

# Skagit/Islands Head Start & ECEAP

## 2015-16 Annual Report

*Building strong foundations for lifelong learning through family centered, child focused partnerships*



### ENROLLMENT AND HEALTH SERVICES

**Head Start (HS)** = 285 (74%) children ended the year up-to-date on age-appropriate preventative and primary health care. 11 were diagnosed with a chronic condition needing medical treatment since the previous year. 9 received treatment, the remaining 2 left the program before receiving treatment. There were 46 children total who received treatment for chronic medical conditions during the year.

At the end of the program year, 383 of the children served had health insurance, 2 did not. All 385 of the children enrolled had an identified medical home for continuous, accessible health care and 306 received a medical exam.

372 children had an established dental home. 340 (88%) children received preventive care and 338 children received a professional dental examination since last year's report date. 34 were diagnosed as needing treatment. 22 received treatment. Primary reason for those not receiving treatment was that parents left the program before their appointment dates.

Upon enrollment, we screen every child for nutritional risk, checking BMI or length to weight. We offer referrals to families where children are in the bottom or top percentiles (at risk for obesity or underweight) to the nutritionist for individualized support to the family. 7 PHS children had Body Mass Indexes below the 5<sup>th</sup> percentile and 75 children had BMIs at or above the 95<sup>th</sup> percentile.

**Early Head Start (EHS)** = 89 (68%) Children ended the year up-to-date on age appropriate preventative and primary health care. 1 was diagnosed with a chronic condition needing treatment since last year and received treatment. There were 6 children total who received treatment for chronic medical conditions during the year.

At the end of the program year all 120 EHS children had health insurance. All 5 of the pregnant women served had health insurance. 121 children had an identified medical home for ongoing continuous health care and 98 received a medical exam.

107 children had an identified dental home. 109 (87%) EHS children were up to date on age-appropriate preventive and primary oral health care. 1 pregnant woman received a professional dental examination and/or treatment.

|                              | PHS | EHS |
|------------------------------|-----|-----|
| Funded Enrollment            | 335 | 93  |
| Total Served                 | 385 | 120 |
| Pregnant Women               | n/a | 5   |
| Avg. Monthly Enrollment      | 335 | 93  |
| Income Below 100% of Poverty | 240 | 82  |
| Receiving Public Assistance  | 32  | 14  |
| Foster Care                  | 15  | 8   |
| Homeless                     | 34  | 15  |
| Over 130% Poverty            | 26  | 0   |
| 100% -130% Poverty           | 38  | 6   |

## HEALTH AND SAFETY

Highly committed partner agencies provided a number of health services for children and families during the 2015-2016 program year. The Island, San Juan, and Skagit Public Health Departments helped to complete lead screenings, presented workshops for staff and parents, and participated in the Health Advisory Committee as valuable resources for current health trends, concerns, and questions. The Skagit Valley College (SVC) nursing department completed vision and hearing screenings, and height and weight measurements of enrolled children. Sea Mar Dental Clinic visited classrooms as requested and completed dental exams on children who were not current with dental checkups. Darcie Morris also visited classrooms as requested, and completed dental exams on children who were not current with dental checkups.

A contracted registered dietician consults with the program on menus and portions and provides educational services to parents of children who may be at-risk of being under or over weight. The dietician also provided grocery store tours for staff and parents interested in learning which foods to buy, how to read labels, and how to get the most nutritional value on a limited budget.

The SIHS Health Advisory Committee was supported by licensed mental health consultants, medical and dental service providers, Safe Kids Coalition, Child Protective Services, Northwest Clean Air, Skagit Domestic Violence Prevention, Skagit County Children and Family Consortium, Brigid Collins, Safe Harbor, Friendship House, United General, and SeaMar's Farm Worker Health promotion.



## INCLUSIVE CLASSROOMS



SIHS has a long standing commitment to classrooms serving children with special needs in same environment and with the same rich individualized approach to education and care as all children in the program. Supporting that work means deep, collaborative relationships with the Part C and Part B providers in all counties we serve. In many classrooms, District and Part C providers serve as co-teachers, assistant teachers or instructional aides in the regular staffing patterns. Additional services are provided by therapists who visit the classrooms to support children's IEPs or IFSPs as needed. Our collaborations include not only our work with children and families but our staff joint trainings and professional development. This year we had an opportunity to help offer ideas and suggestions to the Disability Policy Analyst for the National Center on Quality and Teaching. SIHS was used as an Inclusion Exemplary to support the **Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs**. This policy

expectation for high-quality inclusion in early childhood programs; highlights the legal and research base for inclusion; provides recommendations to States and local programs and providers for increasing inclusive early learning opportunities for all children; and links to free resources for States, local programs and providers, and families that have been developed to support inclusion of children with disabilities in high-quality early education programs

# AGENCY'S EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN

Skagit/Islands Head Start & ECEAP (SIHS) works as a team with parents, staff and community members to establish school readiness goals, taking into consideration the Head Start Early Learning and Outcomes Framework (HSELOF), state guidelines, program data, community and self-assessment data, and specific needs of the population we serve, including dual language learners.

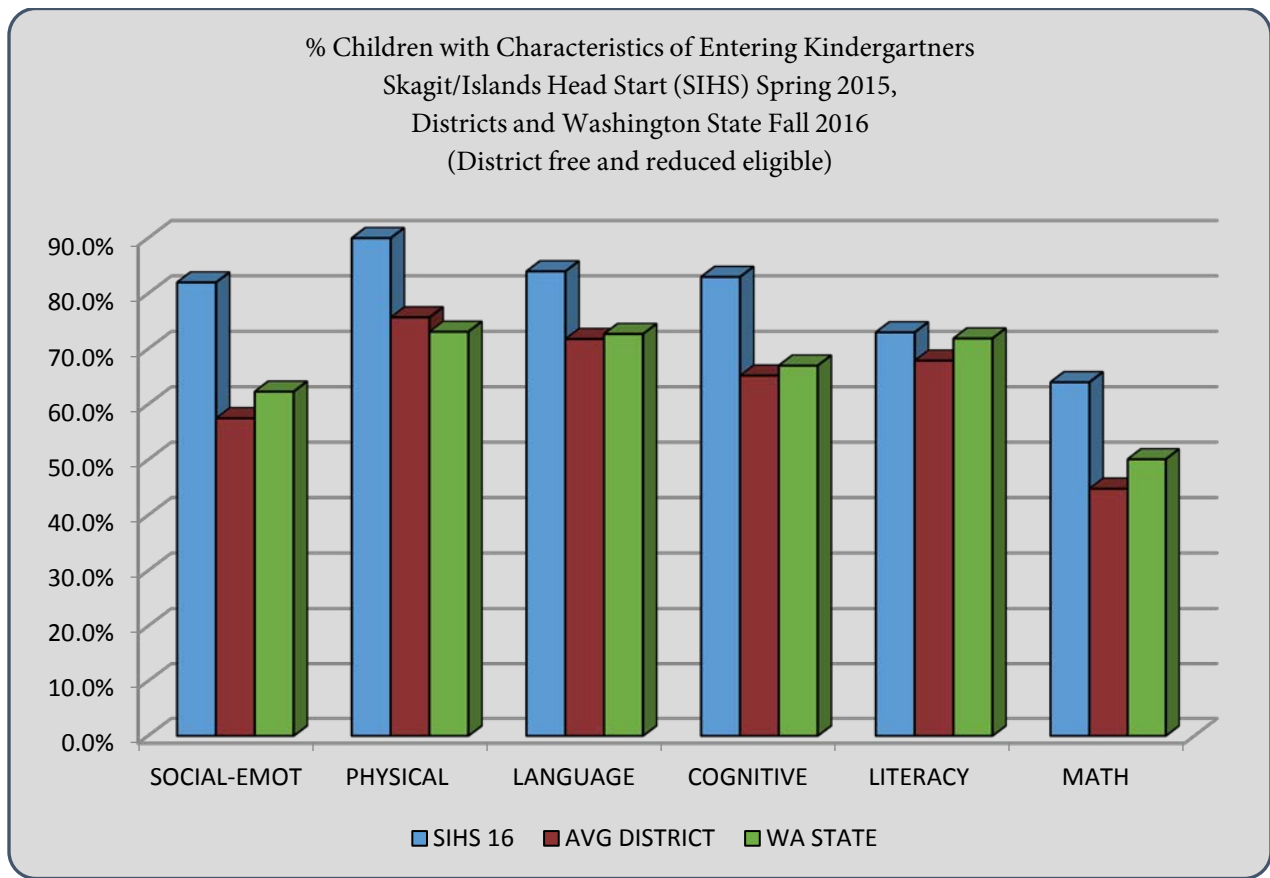
SIHS birth to five programming focuses on the domains of language & literacy, mathematics & science, physical development, social & emotional development, creative arts and approaches to learning. We use Teaching Strategies GOLD as an assessment tool to help teacher's measure children's progress toward their individual school readiness goals and to plan for continued learning that meets the needs of the entire class. Creative Curriculum is the foundational curriculum and promotes learning through structured and unstructured play opportunities.

The data our assessment provides has led us to explore professional development in the areas of Trauma Informed Practices and teaching strategies for increased social emotional development. This training will help teachers be prepared for the many challenges and barriers children face as they grow.

| School Readiness Goals   |  | % of children Meeting/Exceeding Widely Held Expectations |                                 |
|--|--|--|---------------------------------|
| <b>Physical Development:</b>   | <b>3 Year Old Target = 97 4 Year Old Target = 97</b> | <u>3 year olds</u><br><b>96</b>                          | <u>4 year olds</u><br><b>90</b> |
| 1. Children will maintain healthy and age appropriate physical well-being, including nutritional, oral, visual and auditory health.  |  | PIR DATA   | PIR DATA                        |
| 2. Children will demonstrate age appropriate traveling, balancing, and gross-motor manipulative skills and fine-motor strength and coordination.   |  | 96   | 90                              |
| <b>Social and Emotional Development</b>  | <b>3 Year Old Target = 94 4 Year Old Target =91</b>  | <b>94</b>  | <b>83</b>                       |
| 3. Children will develop healthy relationships and interactions with adults and peers.   |  | 95   | 87                              |
| 4. Children will be able to recognize and regulate emotions, attention, impulses, and behaviors  |  | 93   | 79                              |
| <b>Approaches to Learning:</b>   | <b>3 Year Old Target = 97 4 Year Old Target =95</b>  | <b>96</b>  | <b>90</b>                       |
| 5. Children will display an interest in varied topics and activities, a desire to learn, creativity, cooperation and independence in learning  |  | 96   | 90                              |
| <b>Language and Literacy</b>   | <b>3 Year Old Target = 87 4 Year Old Target=91</b>   | <b>92</b>  | <b>82</b>                       |
| 6. Children will demonstrate age appropriate understanding and usage of language   |  | 90   | 84                              |
| 7. Children will demonstrate understanding and get meaning from stories. They will understand the connections between written and spoken words.  |  | 95   | 89                              |
| 8. Children will demonstrate age appropriate awareness of the names and sounds of letters. Children will demonstrate emerging skills to communicate through written representations, symbols and letters |  | 91   | 73                              |
| <b>Cognition &amp; General Knowledge</b>   | <b>3 Year Old Target=88 4 Year Old Target=81</b>     | <b>92</b>  | <b>68</b>                       |
| 9. Children will be able to recognize, understand, and analyze a problem and draw on knowledge or experiences to seek solutions to a problem   |  | 96   | 83                              |
| 10. Children will understand that numbers represent quantities and have ordinal properties   |  | 86   | 59                              |
| 11. Children will understand shapes, their properties and how objects are related to one another   |  | 87   | 78                              |
| 12. Children will understand comparisons between objects. They will use standard and nonstandard techniques and tools to measure and compare   |  | 99   | 51                              |

In order to evaluate how our outcomes compare to children in our service area entering kindergarten, we look at Office of Superintendent of Public Instruction (OSPI) data collected via WaKIDS. OSPI categorizes domains differently than does the Head Start reporting tool shown above, as a result data in the following chart is aggregated differently than in the chart above. The following chart includes OSPI, state level, WaKids data for fall of 2016, (entering kindergarten for 16-17). SIHS data shows outcomes for the four year olds in SIHS in the spring of 2015, (exiting Head Start 15-16). The second column averages the data for the seven school districts with whom we collaborate. Statewide outcomes of entering Kindergarten WaKids for fall of 2016 is also shown.

In all cases, the six domains are shown using the same 20 objectives of Teaching Strategies GOLD used in the WAKids evaluation. All SIHS GOLD users are rated as reliable. Characteristic of Entering Kindergartners is defined in all cases as any child who scores at the point where the blue and purple bands meet or above. The chart shows the SIHS data and OSPI data for children eligible for free or reduced lunch children. Head Start income eligibility is 100% of federal poverty, much lower than the free and reduced eligible guidelines



# PARENT ENGAGEMENT ACTIVITIES



In keeping with our mission supporting lifelong learning, SVC continued offering family life credit to EHS and HS parents this year. 364 parents enrolled and 54 of those parents began taking other courses at SVC. Parents and guardians continue to attend program activities and be engaged in supporting the progress of their children. Parents are the drivers of developing center yearly plans with the support of program staff, based on their interests and needs.

Jenny Goforth from WSU's Skagit extension campus (and Finney Farm) conducted cooking classes and gardening projects at centers. Farmer Dan from the Skagit Valley Food Co-op did

presentations and garden projects at several centers. Em Beals from 5 B's bakery and our nutritionist, Dr. Lou Kupka Schutt, conducted cooking classes along with grocery tours with parents. Father and male involvement activities were held at many centers. Through United General Hospital, several staff members were trained to facilitate the Incredible Years parenting classes and successful classes were held in several communities. We sent many parents to the Early Learning Connections Conference at SVC on March 19<sup>th</sup>, 2016. We held a family soccer night at SVC in May 2016. The SVC outreach team and student leaders attended the event to promote higher education opportunities to parents and join in the fun with the children. Our mental health consultants facilitated a number of trainings along with providing individual consultations.

We contracted with CCR Analytics to measure our program's impact through family engagement. They did our data analysis of fall intake and spring outcome surveys completed by parents. The surveys are aligned with the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework. 97% of our parents reported that the program was very helpful in helping their children. 85% reported the program was very helpful in helping their family. The program's support in the area of Families as Learners had a statistically significant positive impact on the Cognitive, Language, Mathematical, Social Studies and Physical development of children. Support in the area of Parent Child Relationships had a positive impact on English Language Acquisition and Literacy and support in the area of Families as Advocates and Leaders had a positive impact on Science and Social Studies child outcomes.



# ADVOCACY DAY

We had a very engaged policy council for 2015/16. Our chairperson and vice-chairperson were selected into the parent ambassador program run by the Washington State Association of Head Start and ECEAP for the 2015-2016 program year. Head Start parents and members of our Policy Council attended Advocacy Day in Olympia in February allowing parents an opportunity to engage directly with their elected officials and to personally experience the political process.



# FISCAL INFORMATION

## Funding 2015-16

|                                       |                     |
|---------------------------------------|---------------------|
| ACF-Head Start/Early Head Start Grant | \$ 4,178,682        |
| Rollover funds from 14-15             | \$ 204,434          |
| Onetime funding for emergency repair  | \$ 32,842           |
| <b>Total ACF Grants</b>               | <b>\$ 4,415,958</b> |
| Non-Federal Share                     | \$ 1,109,678        |
| Mini-Grants/donations                 | \$ 10,750           |
| La Conner ECEAP                       | \$ 168,613          |
| USDA Reimbursement                    | \$ 188,068          |
| <b>Total</b>                          | <b>\$ 5,893,067</b> |

### Explanation of budgetary expenditures and proposed budget for the 2016 fiscal year:

|                                       |         |                     |
|---------------------------------------|---------|---------------------|
| ACF-Head Start/Early Head Start Grant |         |                     |
| Breakdown per program                 | PHS     | \$ 3,012,137        |
|                                       | EHS     | \$ 1,176,612        |
|                                       | PHS TTA | \$ 35,103           |
|                                       | EHS TTA | \$ 28,895           |
| Subtotal                              |         | \$ 4,252,747        |
| ECEAP                                 |         | \$ 168,613          |
| <b>Non-Federal Share</b>              |         |                     |
| Breakdown per program                 | PHS     | \$ 761,902          |
|                                       | EHS     | \$ 301,465          |
| Subtotal                              |         | \$ 1,063,367        |
| <b>Total Funding for 2016-17</b>      |         | <b>\$ 5,484,727</b> |

## Results of Most Recent Review by Secretary and Financial Audit

The Washington State Auditor's Office fiscal audit of Head Start conducted in September of 2014 reported no fiscal findings for Skagit/Islands Head Start.

The Administration for children and Families (ACF) conducted a Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) review February 2, 2015 to February 6, 2015. No areas of noncompliance were found during the course of the review.

The ACF conducted a review of Environmental Health and Safety during the week of March 23, 2015. There were no areas of noncompliance.

A Classroom Assessment Scoring System (CLASS) review was conducted by ACF during the week of April 27, 2015. The program exceeded all threshold expectations set by the Head Start Act and scored above the bottom 10% of all national programs, another cutoff criteria established by the Act. On a 1 to 7 scale, the Emotional Support Domain scored 6.1607; Classroom organization scored 5.9206; and Instructional Support scored 2.8889.

During the week of March 28, 2016 the ACF review of Comprehensive Services and School Readiness was conducted with no areas of noncompliance identified.

During the week of May 30, 2016 an ACF review of Governance and Leadership was conducted with no areas of noncompliance identified.

# OUR DONORS

Skagit/Islands Head Start is deeply grateful to our 2015-16 donors who supported our work with children and families, including:

Alisha LaBane  
 Anne Braaten  
 Anonymous (through San Juan Islands Community Foundation)  
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 Children's Museum of Skagit County  
 Christy Clark  
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 Dick and Irene Simpson  
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 Dr. Darcie Morris  
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