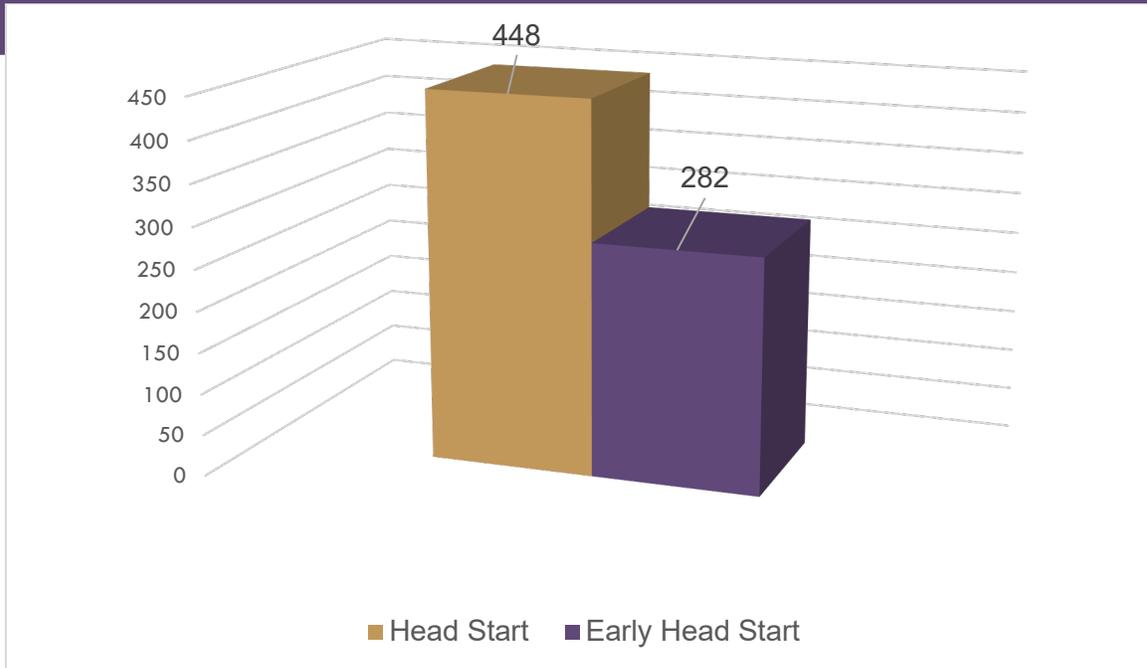


Parent Education Level



MEDICAL AND DENTAL

Enrolled Children Up to Date on Medical Exams

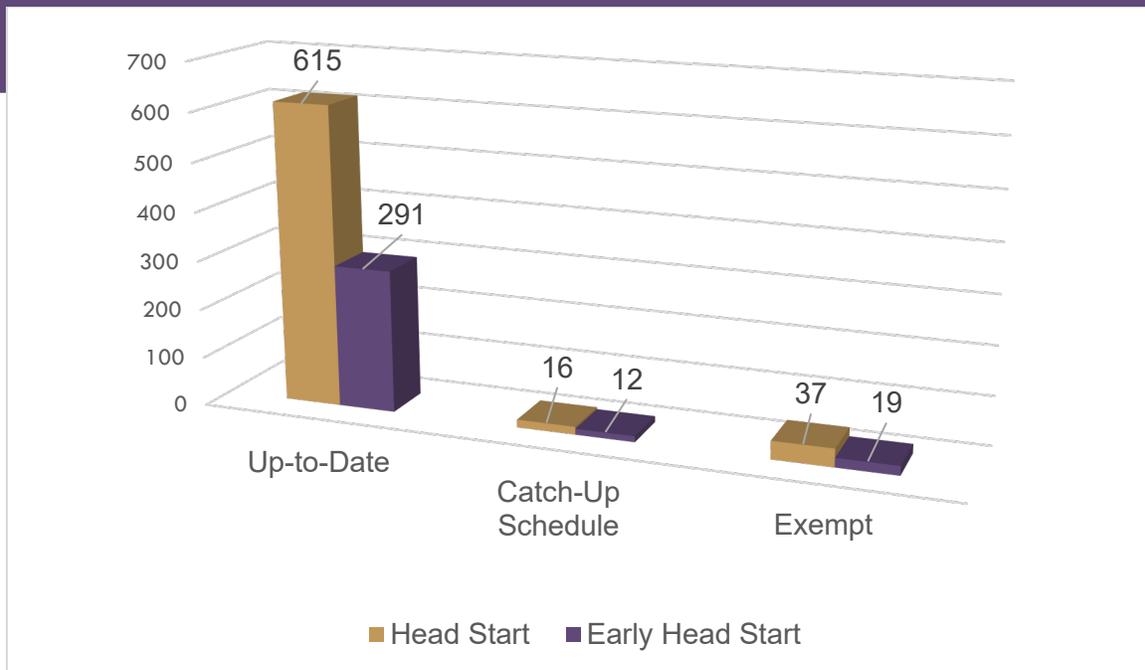


Enrolled Children Up to Date on Dental Exams

445
Head Start



Vaccine Completions and Exemptions



FAMILY SERVICES

Parent and Family Engagement

The parent's role of being their child's first teacher is honored by the program through a collaborative relationship between parents and staff. A relationship built on mutual respect and responsive to a family's language and culture is ongoing from the time of enrollment, preparing to transition to kindergarten and increasing family wellbeing. Families are encouraged and provided opportunities throughout the year to engage and be involved in their Head Start/Early Head Start experience. Parents and families have the following ways to be engaged.

Parent Trainings

Training topics include pedestrian and fire safety, first aid/CPR, parenting skills, budget/credit repair and home buyers

Partnership Agreement and Family Goals

Families and their Family Service Coordinators (FSC) partner to assess evolving strengths, challenges, and priorities. Through trust, maintaining a positive, respectful, and goal-oriented relationship develop Family Goals. On an ongoing basis the family and FSC review, assess and reflect on these priorities.

Policy Council (PC)

Elected parent representatives from each site attend a monthly parent led meeting and participate in program wide decision. The Policy Council Executive Committee attend a second meeting to review evaluations, plan the next meeting, discuss, and identify topics or a community program that may be beneficial to present to the PC.

Program Committee Meetings

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

Self-Assessment

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

Volunteer Opportunities

Volunteering in all areas of the program from helping their child's teacher with classroom projects or activities, supporting HS/EHS sites and/or recruiting through community events and spreading the word.

Family Activity Nights

Throughout the year, families have opportunities to attend and participate in parent child activities, cooking, literacy, and wellbeing.

Home Visits/Conferences

Parents are given an opportunity to meet with their child's teacher through two 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 and parents collaborate to identify their child's educational goals. Everyday home activities support their child's educational goals and make the connection between the home environment and the classroom setting that 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/events throughout the year with their enrolled child. Fun and safe activities such as

bingo, local presenters from the National Fatherhood Initiative and health/nutrition are an opportunity to build relationship.

Parent Committee Meetings

Through monthly site meetings parents are able to learn about program updates provided at the Policy Council meetings, obtain information from local agency/program representatives and parent education from Conscious Discipline parent education curriculum.

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

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 a part of the Office of Head Start onsite CLASS 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.

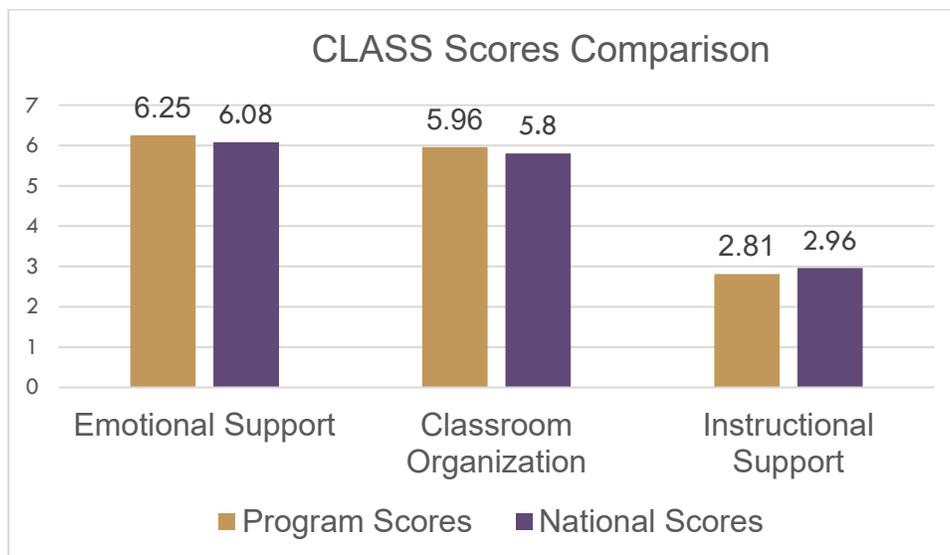
The three domains are defined as:

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.



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.

...we were able to collect assessment data for the first two quarters only, due to COVID closures.

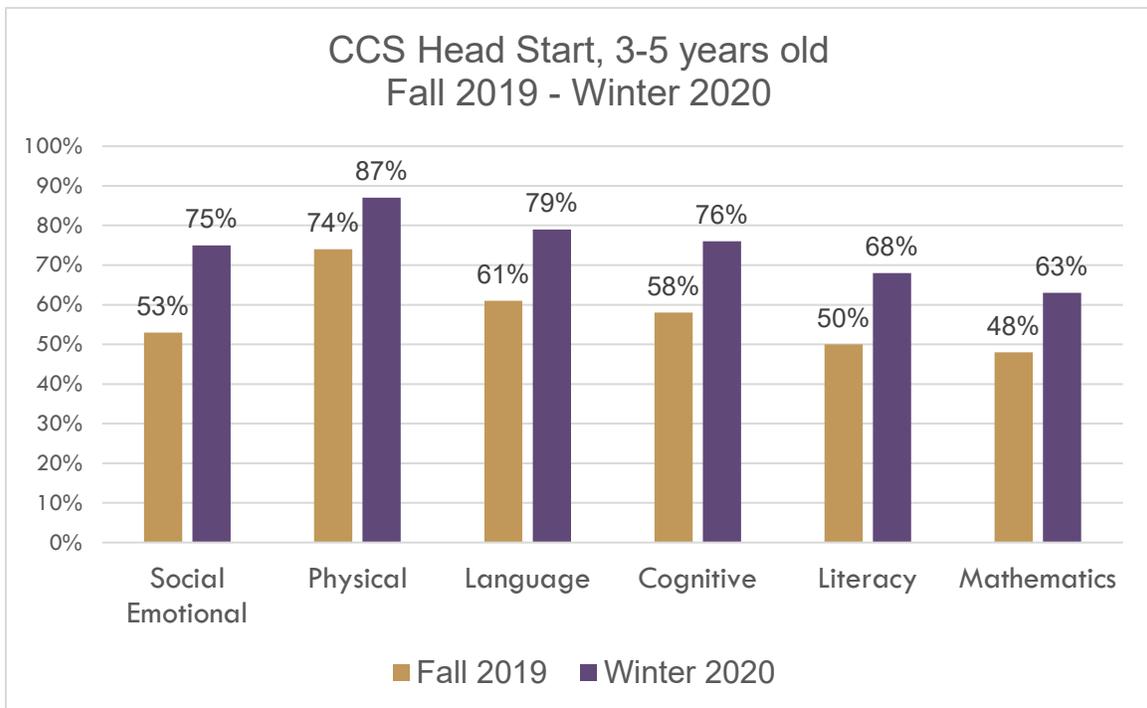
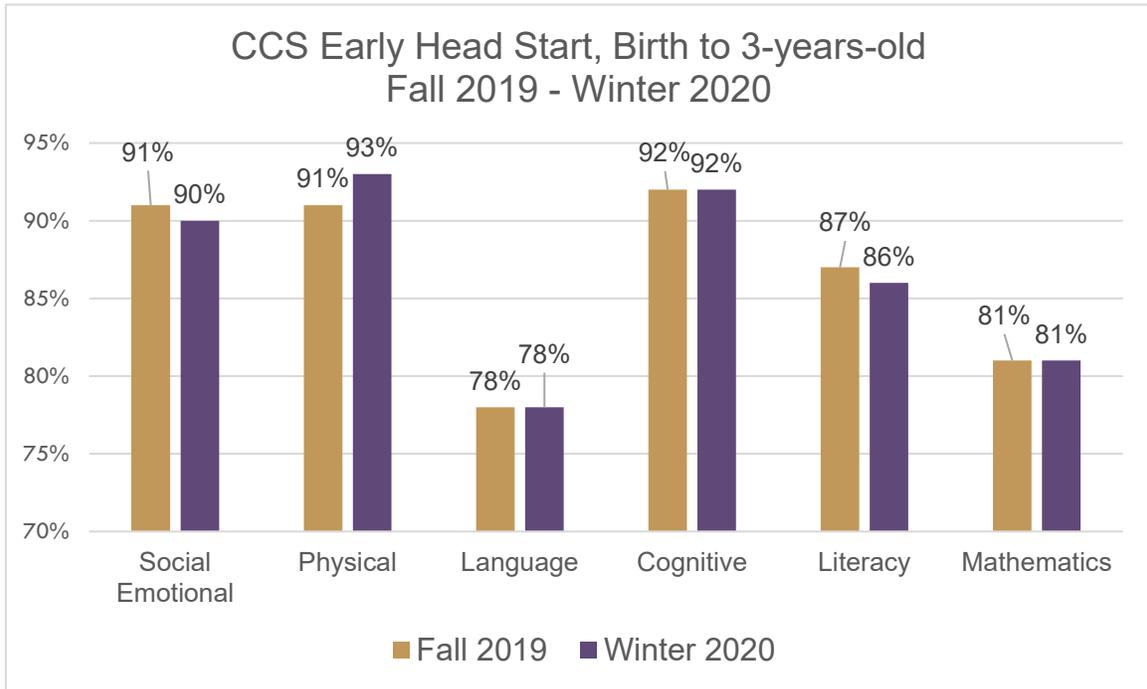
In a typical year, we assess children quarterly and share outcomes that identify progress made across the developmental areas. For the 2019-20 program year, we were able to collect assessment data for the first two quarters only, due to COVID closures. The child outcomes displayed in the graphs show progress made in our Early Head Start and Head Start programs between the fall and winter assessment periods. Spring and summer data were not collected or required by the Office of Head Start, due to COVID. Staff maintained connections with families and provided age appropriate activities but did not collect assessment data during this time.

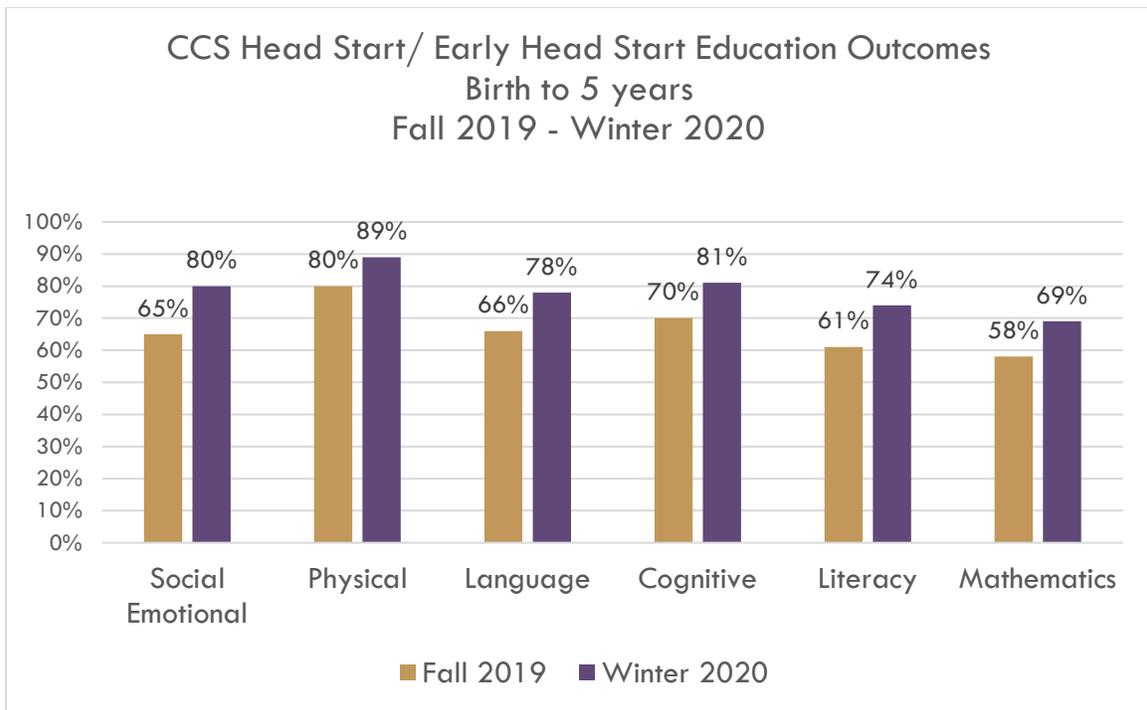
From the limited data that was collected in the 2019/2020 school year in children age 3-5, gains were made in all areas of development with Literacy and Math showing the highest gains. These results indicate children build school readiness skills, and ideally, throughout their enrollment and leave Head Start ready for kindergarten.



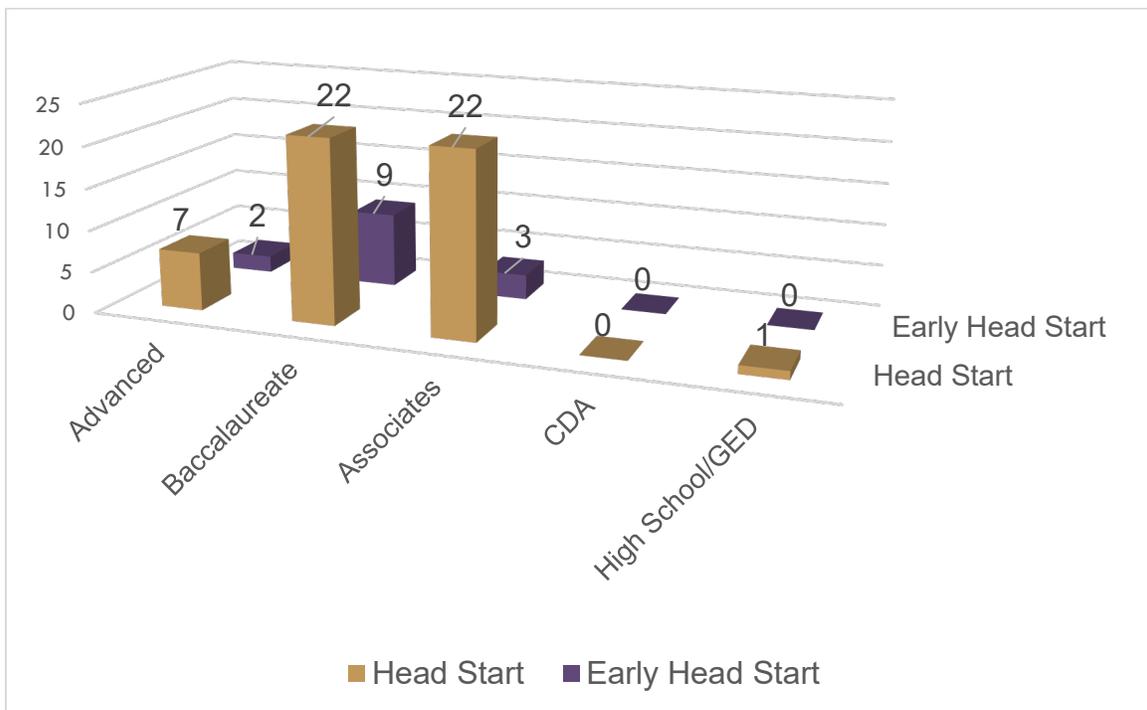
CHILD OUTCOMES

The graphs also show the 2019-2020 school year’s assessment data for the program, including all children ages birth to five. Steady growth is shown in all areas of development with Mathematics showing the highest gain from Fall to Winter assessment. Results reflect ongoing support of Kindergarten readiness from birth through entry into kindergarten.





EDUCATION STAFF QUALIFICATIONS



FISCAL

Head Start/Early Head Start Grant CH010237

Reflects Program Year 04: September 2019-August 2020

Funding:

	Federal DHHS: Early Head Start Child Care Expansion	\$ 11,917,486
1	Federal DHHS: Early Head Start CARES Acts COVID-19	772,472
	Local Student Government	117,876
	Local Child Care/Other	1,267,229
		<u>\$ 14,075,063</u>

Budget Expenditures:

	Personnel	\$ 6,479,882
	Fringe Benefits	2,978,847
	Travel	57
	Equipment	8,339
	Supplies	346,749
2	Facilities/Construction	261,524
	Other	997,765
	Indirect Costs	1,087,326
		<u>\$ 12,160,489</u>

Unobligated Federal Funds on Final SF-425

\$ 1,914,574

1 Carryover will be requested for CARES Act funds to continue program activities to prevent, prepare & respond to COVID-19.

2 Unobligated funds include Facilities/Construction savings from completed building project.



Early Head Start Expansion Grant 10CH000088

Reflects Program Year 03: September 2019-August 2020

Funding:

	Federal DHHS: Early Head Start Child Care Expansion	\$ 1,945,001
1	Federal DHHS: Early Head Start CARES Act COVID-19	42,183
	Local Student Government	4,767
	Local Child Care/Other	377,446
		\$ 2,369,397

Budget Expenditures:

	Personnel	\$ 731,332
	Fringe Benefits	315,945
	Travel	1,457
	Equipment	
	Supplies	64,370
2	Facilities/Construction	529,243
	Other	104,535
	Indirect Costs	145,540
		\$ 1,892,422

Unobligated Federal Funds on Final SF-425

\$ 476,975

1 A No Cost Extension has been granted for the CARES Act funds to continue program activities to prevent, prepare & respond to COVID-19.

2 Unobligated funds include Facilities/Construction savings from completed building project.



Early Head Start Expansion Grant 10HP000236

Reflects Program Year 01: September 2019-August 2020

Funding:

	Federal DHHS: Early Head Start Child Care Expansion	\$ 1,405,836
1	Federal DHHS: Early Head Start CARES Acts COVID-19	56,244
	Local Student Government	16,083
	Local Child Care/Other	507,579
		<u>\$ 1,985,742</u>

Budget Expenditures:

	Personnel	\$ 999,282
	Fringe Benefits	436,863.00
	Travel	2,523.00
	Equipment	-
	Supplies	30,817.00
	Other	129,678.00
	Indirect Costs	154,119.00
		<u>\$ 1,753,282</u>

Unobligated Federal Funds on Final SF-425

\$ 232,460

1 A No Cost Extension has been granted for the CARES Act funds to continue program activities to prevent, prepare & respond to COVID-19.

