



PROGRAM YEAR 2011
August 1, 2010 – July 31, 2012
ANNUAL REPORT

OVERVIEW OF PROGRAM'S FUNCTION AND PURPOSE

Edmonds Community College - Snohomish County Head Start & Early Head Start (SCHS & EHS) is a federally funded grant program whose goal is to promote school readiness of low-income parents and their children ages birth to five by enhancing children's cognitive, social and emotional development. The most important element in achieving and maintaining goal success are the Parents.

Working in partnership with each Parent and Parent groups, SCHS & EHS provides

- learning environments that supports children's growth in the following domains: language and literacy, cognition and general knowledge, physical development and health, social and emotional development and approaches to learning.
- comprehensive services that include health, nutrition, social, and other services determined to be necessary by a family needs assessments, and
- services that are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

EdCC's Head Start and Early Head Start program serves 540 infants through five year olds

- 491 - three to five year olds in 28 classes, 4 hours a day, Monday-Thursday, September-May in centers in Monroe, South Everett/Mukilteo, and Edmonds/Lynnwood/Mountlake Terrace. There are three Head Start classes housed at EdCC-Center for Families (CFF). One of the three CFF Head Start classes is a collaborative class with 15 dually enrolled preschoolers.
- 19 at three to five year olds dually enrolled in a 6+ hour Head Start class embedded in a full day childcare class, Monday-Friday, year round at Housing Hope Tomorrow's Hope Child Care Center
- Early Connections Learning Center (ECLC) decided not to continue with our contract to provide Head Start educational services to 13 children who would be dually enrolled in both programs. The reason given was the difficulty in maintaining consistent enrollment with inconsistent childcare funding. The 13 slots were absorbed into SCHS classes bringing class size up to 19 children.
- 30 infants and toddlers living in the City of Everett in a home-based, year round program.

SCHS & EHS grant funds 70 classified, 12 exempt and 17 hourly employees at 12 work locations throughout Monroe, Everett, Mukilteo, Mountlake Terrace, Edmonds, and Lynnwood: two locations are in partnership with the Housing Authority of Snohomish County, two locations are in partnership with Edmonds School District, and one location in partnership with Center for Families-EdCC.

FISCAL

The Office of Head Start (OHS), within the Administration of Children and Families of the Department of Health and Human Services, awarded EdCC the Head Start/Early Head Start grant to provide Head Start services in Snohomish County and Early Head Start services within the City of Everett. Services must meet the Head Start Performance Standards and be in accordance with the Head Start Act of 2007.

EdCC grant award for Program Year 2011 (8/1/2011–7/31/2012) was

Head Start	\$ 4,950,144
Early Head Start	\$ 386,991
HS Training	\$ 49,784
<u>EHS Training</u>	<u>\$ 9,675</u>
	\$ 5,369,594



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SCHS & EHS Food Service program has a Central Kitchen that provides enrolled children breakfasts, lunches and snacks. A contract with USDA – Child and Adult Food Care Program reimburses the program on per child/per meal formula. The reimbursement generates an estimated \$ 212,987 or 48% of the meal service cost.

The Federal government funds only 80% of the cost of a HS or EHS program. The remaining 20% must come from the community in the form of non-federal share. For SCHS & EHS that amount is \$ 1,349,149. The total project cost of EdCC's SCHS & EHS services for Program Year 2011 was \$6,958,730.

Facts about Program Year fiscal –

- Budget Non-Federal Share
Submitted request to waive \$180,111 of our required NFS \$1,349,149. It was granted.
 - Reason – commercial real estate property values did not rebound to pre-2010 values. In 2010, our leased property was valued at \$733,895. The same property in 2011 assessed at \$582,718.
 - Leadership Council, in efforts to increase non-federal share, challenged parents to increase their volunteering time resulting in parent volunteer hours going from 20,588 in PY 2010 to 18,269 in PY 2011. Leadership Council also increased their hours from 571 in PY 2010 to 593 in PY 2011.
- Budget: Personnel and Operation
Continued refinement of projected planning, timely reconciliation, and shortening the life of a PA contributed to
 - having an aggregate fund total of less than \$5,800 dollars that needed to be carried over into PY 2012..
 - Purchasing replacement inventory third quarter (February-April) for classrooms, offices, and technology

Edmonds Community College -
Snohomish County Head Start Early Head Start
 Year-To-Date Summary by Funds

PY 2011 FINAL BUDGET REPORT for Pers + Ops + Adm+ NFS		Report date: 29-Oct-12		Report period 8/1/2011 to 7/31/2012		% year left	100%	
						% funds left	0%	
REVENUE								
FUND ACCOUNTS		Head Start	Early Head Start	Head Start - Training	Early Head Start - Training	USDA	TOTALS	
Funding - continuing		4,950,144	386,991	49,784	9,675		5,396,594	
Funding - reimbursed						212,987	212,987	
Total Funds		4,950,144	386,991	49,784	9,675	212,987	5,609,581	
Beg Bal.	Line Items	EXPENSES					YTD Totals	%age
4,333,359	Personnel	3,978,993	272,574	32,155	-	49,637	4,333,359	100.0%
	YTD Total Spent	3,978,993	272,574	32,155		49,637	4,333,359	100.0%
	Remaining Balance	-	-	-	-	-	-	
1,276,222	Operation	971,151	114,417	17,629	9,675	163,350	1,276,222	100%
	Service Budgets	Year to date actual expenses (+) projected known expenses =					TOTALS	
126,178	Education & Disability	109,677	1,975	12,819	1,706		126,177	100.0%
409,445	Facility & Fleet	349,347	60,098				409,445	100.0%
169,457	Food	5,766	341			163,349	169,457	100.0%
38,569	Health & Family	21,203	7,234	2,311	7,821		38,569	100.0%
28,226	Leadership Council	27,491	735				28,226	100.0%
420,487	Organizational	382,653	35,187	2,499	148		420,487	100.0%
83,860	Technology	75,014	8,845				83,860	100.0%
1,276,222	YTD Total Spent	971,151	114,417	17,629	9,675	163,349	1,276,222	100.0%
	Remaining Balances:	(0)	0	0	0	0	0	
SUMMARY								
	YTD Total Personnel	3,978,993	272,574	32,155	-	49,637	4,333,359	
	YTD Total Operations	971,151	114,417	17,629	9,675	163,349	1,276,222	
	YTD Total Spent/Encumbered	4,950,144	386,991	49,784	9,675	212,986	5,609,580	
	Remaining Balances	(0)	0	0	-	0	0	
	%age Remaining	0%	0%	0%	0%	0%	0.0%	
Administrative Costs		HS	EHS				YTD Total	
	YTD Ops + Pers Admin costs	690,818	51,657				742,475	
	NFS admin cost claimed	91,621	5,435				97,056	
	YTS Total Admin costs	782,439	57,092				839,531	
	YTD Admin %age of TPC	12.6%	11.8%				12.4%	
Year to Date total USDA reimbursements		\$ 212,987		YTD no claimed USDA m/s		YTD adults + child meals/snacks served: claimed + unclaimed		
	YTD # of HS/EHS children claimed USDA reimbursable snacks	24,173		# adults		24,529		
	YTD # of HS/EHS claimed children USDA reimbursable meals	78,047		# children		5,261		
	YTD total number claimed of USDA reimbursable meals/snacks	102,220		T. Non-USDA		29,790		
PY 2011 NON-FEDERAL SHARE		PY 2011 Required Non-Federal Share (In-Kind) amount				1,169,038	revised	
		Year to date total NFS (in-kind) accrued				1,169,038		
		YTD Percentage earned				100.0%		
		Remaining amount still needed				0		
		NFS (in-kind) in reserves				172,331		

PY 2011 NFS Budget		PY 2011 NFS required amount		1,349,149
		Waiver approved reducing NFS by		(180,111)
		PY 2011 revised NFS total required		1,169,038
<i>I. Parent and Community Volunteers</i>		<i>Salary + Benefits</i>	<i># Hours</i>	<i>Federal \$</i>
				<i>NFS Total</i>
A. Teacher Aide HS Classroom	19.67	17,120		336,745
B. Teacher Aide EHS home visits	19.67	1,149.3		22,606
E. Office work - varies	18.61	8		149
F. Leadership Council, comm. meetings	75.00	593		44,438
G. Other service areas				
<i>Volunteer sub-total</i>				\$ 403,938
<i>II. School district special services</i>		<i>Salary + Benefits</i>	<i># Hours</i>	<i>Federal \$</i>
				<i>NFS Total</i>
<i>Educational services</i>				
*** Special Ed Teacher	\$ 57.59	127		7,314
Para-educator/Aide (AA degree = ECPSp2)	\$ 24.66	162		3,995
<i>Communication services</i>				
* Speech/Language (CDSpc, pathologist)	\$ 66.18	134		8,869
Lang/literacy development	\$ 57.59	25		1,440
** Audiologist, Hearing Therapist	\$ 44.23			
Interpreters/translators	\$ 48.07			
<i>Developmental Services</i>				
* Physical therapist	\$ 69.26	2		139
* Physical therapist assistant	\$ 42.28			
* Occupational Therapy	\$ 61.27	2		
* Occupational Therapy assistant	\$ 47.14			
* LEA School Psychologist	\$ 75.72	37		2,802
* Child/family School Social Worker	\$ 39.92			
<i>Other</i>				
<i>School district special services total</i>				\$ 24,557
<i>V. Collaborative Services</i>		<i>Salary + Benefits</i>	<i>Hrs/ mon</i>	<i>Federal \$</i>
				<i>NFS Total</i>
LRSH - Certified Special Education Teacher	\$ 31.43	55		1,729
LRSH - Bi-Lingual Team Family Resource Coordinator	\$ 21.11	55		1,161
EdCC - Parent ESL Instructor	\$ 92.20	476		43,887
EdCC Technology support				
CFF/HS collaborative teacher:	\$ 3,196.52	9.5		30,367
Other				
<i>Collaborative Services Sub-Totals</i>				\$ 77,144
<i>II. Professional Services</i>		<i>Professional Rate</i>	<i>Hours</i>	<i>Federal \$</i>
				<i>NFS Total</i>
A. Health Advisory Committee	Varies	8.5	0	2,393
B * Dentist	\$ 136.21			
C. * Dental hygienist	\$ 77.63			
D. Doctor	\$ 500.00	6	0	3,000
E. * Nurse RN	\$ 69.21			
F. * Nurse LPN	\$ 39.98			
G. Registered Dietician	\$ 55.00			
H. Trainers and consultants	Varies	57	0	3,500
I. * Librarian	\$ 56.77			
J. * Social worker - not LEA or public health	\$ 42.60			
K. * Social worker - public health	\$ 50.19			
L. Others	Varies	30.25	0	3,137.00
<i>Professional Services sub-total</i>				\$ 12,030

Edmonds Community College-
Snohomish County Head Start Early Head Start

			PY 2011 NFS required amount		1,349,149
<i>III. Supplies, Durable Goods and Equipment</i>	<i>\$ value</i>		<i>Federal \$</i>		<i>NFS Total</i>
	530				530
<i>Supplies, Durable Goods, and Equipment sub-total</i>					\$ 530
<i>IV. Cash Donations</i>	<i>Actual \$</i>		<i>Federal \$</i>		
		0			
<i>Cash Donation sub-total</i>					0
<i>VI. Space, Buildings, Playgrounds and Land</i>	<i>Sq/ft yr or hrly rate</i>	<i># Sq Feet or # hours</i>	<i>Federal \$</i>		<i>NFS Total</i>
Conference room for meetings, trainings					
Space for child care					
A. North County	18.00	5,645	54,033		47,577
B. Monroe Center	18.00	2,840	1,200		49,920
D. South Everett Center	18.00	4,000	10,776		61,224
E. Centrepointe Green 11/2011	18.00	5,993	27,254		80,620
F. Whispering Pines Center	18.00	1,855			33,390
G. Cedar Valley Center	18.00	2,350			42,300
H. Alderwood Early Learning Center	18.00	2,487			44,766
I. 2 - CFF classrooms	18.00	3,850			69,300
J. Children's Village - Main Office, 11/2011	18.00	4,415	64,366		15,104
L. Central Kitchen 11/2011	15.00	3,121	28,932		17,883
M. CC centers for 19 HS, Tomorrow's Hope	18.00	1,500			27,000
N. 8th Avenue Center	18.00	7,300	66,700		64,700
<i>Space and Facilities sub-total</i>		45,356	253,261		\$ 553,784
<i>VIII. 15% Administrative cap on total project funds = 6,745,743</i>	<i>Re. balance available for NFS</i>	<i>Amount claimed</i>	<i>NFS adj. for Federal \$ paid</i>		<i>NFS Total</i>
<i>15% administrative cap on TPC = \$ 1,011,861</i>					
<i>(-) **** Actual administrative cost charged to grant leaves sum of</i>	269,387	97,056			97,056
	<u>Total</u>	<u>HS</u>	<u>EHS</u>		
<i>Administrative NFS claimed</i>	97,056	91,621	5,435		
Report date: October 29, 2012		<i>Year to Date NFS Total</i>			1,169,038
<i>Amount still needed</i>					0
<i>Amount in reserve</i>					172,331

References:

- * Snohomish County Business Journal (SCBJ) Market Facts 2012; The annual statistical profile of Snohomish Co.
- ** Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition
- *** Seattle-Tacoma-Olympia National Compensation Survey 2009
- **** Actual administrative costs charged to grant

PROGRAM YEAR 2011 GOALS, LONG-RANGE OUTCOMES, KEY STRATEGIES AND SCHOOL READINESS GOALS

Values Statement

We believe that the values we hold as an organization are the foundation for our vision, mission and goals.

❖ We value social responsibility and investment in society.

These are vital elements of Head Start's partnership with children and families. We commit by honoring diversity, teamwork, collaboration and cooperation within our organization and throughout our community.

❖ We value a strong code of ethics and honor.

We conduct ourselves with integrity, courage, and mutuality. We demonstrate respect, fairness, trust, honesty, courtesy, and an appreciation for diversity.

❖ We value the wellness of our Head Start and Early Head Start families, employees, and our community.

We promote a safe and healthy environment that provides opportunities for teamwork, and celebration of successes.

❖ We value the quest for learning.

We embrace change, adventure and variety as catalysts for learning. We demonstrate our commitment by creating opportunities that enhance our growth and development.

❖ We value excellence.

We cultivate creativity that is directed toward the enhancement of our organization's quality and effectiveness. We strive for excellence and celebrate our successes. We value our errors as opportunities for learning.

❖ We value leadership.

We foster an environment that promotes individual and civic responsibility through effective communication, critical thinking, collaborative problem solving, innovation and accountability.

❖ We value organizational growth and development.

We recognize that change is essential for organizational growth and achievement, and that change kindles both uncertainty and innovation. We anticipate change, and cultivate attitudes, skills, and knowledge that lead us in making responsible, relevant, forward-thinking decisions.

Organizational Vision

Our vision is to:

- Maximize our strengths and abilities to meet the emerging needs of children, families and communities.
- Expand services and create new delivery models.
- Develop a diversified monetary base enabling us to create new opportunities.
- Utilize resources to promote innovative collaborations and strategies.
- Broaden services to encompass families and children from prenatal to elementary school age.

Commitment to Families

Snohomish County Head Start & Early Head Start supports and values all families. We provide safe, accepting environments for our children and families that honors the uniqueness of each person and culture.

Mission Statement

Together with enrolled families, partners and communities, Edmonds Community College – Snohomish County Head Start & Early Head Start offers an expanding array of learning experiences and services to enhance self-determination, lifelong learning and leadership.

Goals

- ❖ All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school and life.
- ❖ Parents will be their child's first and best teachers helping their children "Learn to Learn"
- ❖ All parents will make choices that maintain the health and well-being of their family.
- ❖ SCHS and EHS will provide high-quality services by professionally trained staff.

Goal 1: All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school and life.

Long-Range Outcome

1a All children will achieve at least target levels in all educational outcomes, as measured by HS and EHS screening and assessment system.

Key Strategies

- i. Provide KRG classes to 4 year olds, who are going to kindergarten in the fall and have not met target in identified educational outcomes, for a minimum of 3 hours a day for a determined number of week days between June 16 and July 31.
- ii. Increase Head Start class time from 3.5 hours to 4 hours a day beginning Fall/2011.
- iii. Continue with the Vocabulary Project: 5 new words will be incorporated into weekly classroom curriculums expanding and strengthening vocabulary. The weekly classroom words will be sent home with definitions to assist parents in incorporating the words into their child's daily vocabulary.
- iv. Modify *Standards for Classroom* standardizing the fonts/print size used in the classroom and alphabets posted in all classrooms.
- v. Develop roving Aide position for each region to release the classroom teacher enabling the teacher to work with children individually and in small groups.

Goal 2: Parents will be their child's first and best teachers helping their children "Learn to Learn"

Long –Range Outcomes

2a Parent's child development knowledge will increase and they will gain new parenting skills and strategies.

Key Strategies

- i. Re-define PSS home visit activities to provide families with information on positive parenting skills and promotion of family mental wellness.

2b Parents will strengthen their understanding of how important they are to their child and their child's success in learning and school life.

Key Strategies

- i. LC develops 2 articles to be incorporated into the classroom monthly newsletter welcoming parents to HS/EHS and reviewing the importance of parental involvement in their child's educational experience.
- ii. Incorporate the concepts of school readiness and the importance of parental involvement in their child's educational life in all HS/EHS parent meetings, conferences and groups.
- iii. In classroom newsletters, teachers report on the monthly learning concepts and provide ideas on how the parents can re-enforce them at home with their children.
- iv. Teachers will create an assignment that will be done at home by the HS child and their parent(s). Assignment will be tied to the current classroom curriculum. The School to Home Work Project will occur two times per month. Children will have the opportunity to share their completed work with other children in the class in small or large groups.
- v. During the KRG series, provide KRG parents with a minimum of once a week learning group providing information that will augment what their child is learning participating in KRG.

2c Parents will integrate literacy activities into their family's life.

Key Strategies

- i. Offer on-site ESL classes for HS/EHS parents taught by EdCC ESL Instructor; class has established criteria for success measured by pre and post class survey tool.
- ii. At enrollment then in the middle and at the end of the school year, administer the Family Literacy Self Assessment Tool; individual results guide the parents in the discussion and development of the family's literacy goal(s).

Goal 3: All parents will make choices that maintain the health and well-being of their family.

Long Range Outcomes

3a Parents will make nutritious food choices, use healthy food preparation methods and become knowledgeable about basic food safety.

Key Strategies

- i. Incorporate health promotion nutrition guidelines into each PSS Head Start home visit and monthly with each EHS family.
- ii. Provide parents with the following workshops –
 - How to compost and explain why it's important to compost; and
 - How to garden in containers and/or small spacesLeadership Council is sponsoring these two (2) workshops that will be offered at a HS/EHS location that can support both adult workshop space and on-site child care.
- iii. HS and EHS centers gardening activities to be supported by the Educational budget.

3b Parents will exhibit problem-solving skills that result in choices that support the well-being of their family.

Key Strategies

- i. Continue to develop structured home visits with each parent on PSS assigned caseload focusing on but not limited to health, family literacy, child and life skill development.
- ii. Reframe the Parent Partnership Agreement to Family School Readiness Plan.
- iii. Assess parents' problem-solving/decision-making skills; based on the assessment provide information and strategies that strengthens the parents' skills in problem-solving/decision-making for themselves and their family.

- iv. PSS staff will work with families to improve their utilization of the health care system including the appropriate use of walk-in clinics and emergency rooms.
- v. Provide parents with a health workshop and learning materials that will strengthen their knowledge and skills in triaging their family's injuries and illnesses, deciding on care and use of walk-in clinics and emergency rooms; supplants one (1) scheduled CLC meeting. Trainers to be medical personnel.
- vi. PSS/PMs will work with the parents to develop strategies that reduce frequent family moves, mitigate the impact of frequent relocations on their children, and create stable family living environments.

3c Parents will increase their education and training

Key Strategies

- i. PSS will work with parents to access EdCC educational resources as a result of their FLED enrollment.
- ii. Explore Family Support Centers, service agencies, local/county/state services as a collaborative source for continuing education/GED classes for HS/EHS parents.

Goal 4: SCHS and EHS will provide high-quality services by professionally trained staff.

Long-Range Outcome

4a SCHS/EHS will provide staff and child care partners an integrated learning approach that strengthens job skills and knowledge.

Key Strategies

- i. By December 2011, PSS/EHS will receive training to improve their competence in establishing goals with families that are specific, measureable, with defined responsibilities, timelines and evaluation of status. Emphasis will be placed on the need of working goals with families throughout the PY that reflect the progress or goal outcome.
- ii. By December, Teachers and Parent Service Specialists will receive training on integrated services that emphasizes both the work individuals do on teams and demonstrates team integration toward a coordinated approach with the family.
- iii. PSS training on how to help educate families on the effects of homelessness and how frequent changes of living impact the security and well-being of children.
- iv. By December 2011, PSS/PMs will complete Interactive Homeless Lessons on the ELKC website.
- v. PSS/EHS training by community panel to provide staff with current housing status options and challenges in Snohomish County.
- vi. By December 2011, PSS /PM training in strategies to engage parents in goals related to continued education as well as resources that are available to assist in goal achievement.
- vii. PSS/EHS staff training to improve staff knowledge and skill from both a prevention and referral approach related to substance use/abuse, domestic violence and the impact on families, impact of domestic violence on families, and child physical, sexual abuse and neglect indicators.
- viii. By January 2012, PSS/EHS staff training to update them on current medical coverage for children, access to care barriers, and gaps in services for both adults and children.
- ix. Further refine existing process documenting Professional Development Hours by establishing a link to employees Professional Development Plans and Education Manager approval; design Planning Form for Professional Development Hour trainings that includes expected outcomes and classroom implementation plan.
- x. Explore available opportunities for all Education staff to receive the David Matteson training in the Early Literacy Continuum for reading and writing.

- xi. Train Education staff to Teaching Strategies Gold; plan for the ongoing support from Education Managers to maintain high rater reliability.
- xii. Develop a plan and implement training series for Family Services and Education/ Disability Managers and Directors in strength-based supervision and coaching.
- xiii. Design refresher trainings for Family Services and Education/Disability Managers and Directors on concept, roles and responsibilities of integrated service delivery.
- xiv. Provide opportunities for staff to acquire Spanish language knowledge and skills.
- xv. Design a system that results in teachers meeting the degree requirements in the Head Start Act of 2007.
- xvi. Train Teachers to strategies for use in the classroom.
- xvii. Working with the Teachers, design/implement an internal resource support network providing opportunities to share successes, classroom and small group strategies and problem-solve classroom management/curriculum issues.

MAJOR STRENGTHS AND CHALLENGES

Strengths

EdCC-Snohomish County Head Start & Early Head Start strengths are access to/support of College's services and resources; diversity of program services and options; community collaboration and support; diverse, dedicated, knowledgeable and skilled grantee and program staff; diversity and quality of early learning experiences and environments all contributing to the success of

- enhancing children's healthy growth and development,
- strengthening families as the primary nurturers of their children,
- providing children with educational, health and nutritional services,
- linking children and families to needed community services,
- ensuring a well managed program that involves parents in decision-making, and
- College assigned instructor to 2 hour, 4 days a week ESL/ELL class at HS center for enrolled parents. SCHS provided on-site childcare. 121 parents enrolled spread out over 2 classes per quarter = 6 classes. Average attendance fall-85%; attendance winter – 65%, and spring attendance 69%. On average, of those who attended, 50% fall quarter, 54% winter quarter and 63% spring quarter achieved significant language gains per CASAS testing. Five parents enrolled in EdCC ESL class for the summer of 2012.
- Provided on-site, Main Office, Spanish class for SCHS & EHS staff, over 3 quarters total average enrollment 11 of which average of 64% attended 63% of the classes.
- SCHS parents enrolled/earning credits in EdCC-Family Life Education – parent education class.
- SCHS & EHS and EdCC-Information/Technology Services partnership
- Joint Health Advisory Committee with County's state funded ECEAP program.
- Collaborative partnership with Little Red Schoolhouse that results in co-teacher EHS group socializations.

Challenges

- Impact of state and national decisions and legislation
- Insufficient facilities appropriate for child care or preschool programs
- Inadequate public transportation
- Lack of a statewide OSPI-Head Start special services memo of understanding
- Shrinking of community resources
- Inconsistent laws, regulations and rules across child care-early learning-public school systems

- Unfunded, under-funded or restrictive funded mandates
- Shortage of trained early learning/child development education staff In response to increased costs, flat or reduced funding, the struggle to thoughtfully reduce and/or restructure services while maintaining or trying to achieve best practices
- Mandatory personnel cost increases without additional funds to cover resulted in having to cut parents' ESL/ELL classes for PY 2012; did not have the funds to provide on-site childcare services for the parents who attended the class.
- Due to personnel cost increases, had to discontinue staff's Spanish class for PY 2012.

MEASURING SUCCESS

a) Learning and development – School Readiness

For a systematic, ongoing assessment, that provides valuable information on infants, toddlers and preschoolers' development and learning and helps inform curriculum planning and teaching across all domains of the Head Start Child Development and Early Learning Framework, SCHS used Teaching Strategies Gold (TSG). Teaching Strategies GOLD is used with Creative Curriculum and is based on 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework. Teaching Strategies GOLD is a bilingual tool, it offers teachers support for assessing the dual-language learners in their classrooms who are learning English and Spanish. TSG assessments occur three times a school year – fall, winter and spring.

Independent researchers found that Teaching Strategies GOLD (TSG) is a valid and reliable measure of child growth and development. The assessment system was normed so that teachers can use the results to understand how the scores of a particular child compare with the scores of children in a large, nationally representative sample. PY 2011 was the first year that our HS Education staff used TSG as our assessment tool. We started with Head Start with the target of moving the use of TSG into EHS PY 2012.

Assessing assessment results from PY 2010 (used the Developmental Continuum) with PY 2011 (Teaching Strategies GOLD) results was not possible. PY 2011 was the first year in collecting data to create a baseline for review.

HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK



Demographics - 4 year olds

32% Home language: English
 52% Home language: Spanish
 16% Home language: Other languages

PROGRAM YEAR 2011

September - May

Fall & Winter Outcomes - All 4 Year Olds

			Below		Meets		Exceeds	
			Fall	Spring	Fall	Spring	Fall	Spring
<i>Numbers are percentages</i>								
Essential Domain: APPROACHES TO LEARNING								
Domain elements		Persistence and attentiveness	45	5	52	65	2	30
		Initiative and curiosity	39	6	60	86	1	9
		Cooperation	30	3	60	46	10	51
Essential Domain: COGNITION AND GENERAL KNOWLEDGE								
Logic & Reasoning	Domain elements	Reasoning and problem-solving	52	8	47	68	1	24
		Symbolic presentation	26	2	71	62	3	36
Math knowledge and skills	Domain elements	Geometry and spatial sense	73	20	26	66	1	14
		Number concepts and quantities	65	16	32	57	3	27
		Number relationships and operations	60	14	38	64	2	22
		Measurement and comparison	61	16	39	77	0	6
		Patterns	45	3	52	84	3	13
Essential Domain: LANGUAGE AND LITERACY								
Literacy knowledge and skills	Domain elements	Phonological awareness	56	14	40	65	2	21
		Alphabet knowledge	47	11	47	60	6	30
		Print concepts and conventions	43	5	56	85	1	10
		Book appreciation and knowledge	34	4	64	75	2	20
		Early writing	29	4	70	85	1	12
Language development	Domain elements	Expressive language	48	10	50	65	2	25
		Receptive language	39	5	61	93	0	2
Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH								
Domain elements		Health knowledge and practice	45	8	54	90	0	2
		Gross motor skills	41	4	59	94	0	2
		Fine motor skills	40	6	60	88	0	6
Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT								
Domain elements		Emotional and behavioral health	65	16	30	45	5	39
		Social relationships	47	8	44	49	8	43
		Self-concept and self-efficacy	45	8	54	90	0	2
		Self-regulation	41	8	57	78	2	14

ORGANIZATIONAL GOAL 1 All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school and life.
Long range outcome: All children will meet or exceed expectations in all educational outcomes, as measured by HS and EHS screening and assessment system

ORGANIZATIONAL GOAL 2 Parents will be their child's first and best teachers helping their children "Learn to Learn".
Long range outcome: Parents will strengthen their understanding of how important they are to their child and their child's success in learning, school, and life.

ASSESSMENT RESULTS

Assessment data collected 3 times a school year using TS Gold from all children. Data reported from 4 yrs enrolled since the beginning of school year.

	Domain Element	Domain	Essential Domain
F 11	Persistence and Attentiveness	Approaches to Learning	Approaches to Learning
W11			
S 12			

Results by enrolled 4 yr old home language

32% of 4 yo spoke English of those	Fall 2011	<u>Winter 2011</u>	<u>Spring 2012</u>
52% of 4 yo spoke Spanish of those	33% were below expectations	12% were below expectations.	6% were below expectations
16% 4 yo olds spoke Other Languages of those	42% were below expectations.	10% were below expectations.	3% were below expectations
	38% were below expectations.	10% were below expectations	7% were below expectations

PRE-K ALIGNMENT

All school districts in the SCHS-EHS service area follow Washington State Early Learning and Development Guidelines supplanting the Benchmarks as of 4/2012. Washington State Early Learning and Development Benchmarks (aka Kindergarten Learning Standards by TS Gold) align with TS Gold objectives. TS Gold objectives are alignment with HS essential domains. The following Benchmarks align with HS essential domain/domain/domain element

- K.5.A Identify the question(s) asked in a problem
- K.5.B Identify the given information that can be used to solve a problem
- K.5.C Recognize when additional information is required to solve a problem
- K.5.D Select from a variety of problem-solving strategies and use or more strategies to solve a problem
- K.5.E Answer the question(s) asked in a problem
- K.5.F Describe how a problem was solved
- K.5.G Determine whether a solution to a problem is reasonable
- K-1 APPC A problem may have more than one acceptable solution
 - Develop two possible solutions to solve a simple problem
- K-1 APPD Counting, classifying, and measuring can sometimes be helpful in solving a problem
 - Apply the abilities of counting, measuring, and classifying to solving a problem
- EALR1: The student uses listening and observations skills and strategies to gain understanding*
- 1.1 Uses listening and observation skills and strategies to focus attention and interpret information
- 1.1.1 Understands how to adapt attentive behavior to accommodate the listening situation
 - With teacher prompt, adapts listening behavior to attend to a task
 - Attends to the task in group activities
 - Responds to verbal and nonverbal cues associated with the situation

PRE-K ALIGNMENT, continued

- 2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks
- 2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting
 - Shares own ideas
 - Demonstrates conversation skills

SCHOOL READINESS GOAL

Children will demonstrate interest in varied topics and activities, desire to learn, creativeness and independence in learning

SRG Objectives for LEARNING ENVIRONMENTS - CLASSROOM AND HOME			
Who	Action	Frequency	Outcome
Ts	Create home assignments tied to classroom curriculum	Twice a month - October to May	Strong learning partnerships with parents strengthening learning link between home and school.
Ts	Write a School Readiness Goal selected from 1 of the 5 program's SRG goals, record in Study/Project Focus area of the Lesson Plan	Twice a month - October to May	Children meet or exceeds expectations for their age by end of school year.
Ts	Report on SRG activities in the classroom newsletter including how parents can reinforce learning at home	Once a month - October to May	Strong learning partnerships with parents strengthening learning link between home and school.
EdM	Research educational materials to determine if more tools are needed to achieve TS Gold goal.	Twice a school year by 12/3 and 3/31	Classrooms contain educational materials necessary to continually challenge children in their learning.
EDD	Purchase educational materials that addresses designated TS Gold success criteria	Twice a school year by 12/3 and 3/31	

SRG Objectives for PROFESSIONAL DEVELOPMENT			
Who	Action	Frequency	Outcome
EdM	Implement CLASS observation tool	Twice a school year by 12/1 and 3/31	Increase and strengthen effective teaching strategies with children.
EdM	Review curriculum resources with teachers	Once per school year then as needed	Familiarity of available program resources that supports existing curriculum
EdM	Focus on CLASS observation results during teacher coaching sessions	Coaching sessions minimum of 6X a year	Increase and strengthen effective teaching strategies with children.

Criteria for Success - TS Gold

11. Demonstrates positive approach to

11.a Attends and engages

11.d Shows curiosity and motivation

11.e Shows flexibility and inventiveness in thinking.

Criteria for Success

Teachers score 5 and above in CLASS areas of Quality of Feedback, Language Modeling, Concept Development.

Resources listed on the Lesson plans

Teachers score 5 and above in CLASS areas of Quality of Feedback, Language Modeling, Concept Development.

SCHOOL READINESS GOAL

Children will demonstrate interest in varied topics and activities, desire to learn, creativeness and independence in learning

SRG Objectives for HEALTH AND FAMILY SERVICES			
Who	Action	Frequency	Outcome Criteria for Success
PSS	Collaborate with Teachers on SRG goals established by teacher with parents.	At beginning of PY 2012-2013 , informal discussions and School Readiness Team meetings.	Coordinated strategies to achieve children's SRG goals at home and in the classroom. Increase in TS Gold scores.
SRG Objectives for ADMINISTRATIVE/ORGANIZATIONAL SERVICES			
Who	Action	Frequency	Outcome Criteria for Success
MT	Develop staffing model that increases teacher planning time	Weekly, maintain throughout the 2012 school year	Uninterrupted time working on analysis, plans, and updates Increase teacher planning time by 5 hours per week
MT	Develop classroom staffing design that increases the frequency and quality of teacher directed learning.	Daily, maintain throughout the 2012 school year	Teachers engage individual children and small groups in planned, directed educational activities Increase of children's assessment scores in the designated TS Gold Success areas
MT	Develop strategy to increase EdM-Ed staff individual coaching time.	Monthly to 6 weeks, maintain throughout the 2012 school year	Education staff exhibits increased skills in providing challenging learning environments, experiences. Teachers score 5 and above in CLASS areas; <1 in Negative Classroom Environment

ORGANIZATIONAL GOAL 1 All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school and life.

Long range outcome: All children will meet or exceed expectations in all educational outcomes, as measured by HS and EHS screening and assessment system

ORGANIZATIONAL GOAL 2 Parents will be their child's first and best teachers helping their children "Learn to Learn".

Long range outcome: Parents will strengthen their understanding of how important they are to their child and their child's success in learning, school, and life.

ASSESSMENT RESULTS

Assessment data collected 3 times a school year using TS Gold from all children. Data reported from 4 yrs enrolled since the beginning of school.

	Domain Element	Domain	Essential Domain
F 11	Number Concepts and Quantities	Mathematics Knowledge and Skill	Cognition and General Knowledge

Results by enrolled 4 yr old home language
 32% of 4 yo spoke English of those
 52% of 4 yo spoke Spanish of those
 16% 4 yo olds spoke Other Languages of those

Fall 2011
 55% were below expectations.
 55% were below expectations.
 47% were below expectations.

Winter 2011
 16% were below expectations.
 27% were below expectations.
 16% were below expectations

Spring 2012
 17% were below expectations
 16% were below expectations
 15% were below expectations

PRE-K ALIGNMENT

All school districts in the SCHS-EHS service area follow Washington State Early Learning and Development Guidelines supplanting the Benchmarks as of 4/2012. Washington State Early Learning and Development Benchmarks (aka Kindergarten Learning Standards by TS Gold) align with TS Gold objectives. TS Gold objectives are alignment with HS essential domains. The following Benchmarks align with HS essential domain/domain/domain element

- K.1.B Read aloud numerals from 0 to 31
- K.1.C Fluently compose and decompose numbers to 5
- K.1.D Order numerals from 1 to 10
- K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set
- K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set
- K.1.G Locate numbers from 1 to 31 on a number line
- K.1.H Describe a number from 1 to 9 using 5 as a benchmark number

SCHOOL READINESS GOAL

Children will understand that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position on a list.)

SRG Objectives for LEARNING ENVIRONMENTS - CLASSROOM AND HOME			
Who	Action	Frequency	Outcome
TS	Create home assignments tied to classroom curriculum	Twice a month - October to May	Strong learning partnerships with parents strengthening learning link between home and school.
			Criteria for Success - TS Gold 20. Uses number concepts, operations 20a. Counts 20b. Quantifies

SCHOOL READINESS GOAL			
<i>Children will understand that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position on a list.)</i>			
<u>SRG Objectives for LEARNING ENVIRONMENTS - CLASSROOM AND HOME..continued</u>			
Who	Action	Frequency	Outcome
Ts	Write a School Readiness Goal selected from 1 of the 5 program's SRG goals, record in Study/Project Focus area of the Lesson Plan	Twice a month - October to May	Children meet/exceeds expectations for their age by end of school year.
Ts	Report on SRG activities in the classroom newsletter including how parents can reinforce learning at home	Once a month - October to May	Strong learning partnerships with parents strengthening learning link between home and school.
EdM	Review classroom inventory list	3x/school year after receiving TS Goal assessment results	Ensuring classroom environments are developmentally challenging
EdM	Research educational materials to determine if more tools are needed to achieve the TS Gold goal.	Twice a school year by 12/3 and 3/31	Classrooms contain educational materials necessary to continually challenge children in their learning.
EDD	Purchase ed. materials that addresses designated TS Gold success criteria	Twice a school year by 12/3 and 3/31	
<u>SRG Objectives for PROFESSIONAL DEVELOPMENT</u>			
Who	Action	Frequency	Outcome
EdM	Implement CLASS observation tool	Twice a school year by 12/1 and 3/31	Increase and strengthen effective teaching strategies with children.
EdM	Review curriculum resources with teachers	1X per year and as needed	Awareness of available resources within the program supporting existing curriculum
EdM	Focus on CLASS observation results during teacher coaching sessions	Coaching sessions minimum of 6X a year	Increase and strengthen effective teaching strategies with children.
<u>SRG Objectives for HEALTH AND FAMILY SERVICES.</u>			
Who	Action	Frequency	Outcome
PSS	Collaborate with Teachers on SRG goals established by teacher with parents.	At beginning of PY 2012-2013 , informal discussions and School Readiness Team meetings.	Coordinated strategies to achieve children's SRG goals at home and in the classroom.

Criteria for Success - TS Gold
20c. Connects numerals with their quantities
Continue with 20, 20a, 20b

Criteria for Success
Teachers score 5 and above in CLASS areas of Quality of Feedback, Language Modeling, Concept Development.
Resources listed on the Lesson plans

Criteria for Success
Teachers score 5 and above in CLASS areas of Quality of Feedback, Language Modeling, Concept Development.

SCHOOL READINESS GOAL

Children will understand that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position on a list.)

SRG Objectives for ADMINISTRATIVE/ORGANIZATIONAL SERVICES				
Who	Action	Frequency	Outcome	Criteria for Success
MT	Develop staffing model that increases teacher planning time	Weekly, maintain throughout the 2012 school year	Uninterrupted time working on analysis, plans, and updates	Increase teacher planning time by 5 hours per week
MT	Develop classroom staffing design that increases the frequency and quality of teacher directed learning.	Daily, maintain throughout the 2012 school year	Teachers engage individual children and small groups in planned, directed educational activities	Increase of children's assessment scores in the designated TS Gold Success areas
MT	Develop strategy to increase EdM-Ed staff individual coaching time.	Monthly to 6 weeks, maintain throughout the 2012 school year	Education staff exhibits increased skills in providing challenging learning environment, experiences.	Teachers score 5 and above in CLASS areas; <1 in Negative Classroom Environment

ORGANIZATIONAL GOAL 1 All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school and life.
Long range outcome: All children will meet or exceed expectations in all educational outcomes, as measured by HS and EHS screening and assessment system

ORGANIZATIONAL GOAL 2 Parents will be their child's first and best teachers helping their children "Learn to Learn".
Long range outcome: Parents will strengthen their understanding of how important they are to their child and their child's success in learning, school, and life.
Long range outcome: Parents will integrate literacy activities into their family's life.

ASSESSMENT RESULTS

Assessment data collected 3 times a school year using TS Gold from all children. Data reported from 4 yrs enrolled since the beginning of school.

	Domain Element	Domain	Essential Domain
F 11	Phonological Awareness	Literacy Knowledge and Skills	Language and Literacy
W11	Of all enrolled 4 year olds 50% scored below expectations in		
S 12	20% scored below expectations in 14% scored below expectations in		
	Results by enrolled 4 yo home language		
	32% of 4 yo spoke English of those	<u>Winter 2011</u>	<u>Spring 2012</u>
	52% of 4 yo spoke Spanish of those	14% were below expectations.	11% were below expectations
	16% 4 yo olds spoke Other Languages of those	25% were below expectations.	16% were below expectations
		49% were below expectations.	13% were below expectations

PRE-K ALIGNMENT

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- 1.1.2 Understand and apply phonological awareness and phonemic awareness
- Substitute auditorially one phoneme for another to make a new word
- Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt
- Manipulate and segment words orally by onset and rime

SCHOOL READINESS GOAL

Children will identify and discriminate the sounds of the words in oral language. This includes identifying and manipulating (blend, segment, delete) increasingly smaller units of sound within a word (rhyme, syllable, individual sound).

Who	Action	Frequency	Outcome	Criteria for Success - TS Gold
TS	Create home assignments tied to classroom curriculum	Twice a month - October to May	Strong learning partnerships with parents strengthening learning link between home and school.	15 Demonstrates phonological awareness 15a Notices/discriminates rhyme
SRG objectives for LEARNING ENVIRONMENTS - CLASSROOM AND HOME				

SCHOOL READINESS GOAL Children will identify and discriminate the sounds of the words in oral language. This includes identifying and manipulating (blend, segment, delete) increasingly smaller units of sound within a word (rhyme, syllable, individual sound).

SRG objectives for LEARNING ENVIRONMENTS - CLASSROOM AND HOME, continued			
Who	Action	Frequency	Outcome
TS	Write a School Readiness Goal selected from 1 of the 5 program's SRG goals, record in Study/Project Focus area of the Lesson Plan	Twice a month - October to May	Children meet / exceeds expectations for their age by end of school year.
TS	Report on SRG activities in the classroom newsletter including how parents can reinforce learning at home	Once a month - October to May	Strong learning partnerships with parents strengthening learning link between home and school.
EdM	Research educational materials to determine if more tools are needed to achieve the TS Gold goal.	Twice a school year by 12/3 and 3/31	Classrooms contain educational materials necessary to continually challenge children in their learning.
EDD	Purchase educational materials that addresses designated TS Gold success criteria	Twice a school year by 12/3 and 3/31	
SRG objectives for PROFESSIONAL DEVELOPMENT			
Who	Action	Frequency	Outcome
EdM	Conduct CLASS observation for Quality of Feedback, Language Modeling, Concept Development, Teacher Sensitivity; coach teachers based on results.	Twice a school year by 12/1 and 3/31	Increase and strengthen effective teaching strategies with children.
HFD	Provide PSSs and PMs with training on Family Literacy strategies, PLC curriculum	By Jan.2013 and 3x year	Increase strategies on working with parents in strengthening their family literacy habits
SRG objectives for HEALTH AND FAMILY SERVICES			
Who	Action	Frequency	Outcome
PSS, PMs	Implement Family Literacy Assessment with families	3 times a year - fall, winter and spring quarters	Increase parents knowledge of how literacy develops in children
PSS, PMs	Using Family Literacy Assessment results, develop Family Literacy goal supporting TS Gold Criteria for Success	By end of fall quarter, update as needed	Increase parents singing, rhyming and enjoying riddles with their children
PSS, PMs	Coordinate use of vocabulary words in the home; review, reinforce vocabulary words and parent PLC strategies with teachers.	At beginning and throughout PY 2012-2013.	Increase parent literacy skills supporting their child's literacy and language development
			Criteria for Success - TS Gold 15b Notices and discriminates alliteration 15c. Notices and discriminates smaller and smaller units of sound
			continue with 15, 15a, 15b, 15c
			Criteria for Success Teachers score 5 and above in CLASS areas of Quality of Feedback, Language Modeling, Concept Development and Teacher Sensitivity. A minimum overall increase of 25% in Family Literacy assessment scores
			Criteria for Success 100% of parents daily sing, play rhyming games and engage in riddles with their children
			Increased TS Gold outcome scores Minimum increase of 25% in Family Literacy assessment scores. Literacy goal(s) will reflect achieved outcomes.

SCHOOL READINESS GOAL *Children will identify and discriminate the sounds of the words in oral language. This includes identifying and manipulating (blend, segment, delete) increasingly smaller units of sound within a word (rhyme, syllable, individual sound).*

SRG objectives for ADMINISTRATIVE/ORGANIZATIONAL SERVICES			
Who	Action	Frequency	Outcome
MT	Develop staffing model that increases teacher planning time	Weekly, maintain throughout the 2012 school year	Uninterrupted time working on analysis, plans, and updates
MT	Develop classroom staffing design that increases the frequency and quality of teacher directed learning.	Daily, maintain throughout the 2012 school year	Teachers engage individual children and small groups in planned, directed educational activities
MT	Develop strategy to increase EdM-Ed staff individual coaching time.	Monthly to 6 weeks, maintain throughout the 2012 school year	Education staff exhibits increased skills in providing challenging learning environments, experiences.
			Criteria for Success
			Increase teacher planning time by 5 hours per week
			Increase of children's assessment scores in the designated TS Gold Success areas
			Teachers score 5 and above in CLASS areas; <1 in Negative Classroom Environment

ORGANIZATIONAL GOAL 1 All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school and life.
Long range outcome: All children will meet or exceed expectations in all educational outcomes, as measured by HS and EHS screening and assessment system

ORGANIZATIONAL GOAL 2 Parents will be their child's first and best teachers helping their children "Learn to Learn".
Long range outcome: Parents will strengthen their understanding of how important they are to their child and their child's success in learning, school, and life.
Long range outcome: Parents' child development knowledge will increase gaining them new awareness, skills and strategies.

ORGANIZATIONAL GOAL 3 All parents will make choices that maintain the health and well-being of their family.
Long range outcome: Parents will make nutritious food choices, use healthy food preparation methods and become knowledgeable about basic food safety.
Long range outcome: Parents will exhibit problem-solving skills that result in choices that support the well-being of their family.

ASSESSMENT RESULTS

Assessment data collected 3 times a school year using TS Gold from all children. Data reported from 4 yos enrolled since the beginning of school.

	Domain Element	Domain	Essential Domain
F 11	Health Knowledge and Practice	Physical Development and Health	Physical Development and Health
W11			
S 12			
<u>Of all enrolled 4 year olds</u>			
	65% scored below expectations in		
	34% scored below expectations in		
	8% scored below expectations in		
<u>Results by enrolled 4 yo home language</u>			
	32% of 4 yo speak English of those	<u>Winter 2011</u>	<u>Spring 2012</u>
	52% of 4 yo speak Spanish of those	32% were below expectations.	11% were below expectations
	16% 4 yo olds speak Other Languages of those	34% were below expectations.	5% were below expectations
		51% were below expectations.	10% were below expectations

PRE-K ALLIGNMENT

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Civics

1.2.2 Understands the purpose of rules in the classroom and school
 -- Explains that classroom rules are import to everyone can learn
 -- Explains that playground rules are important so everyone is safe

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community
 --Explains that there are rules to follow in the classroom and on the playground
 -- Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment

1.1.2 Applies the ideals of justice and fairness when making choices or decisions in the classroom or on the playground
 -- Uses the classroom rules when making choices about behavior in the classroom and on the playground
 -- Uses the ideal of fairness when sharing classroom supplies and playground equipment

PRE-K ALIGNMENT, continued

Social Studies Skills

- 5.2.1 Understands how to ask questions about the classroom and school community
 - Brainstorms questions about playground rules
- 5.1.1 Understands one's point of view
 - Explains one's point of view about a playground rule
 - 5.1.2 Evaluates the fairness of one's point of view
 - Determines one's point of view about a playground rule based on how fair it is to oneself and others
 - Determines how to share playground equipment fairly
- EALR2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes dimensions of health, recognizes stages of growth and development, reduces
- 2.1.1 Understands dimensions and indicators of health (emotional, physical, intellectual, and social)
 - Understands well and not well
 - 2.1.1 Understands dimensions and indicators of health (emotional, physical, intellectual, and social) continued
 - Discusses ways to care for body (skin, hair, teeth)
 - 2.3.1 Recognizes how to prevent or reduce the risk of contracting a communicable disease
 - Defines germ
 - Identifies basic hygiene techniques to reduce illness
 - Recognizes the role doctors and nurses play in keeping people healthy
- 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community
 - Recognizes abusive situations and how to get help
 - Identifies risky situations and how to get help while at school
- 3.1.1 Understands how family factors affect health
 - Describes healthy habits
 - Describes family

SCHOOL READINESS GOAL

Children will understand and practice health and safety habits including nutrition.

SRG objectives for LEARNING ENVIRONMENTS - CLASSROOM AND HOME			
Who	Action	Frequency	Outcome
Ts	Report on SRG activities in classroom newsletter including how parents can reinforce learning at home	1X a month	Strong learning partnerships with parents strengthening learning link between home and school.
Ts	Write a Kindergarten Readiness Goal, select from 1 of the 5 program's SRG goals, record in Study/Project Focus area on form	2X a month	Children meet expectations for age by end of program year.
FSM	Assists Teachers in making part of lunch a nutrition experience when appropriate	At least 3 x per program year when able	Children will help prepare part of their lunch to encourage tasting and build nutrition knowledge on healthy choices.
			Criteria for Success - TS Gold 1. Regulates own emotions and behaviors 1a. Manages feelings 1b. Follows limits and expectations 1c. Takes care of own needs appropriately

SCHOOL READINESS GOAL		<i>Children will understand and practice health and safety habits including nutrition.</i>	
EdM	Research educational materials to determine if more tools are needed to achieve the TS Gold goal.	2x/school year; by 12/3 and 3/31	Classrooms contain educational materials necessary to continually challenge children in their learning meeting TS Gold criteria.
EDD	Purchase ed. materials that addresses designated TS Gold success criteria	Twice a school year by 12/3 and 3/31	
SRG objectives for PROFESSIONAL DEVELOPMENT			
Who	Action	Frequency	Outcome
EdM	During coaching provide feedback on classroom observation; assist in strategy development to meet goals.	6 times per program year	Increase and strengthen effective teaching strategies with children.
SRG objectives for PROFESSIONAL DEVELOPMENT, continued			
Who	Action	Frequency	Outcome
EdM	Provide small group trainings focused on teachers needing additional educational strategies, as id. thru CLASS, to assist children meeting SRG goal.	As identified	Increase and strengthen effective teaching strategies with children.
PSS PMs	Staff training to increase knowledge and skills in promoting best practice health information.	By Jan.2013 and through consultation as needed with HFSD	Increase knowledge and skills in promoting child/family health through the use of best practice, standardized curriculum.
SRG objectives for HEALTH AND FAMILY SERVICES			
Who	Action	Frequency	Outcome
PSS PMs	Provide best practice health literacy information to parents during HV's using standardized curriculums that includes health, safety and nutrition.	Use during home visits	Parents' increased knowledge of health as exhibited by incorporating improved health and safety habits in their family's lives.
SRG objectives for ADMINISTRATIVE/ORGANIZATIONAL SERVICES			
Who	Action	Frequency	Outcome
MT	Develop staffing model that increases teacher planning time	Weekly, maintain throughout the 2012 school year	Uninterrupted time working on analysis, plans, and updates
MT	Develop classroom staffing design that increases the frequency and quality of teacher directed learning.	Daily, maintain throughout the 2012 school year	Teachers engage individual children and small groups in planned, directed educational activities
MT	Develop strategy to increase EdM-Ed staff individual coaching time.	Monthly to 6 weeks, maintain throughout the 2012 school year	Education staff exhibits increased skills in providing challenging learning environments, experiences.
		Criteria for Success - TS Gold	
		Teachers score 5 and above in CLASS areas of Concept Development, Environment and Teacher Sensitivity.	
		Criteria for Success - TS Gold	
		Increase in Teacher scores on CLASS in Concept Development and Teacher Sensitivity and Environment.	
		Improved health data as reported in Remedy, decrease in children's absences maintaining min 85% attendance, reduced HV cancellation	
		Criteria for Success	
		Improved health data as reported in Remedy, decrease in children's absences maintaining min 85% attendance, reduced HV cancellation	
		Criteria for Success	
		Increase teacher planning time by 5 hours per week	
		Increase of children's assessment scores in the designated TS Gold Success areas	
		Teachers score 5 and above in CLASS areas; <1 in Negative Classroom Environment	

ORGANIZATIONAL GOAL 1 All children will enter kindergarten healthy and emotionally, socially and cognitively ready to succeed in learning, school and life.
Long range outcome: All children will meet or exceed expectations in all educational outcomes, as measured by HS and EHS screening and assessment system

ORGANIZATIONAL GOAL 2 Parents will be their child's first and best teachers helping their children "Learn to Learn".
Long range outcome: Parents' child development knowledge will increase gaining them new awareness, skills and strategies.

ORGANIZATIONAL GOAL 3 All parents will make choices that maintain the health and well-being of their family.
Long range outcome: Parents will exhibit problem-solving skills that result in choices that support the well-being of their family.

ASSESSMENT RESULTS

Assessment data collected 3 times a school year using TS Gold from all children. Data reported from 4 yos enrolled since the beginning of school.

	Domain Element	Domain	Essential Domain
F 11	Emotional and Behavioral Health	Social and Emotional Development	Social and Emotional Development
W11			
S 12			
Results by enrolled 4 yo home language			
		Fall 2011	Winter 2011
	32% of 4 yo speak English of those	43% were below expectations.	20% were below expectations.
	52% of 4 yo speak Spanish of those	65% were below expectations.	24% were below expectations.
	16% 4 yo olds speak Other Languages of those	53% were below expectations.	24% were below expectations
			Spring 2012
			16% were below expectations
			16% were below expectations
			15% were below expectations

PRE-K ALIGNMENT

All school districts in the SChS-EHS service area follow Washington State Early Learning and Development Guidelines supplanting the Benchmarks as of 4/2012. Washington State Early Learning and Development Benchmarks (aka Kindergarten Learning Standards by TS Gold) align with TS Gold objectives. TS Gold objectives are alignment with HS essential domains. The following Benchmarks align with HS essential domain/domain/domain element

EALR1: The student uses listening and observations skills and strategies to gain understanding

1.1 Uses listening and observation skills and strategies to focus attention and interpret information

1.1.1 Understands how to adapt attentive behavior to accommodate the listening situation

- With teacher prompt, adapts listening behavior to attend to a task
- Attends to the task in group activities
- Responds to verbal and nonverbal cues associated with the situation

Civics

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community

- Explains that there are rules to follow in the classroom and on the playground
- Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment

1.1.2 Applies the ideals of justice and fairness when making choices or decisions in the classroom or on the playground

- Uses the classroom rules when making choices about behavior in the classroom and on the playground
- Uses the ideal of fairness when sharing classroom supplies and playground equipment

PRE-K ALIGNMENT, continued

Social Studies Skills

5.3.1 States own viewpoints and listens to viewpoints of others

- States own viewpoint on following classroom rules and listens to the viewpoints of classmates and teacher
- States own viewpoint in fairness and listens to the viewpoints of classmates and the teacher

SCHOOL READINESS GOAL

Children will demonstrate a healthy range of emotional expression and use positive alternatives to aggressive or isolating behaviors.

		<u>SRG objectives for LEARNING ENVIRONMENTS - CLASSROOM AND HOME</u>		
Who	Action	Frequency	Outcome	Criteria for Success - TS Gold
EdM	Research educational materials to determine if more tools are needed to achieve TS Gold goal.	Twice a school year by 12/3 and 3/31	Classrooms contain educational materials necessary to continually challenge children in their learning.	3. Children participate cooperatively and constructively in group situations. 3a. Balances needs and rights of self and others. 3b. Solves social problems.
EDD	Purchase educational materials that addresses designated TS Gold criteria for success	Twice a school year by 12/3 and 3/31		
		<u>SRG objectives for PROFESSIONAL DEVELOPMENT</u>		
Who	Action	Frequency	Outcome	Criteria for Success
EdM	CLASS observation for Quality of Feedback, Language Modeling, Concept Development, Teacher Sensitivity; coach teachers based on results.	Twice a school year by 12/1 and by 3/31	Increase and strengthen effective teaching strategies used by Teachers with children.	Teachers score 5 and above in CLASS areas of Quality of Feedback, Language Modeling, Concept Development and Teacher Sensitivity.
MHP	Observe all classrooms; provide Teachers with technical assistance in individual and classroom strategies; as needed provide training on topics	Minimum of 3 X per year and as needed.	Improve the quality of the social/emotional classroom environment by Teachers implementing effective teaching strategies with children	Teachers score 5 and above in CLASS areas of Emotional Support and Teacher Sensitivity
MHP	Coach PSS, PM in knowledge and skills in working with parents on promoting children's social and emotional health	Mental health consultation minimum 6x school year	Parents will have increased knowledge and strategies to promote the social and emotional health of their child.	Improved TS Gold scores By parent report: Social and emotional goals for their child are being achieved.
HFD	Train on the impact of trauma on a child's healthy development	Minimum of once a school year		

SCHOOL READINESS GOAL *Children will demonstrate a healthy range of emotional expression and use positive alternatives to aggressive or isolating behaviors.*

SCHOOL READINESS GOAL <i>Children will demonstrate a healthy range of emotional expression and use positive alternatives to aggressive or isolating behaviors.</i>			
<u>SRG objectives for HEALTH AND FAMILY SERVICES</u>			
Who	Action	Frequency	Outcome
PSS, PMS	Inform parents on areas of health that impact or influence child's behavior.	On each home visit, as needed	Promote resiliency in children and families.
	Inform parents of the impact of trauma on their child's healthy social and emotional development		
PSS	Collaborate with Teachers on social and emotional goals established by teacher with parents.	At beginning of PY 2012-2013 , informal discussions and School Readiness Team meetings.	Coordinated strategies to achieve children's social/emotional goals at home and in the classroom.
<u>SRG objectives for ADMINISTRATIVE/ORGANIZATIONAL SERVICES</u>			
Who	Action	Frequency	Outcome
MT	Develop staffing model that increases teacher planning time	Weekly, maintain throughout the 2012 school year	Uninterrupted time working on analysis, plans, and updates
MT	Develop classroom staffing design that increases the frequency and quality of teacher directed learning.	Daily, maintain throughout the 2012 school year	Teachers engage individual children and small groups in planned, directed educational activities
MT	Develop strategy to increase EdM-Ed staff individual coaching time.	Monthly to 6 weeks, maintain throughout the 2012 school year	Education staff exhibits increased skills in providing challenging learning environments, experiences.
			Criteria for Success
			Improved TS Gold scores
			Increase in TS Gold social-emotional scores.
			Criteria for Success
			Increase teacher planning time by 5 hours per week
			Increase of children's assessment scores in the designated TS Gold Success areas
			Teachers score 5 and above in CLASS areas; <1 in Negative Classroom Environment



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b) Quality of teacher-child interactions – School Readiness

Developmental theory and research suggests that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interaction and environments form the foundation for all learning in early childhood classrooms. CLASS™ (Classroom Assessment Scoring System) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS observations are key to developing useful professional development plans for education staff.

Research consistently demonstrates that children in classrooms with higher CLASS scores demonstrate more positive social and early academic development. The tool has also been used in classrooms with diverse populations. Findings from the National Center for Early Development and Learning (NCEDL) suggest that CLASS functions well as an assessment of the quality of teacher-child interactions in classrooms with language diversity, and that CLASS predicts gains in the school readiness skills of children who are dual language learners (DLL) (Downer, 2011).

CLASS observations can be used by SCHS * EHS on at least three different levels:

1. for monitoring purposes, such as the program's yearly self-assessment;
2. for program planning and evaluation, such as when program conducts their own classroom observations to evaluate quality or plan professional development;
3. for assessment of individual classrooms, as part of the education's staffs individualized professional development planning.
4. for development of education staff's professional development training plan

Our Federal Review PY 2010 (Spring 2011) CLASS scores and our PY 2011 scores were

<u>The results</u>	Emotional support	Classroom organization	Instructional support
PY 2010 (Spring 2011)	5.3	5.6	2.6
PY 2011 (Spring 2012)	5.9	5.4	4.0

Minimum CLASS scores needed to see gains in a child's development: 5.0, 5.0, and 3.0 respectively.

Based on these scores, we decided to do an intensive CLASS training project for PY 2012.



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c) Program Information Report (PIR)

The Office of Head Start requires yearly data collection on the health and well-being of all enrolled infant, toddlers and preschoolers in Early Head Start and Head Start. The report is call Program Information Report (PIR) and it provides comprehensive data on the services, staff, children, and families served by Head Start and Early Head Start programs nationwide. The PIR is an important source of descriptive and service data for the Head Start community, their partners, Congress, and for the public. The PIR tracks a program's service history across time. A program's efforts can also be viewed in relationship to the results for the same service item by state and nationally. The PIR is used by OHS at the federal, regional, state, and local levels to work with programs in strengthening services and monitoring contract compliance.

Head Start Program Information Report (PIR) for PY 2011 (Aug 1, 2011 - July 31, 2012)						
# PIR	Performance Indicator	Reg 10 %	WA %	SCHS %	SCEHS %	
101	% of children enrolled for multiple years	27.3	26.8	16.6	21.3	
102	% of children enrolled less than 45 days	4.2	4.3	4.9	6.4	
103	% of children and pregnant women (if EHS) who left the program and did not re-enroll	16.5	19.5	21.4	40.4	
111	% of children with health insurance at the end of the year	97.5	98.5	99.8	100	
112	% of children with a medical home	97.4	97.5	99.8	97.9	
113	% of children with up-to-date immunizations or all possible immunizations or exempt	97.9	97.7	100	97.9	
114	% of children with a dental home	95	95.2	99.2	97.9	
121	% of children with an IFSP or IEP	14.4	11.9	7.0	14.9	
122	% of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule, at end of enrollment year	89.6	88.8	87.8	91.5	
123	Of the children up-to-date on health screenings, the % of children diagnosed with a chronic condition needing medical treatment	11.8	14.3	17.2	4.7	
124	Of the children diagnosed with a chronic condition needing medical treatment, the % of children who received medical treatment	90	80	100	100	
131	% of preschool children with an IEP for one of the primary disabilities reported in the PIR, that received special education or related services for those disabilities	97.5	96	100		
132	% of preschool children completing professional dental exam	87.2	87.8	92.7		
133	% the preschool children receiving professional dental exams, the % of preschool preschool children needing professional dental treatment	24.5	27.5	47.5		
134	Of the preschool children needing dental treatment, the % of preschool children who received dental treatment	83.4	80.8	85.6		
141	% of families who received at least one of the family services reported in the PIR	85	86.6	84.7	48.9	
142	% of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	39.1	44.8	54.7	50.0	



2011 - 2012 Head Start Program Information Report (PIR) Performance Indicator Report - Grant Level

All Regions | Washington

10CH0107 - Head Start has 1 Program(s)

- The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.
- The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at <http://eclkc.ohs.acf.hhs.gov/pir>.
- Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		616	
2012 #	PIR Performance Indicator	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	164	26.6%
102	Percentage (%) of children enrolled less than 45 days	30	4.9%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	132	21.4%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

Context				Number	Percentage
Cumulative Enrolled Children				616	
Children Enrolled less than 45 Days				30	4.9%
2012 #	PIR Performance Indicator	Number at Beginning of Enrollment Year	Percentage at Beginning of Enrollment Year	Number at Ending of Enrollment Year	Percentage at Ending of Enrollment Year
111	Percentage (%) of children with health insurance	602	97.7%	615	99.8%
112	Percentage (%) of children with a medical home	578	93.8%	615	99.8%
113	Percentage (%) of children with up-to-date immunizations or all possible immunizations to date, or exempt	474	76.9%	616	100.0%
114	Percentage (%) of children with a dental home	559	90.7%	611	99.2%

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		616	
2012 #	PIR Performance Indicator	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	43	7.0%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule, at end of enrollment year	541	87.8%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	93	17.2%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	93	100.0%



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All Regions | Washington

Services to Preschool Children (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Preschool Children		616	
Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR		43	
2012 #	PIR Performance Indicator	Number	Percentage
131	Percentage (%) of preschool children with an IEP for one of the primary disabilities reported in the PIR, that received special education or related services for those disabilities	43	100.0%
132	Percentage (%) of preschool children completing professional dental exams	571	92.7%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	271	47.5%
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	232	85.6%

Family Services - PIR Performance Indicators

Context		Number	
Total Number of Head Start Families		575	
2012 #	PIR Performance Indicator	Number	Percentage
141	Percentage (%) of families who received at least one of the family services reported in the PIR	487	84.7%
Context		Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		53	
2012 #	PIR Performance Indicator	Number	Percentage
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	29	54.7%

Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - PIR Performance Indicators

Context		Number	
Preschool Classroom Teachers		28	
Preschool Classes		28	
Preschool Classroom Assistant Teachers		13	
2012 #	PIR Performance Indicator	Number	Percentage
151	Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September 2013	8	28.6%
152	Percentage (%) of preschool classes in which at least one teacher meets degree/credential requirements of Section 648A.(3)(B) (AA or higher - ECE/related) that became effective October 2011	28	100.0%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	13	100.0%



2011 - 2012 Head Start Program Information Report (PIR) Performance Indicator Report - Grant Level

All Regions | Washington

10CH0107 - Early Head Start has 1 Program(s)

- The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.
- The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at <http://eclkc.ohs.acf.hhs.gov/pir>.
- Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		47	
2012 #	PIR Performance Indicator	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	10	21.3%
102	Percentage (%) of children enrolled less than 45 days	3	6.4%
Context		Number	
Cumulative Enrolled Children and Pregnant Women (if EHS)		47	
2012 #	PIR Performance Indicator	Number	Percentage
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	19	40.4%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

Context				Number	Percentage
Cumulative Enrolled Children				47	
Children Enrolled less than 45 Days				3	6.4%
2012 #	PIR Performance Indicator	Number at Beginning of Enrollment Year	Percentage at Beginning of Enrollment Year	Number at Ending of Enrollment Year	Percentage at Ending of Enrollment Year
111	Percentage (%) of children with health insurance	47	100.0%	47	100.0%
112	Percentage (%) of children with a medical home	46	97.9%	46	97.9%
113	Percentage (%) of children with up-to-date immunizations or all possible immunizations to date, or exempt	35	74.5%	46	97.9%
114	Percentage (%) of children with a dental home	40	85.1%	46	97.9%

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		47	
2012 #	PIR Performance Indicator	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	7	14.9%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule, at end of enrollment year	43	91.5%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	2	4.7%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	2	100.0%



2011 - 2012 Head Start Program Information Report (PIR) Performance Indicator Report - Grant Level

All Regions | Washington

Family Services - PIR Performance Indicators

Context		Number	
Total Number of Head Start Families		47	
2012 #	PIR Performance Indicator	Number	Percentage
141	Percentage (%) of families who received at least one of the family services reported in the PIR	23	48.9%
Context		Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		4	
2012 #	PIR Performance Indicator	Number	Percentage
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	2	50.0%

Infant/Toddler Staff (EHS and Migrant/Seasonal infants/toddler staff only) - PIR Performance Indicators

Context		Number	
Early Head Start Center-Based Teachers		0	
2012 #	PIR Performance Indicator	Number	Percentage
161	Percentage (%) of infant and toddler classroom teachers that meet the degree/credential requirements of Section 645A.(h) (CDA/equivalent or higher) that became effective September 2010	0	



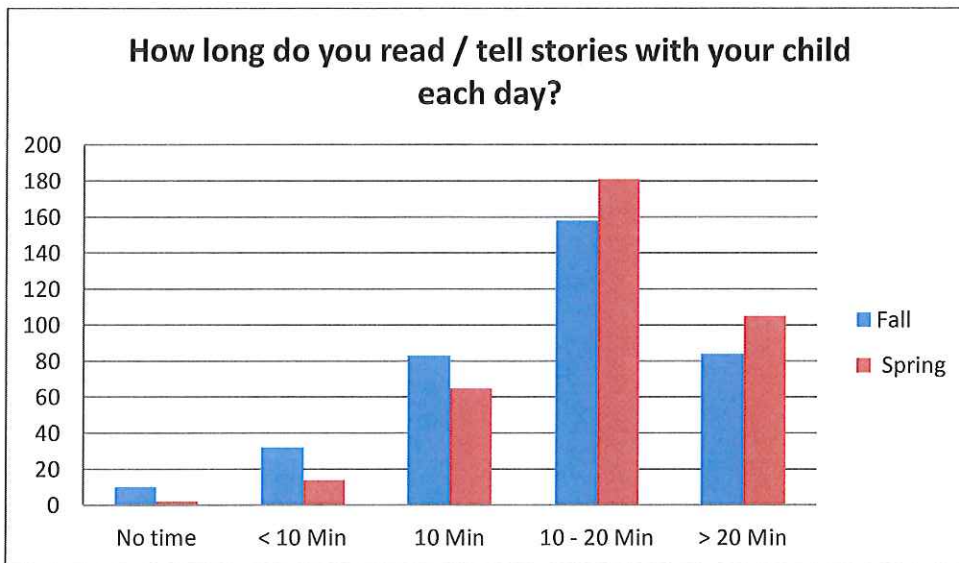
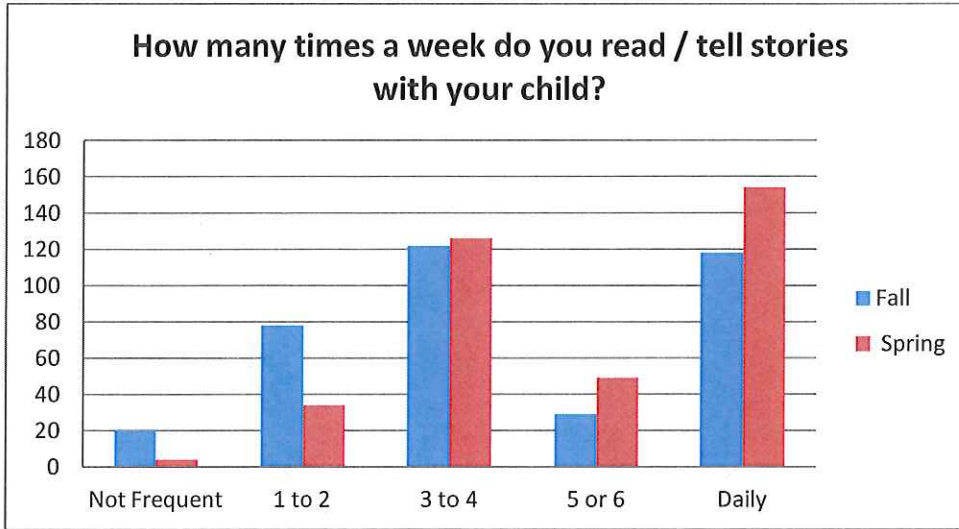
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d) Literacy and language family surveys – School Readiness

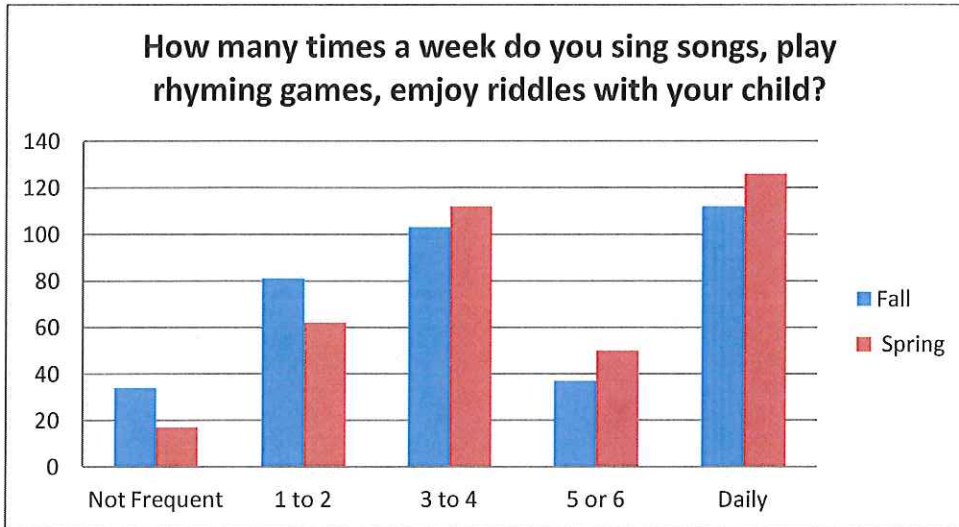
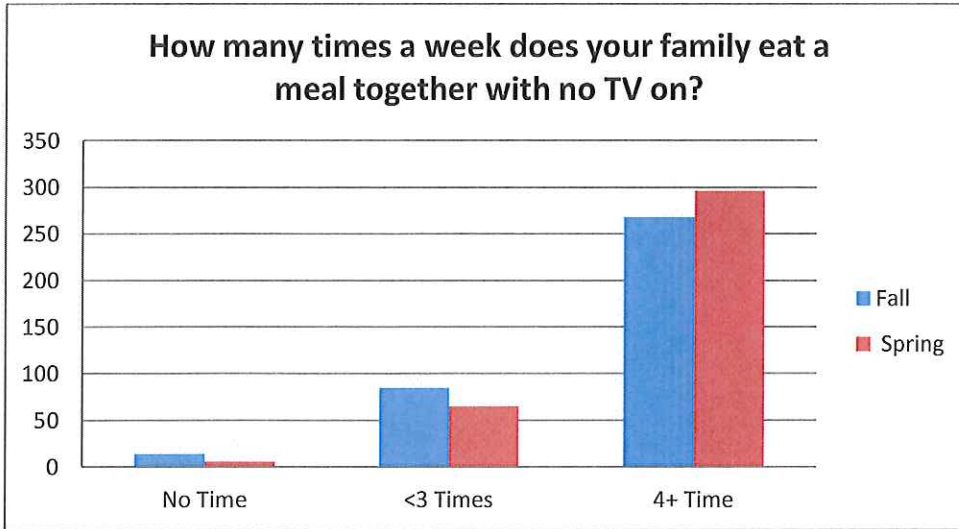
Through initial and on-going structured interviews between SCHS & EHS family workers and families assigned to their caseload, parents establish their goals, determine their steps, and identify their outcomes in achieving their goals. Over time, parents and family service workers track the parents' journey aggregating results three times a year.

Our focus on defining, tracking, and evaluating data generated from our Literacy Family survey is in its infancy stage. PY 2010 was the first year of using the Literacy Family survey. Learning how to evaluate the data and develop focused strategies with individual families, as individual class groups, as parents and organization is beginning.

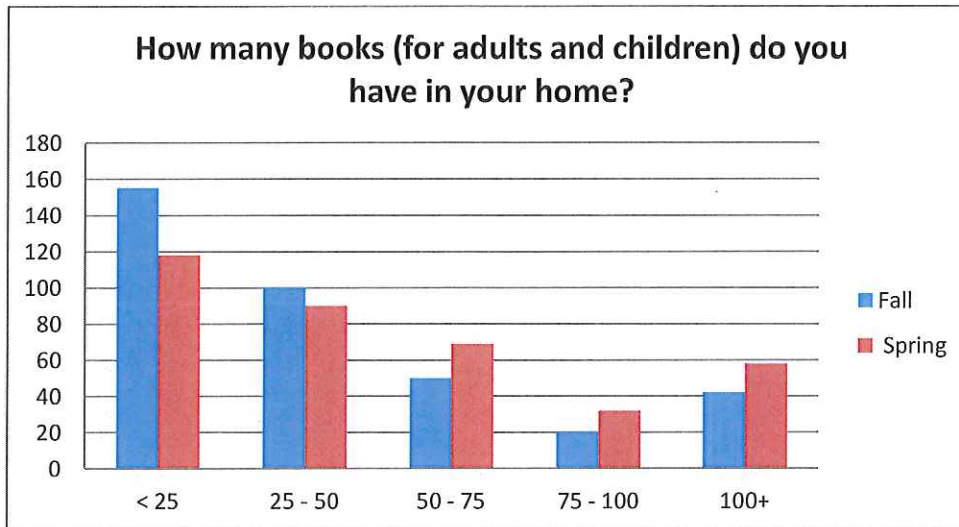
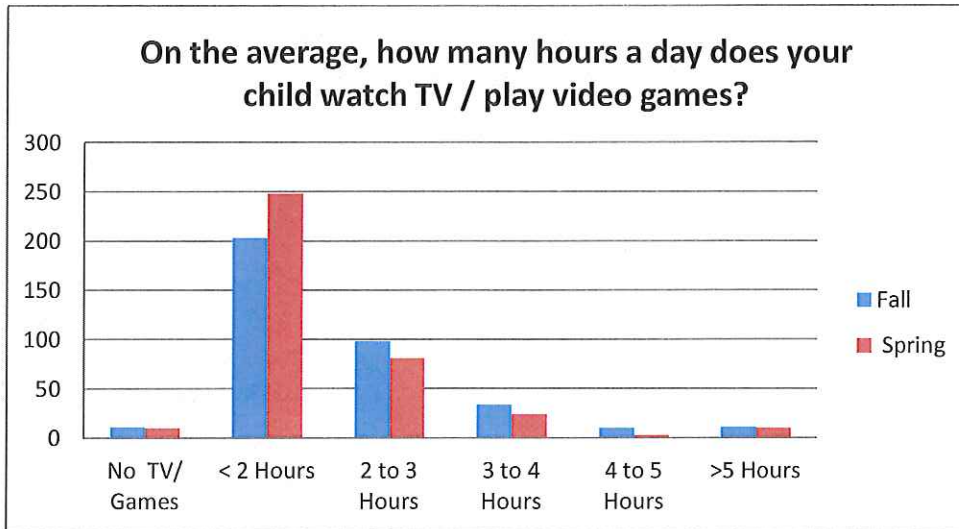
Family Literacy Self-Assessment PY 2011



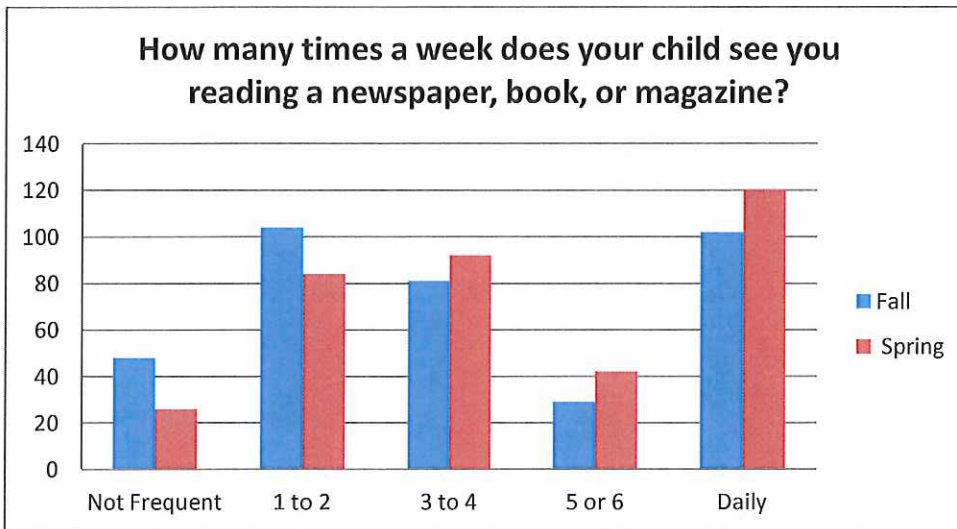
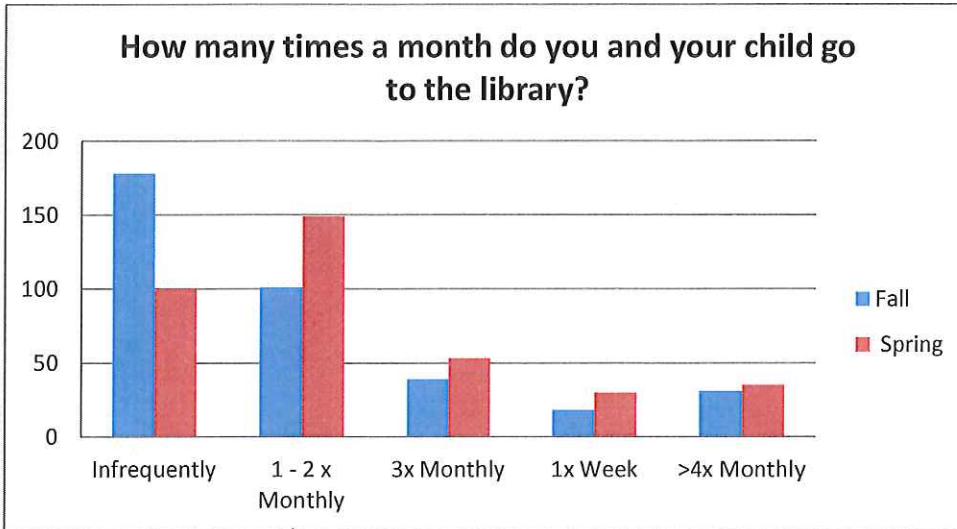
**Family Literacy Self-Assessment
PY 2011**



Family Literacy Self-Assessment PY 2011



Family Literacy Self-Assessment PY 2011





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e) Self-assessment

Continuous quality improvement is a central tenet of the Head Start program, with the goal of meeting Performance Standards, Head Start Act of 2007, and moving toward program excellence for serving children and families. In partnership with our Leadership (Parent) Council, the structure of the annual Self-Assessment includes multiple means of gathering information through observation, interview, and researching documents. The goals are to assess the management systems and program operations to strengthen the program and the services delivered to children and families. Criteria for acceptable level of services are in the Head Start Performance Standards and the Head Start Act of 2007.

Parent Survey

We sent out Parent Surveys to all enrolled families requesting they complete the survey and return to us in the provided self-addressed stamped envelope. We received 205 or 38% completed Parent Surveys.

Classroom Observations

We asked parents to do observations using the checklist provided in each classroom. They could observe in any classroom. The observation checklist was developed using Head Start Performance Standards and state licensing requirements. The criterion was simple – did they see the item or activity described on the checklist or not. 258 or 48% of enrolled parents observed 15 HS and EHS classrooms.

Additional Self-Assessment activities included file reviews, health and safety inspections of classrooms and Central Kitchen, review of enrollment files for eligibility, and staff files for work requirements.

Edmonds Community College
 Snohomish County Head Start & Early Head Start
 PY 2011 SELF-ASSESSMENT - PARENT SURVEY REPORT



Number of surveys sent out - 540
 Number of surveys returned - 205 or 38%

Total # of responses	Put an X in the column that best describes how you feel about each of the statements below.	Has not happened	Strongly Disagree	Disagree	No Opinion	Agree	Strongly agree
199	Applying to Head Start or Early Head Start was easy.	1	2	10	12	95	79
186	I feel staff is courteous and respectful of me and of my culture.	1	1	1	2	75	106
202	Getting answers to my questions is easy.	1	1	2	12	81	105
202	When my family has needs, getting help from staff is easy.	4	1	5	5	85	102
205	Staff asks me about what I think is important in raising my child.	4	1	3	8	81	108
202	Staff asks me about what I think is important for my family.	2	1	2	9	87	101
204	Staff gives me ideas or activities (homework) to do with my child at home.	2	1	4	2	84	111
202	Staff schedules my home visits and conferences at times that are good for my family and me.	2	1	1	1	72	125
202	It was easy to set a goal for my family with my parent service specialist or parent mentor.	4	1	1	13	79	104
200	It was easy to set a learning goal for my child with my teacher or parent mentor.	3	2	2	5	77	111
201	Staff encourages me to volunteer in my child's class.	3	2	3	12	82	99
198	Staff invites me to attend school activities, parent trainings (FLED) and parent meetings (CLC).	1	1		12	81	103
193	Head Start Parents: I find it easy to attend the CLC parent meetings and trainings (FLED events).	4	1	6	18	94	70
180	Early Head Start Parents: I find it easy to attend group socializations.	7	2	6	26	78	61
201	I feel good about the services my child and family are receiving at Head Start and Early Head Start.	2	2	2	7	67	121
		1.4%	0.7%	1.6%	4.8%	40.9%	50.6%
			2.3%			91.5%	

Overall satisfaction ratings



Total received: 258

Instructions: After each statement, based on what you saw, mark an "X" in the DNS, YES or NO column.

DNS - Did Not See simply means when you were in the classroom the activity did not happen.

YES - You saw the activity or item

NO - Please explain any **NO** responses in the Comment Section at the end of the Checklist.

SUMMARY				
Area: Health and safety Total responses: 3,809 Health and Safety overall percentage ratings	DNS 3%	YES 95%	% NO 2%	
Area: Daily Routines Total responses: 3,260 Daily Routines overall percentage ratings	DNS 3%	Yes 96%	% NO 0.5%	
Area: Fun and learning Total responses: 3,296 Fun and Learning overall percentage ratings	DNS 5%	Yes 95%	% NO 0%	
You observe classroom staff Total responses: 1,268 Classroom staff observations overall percentage ratings	DNS 4.9%	Yes 95.1%	% NO 0.0%	
RANKING OF RESULTS				
Children have enough toys and materials to explore and use.	1	237	9	3.6%
Children's cultures and races are represented in photos, books, dolls, songs, and artwork.	16	233	6	2.4%
Listening and responding to children individually.	4	247	6	2.3%
The number of adults in the classroom working with children is at least 1 adult per 10 children.	3	235	5	2.1%
Children wash hands upon arrival to the classroom.	4	256	5	1.9%
Is classroom staff able to supervise children at all times by sight and sound?	4	243	4	1.6%
Is the bleach spray bottle out of reach of the children?	9	242	4	1.6%
Are exit signs visible and evacuation routes posted so there is no confusion about how to leave the classroom and building?	2	251	4	1.6%
Do children brush their teeth once a day?	25	235	4	1.5%
There are times and places for children to play alone or with others.	13	233	3	1.2%
Teachers/Staff use a variety of opportunities to build language skills with the children - for example talking with children, describing using details, reading aloud to children).	4	243	3	1.2%
Are the outdoor play areas safe and litter free?	7	222	2	0.9%
Children assist in serving and clean-up of meals and snacks.	7	243	2	0.8%
There is space and materials for drawing, painting, and crafts.		251	2	0.8%
Are First Aid/CPR cards posted and current for teachers and associate teacher staff?	19	233	2	0.8%
Does hand washing occur before and after eating meals and snacks.	4	250	2	0.8%
Is the classroom furniture clean and safe for children?	1	257	2	0.8%
The lesson plan is posted.	30	211	1	0.4%
There are math and science materials, activities and books.	17	231	1	0.4%
Parents are encouraged to participate in their child's class.	4	245	1	0.4%
There is an area for pretend play.	12	238	1	0.4%
Children are together in a large group activity sometime during class (on the lesson plan).	7	244	1	0.4%
Being respectful of children and parents	1	250	1	0.4%
The child and parent are greeted upon arrival.	7	245	1	0.4%
The Classroom daily schedule is posted and followed.	17	235	1	0.4%



Total received: 258

Instructions: After each statement, based on what you saw, mark an "X" in the DNS, YES or NO column.

DNS - Did Not See simply means when you were in the classroom the activity did not happen.

YES - You saw the activity or item

NO - Please explain any **NO** responses in the Comment Section at the end of the Checklist.

CLASSROOM OBSERVATION CHECKLIST ITEMS, continued	DNS	YES	% NO	
There is an outdoor play space.	1	252	1	0.4%
Are menus posted and for the current month?	9	245	1	0.4%
There are blocks, puzzles, and games available to the children.	3	251	1	0.4%
Are Food Handlers cards posted and current for classroom staff?	23	232	1	0.4%
Meal times are relaxed and pleasant. Children and staff sit together and share conversation.	6	249	1	0.4%
Does the classroom emergency backpack contain a first aid kit and confidential information?	17	241	1	0.4%
There are health and nutrition materials, activities and books.	23	246	1	0.4%
Listening and responding to children in groups.	1	255	1	0.4%
There are times and places for quiet play and active play.	11	245		0.0%
Time is planned for gross motor/physical activity play each day (on the lesson plan)	30	226		0.0%
There is a parent 3-ring notebook containing CLC and LC minutes in the classroom	24	213		0.0%
There is a parent information board in the classroom.	14	225		0.0%
Singing occurs daily.	3	250		0.0%
There are books to read.	1	253		0.0%
There are writing materials available to the children.	2	249		0.0%
Learning materials are clean and in good condition.	4	250		0.0%
Talking with children in a calm voice.	1	253		0.0%
Using gentle touches.	4	244		0.0%
Do Parents sign their children in and out of the classroom?	2	256		0.0%
Are medications locked in a special section of the classroom emergency backpack?	31	224		0.0%
Do the children wash hands when they come in from outside?	13	242		0.0%

Concern	No Concern	EDUCATION SERVICES
39%	67%	Are there volunteers in the classroom?
21%	79%	Is lock down drill record up to date?
21%	79%	Is earthquakes drill record up to date?
16%	84%	Are CPR/First Aid cards posted and current?
16%	84%	Emergency Backpack accessible to staff but not children. (Medications locked.)
15%	85%	Staff/Volunteer nametags are visible and in good condition.
13%	87%	Monthly Classroom Attendance is accessible, current, and protected for confidentiality
13%	88%	Is fire drill record up to date?
13%	88%	Does the program post evidence of compliance with food and safety sanitation laws (Food Worker Permits)?
10%	90%	Do staff use mealtime as an opportunity to model language, conversation, and social interaction and to introduce nutritious foods?
5%	95%	There is a clearly identified space for adult belongings that is out of reach of children
4%	96%	Toys, materials, sensory materials, and furniture are safe, durable, and in good condition - materials free of sharp edges and loose pieces, balloons and/or plastic bags not used, no choking hazards, paint coatings not peeling, non-toxic. [1304.53(b)(1)(vi)]
Concern	No Concern	EDUCATION AND FACILITY SERVICES
10%	90%	Are hazardous materials stored in locked cabinets or facilities separate from medications and food and accessible only to authorized persons?
4%	96%	Highly flammable furnishings, decorations, or materials that emit toxic fumes are stored in locked cabinets or facilities separated for medications and food and accessible only to authorized persons?.
4%	96%	Dangerous poisons (including aerosol cans, cleaning, sanitizing solutions)are stored in locked cabinets or facilities separated for medications and food and accessible only to authorized persons?.
Concern	No Concern	FACILITY SERVICES
58%	42%	Heavy items such as paper rollers, aquariums, books, and blocks are not stored on top of shelves. <i>Nina's note: heavy items on shelves are secured.</i>
55%	45%	Playground observed as unsafe or needing repair
33%	67%	Shelves over 30" tall are secured to prevent sliding and falling.
33%	67%	Observe indoor and outdoor spaces, and describe how provisions are made for children with disabilities to ensure their safety, comfort, and participation
28%	72%	Are children prevented from getting into unsafe areas?
25%	75%	Is emergency lighting available in case of a power failure? 1304.53(a)(10)(iv)
22%	78%	Are windows and glass doors constructed, adapted, or adjusted to prevent injury to children? Look for a seal on the safety glass. 1304.53(a)(10)(xii)
21%	79%	Is garbage and trash stored in a safe, sanitary manner? 1304.53(a)(10)(xvi)
20%	80%	Facilities and playgrounds enable the safe and effective participation of children with disabilities. CG: Yes. EA: No.
17%	83%	Was equipment observed as unsafe or needing repair
19%	81%	Bathroom trash cans are lidded
12%	88%	Are playground equipment and surfaces maintained to minimize injury to children? 1304.53(a)(10)(x)
12%	88%	Bathrooms are clean.
11%	89%	Does the program ensure that indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions? 1304.53(a)(10)(viii)
9%	91%	Plungers and mops are available in bathrooms
9%	91%	Location of disaster plan and supplies known by staff
7%	93%	Does the program have a license, if required by State, local, or Tribal regulations? (i.e. Building Occupancy Permit)

Concern	No Concern	FACILITY SERVICES, continued
5%	95%	Facilities observed as unsafe or needing repair
4%	96%	Are approved fire extinguishers readily available to staff?
4%	96%	Are exits clearly visible, posted and kept clear so the path to safety outside is unmistakable? 1304.53(a)(10)(vii)
Concern	No Concern	HEALTH SERVICES
46%	54%	Are there available plastic bags with secure ties to dispose of blood-contaminated materials?
36%	64%	Items in 1st aid kits are within the expiration date, if applicable
11%	89%	Dates of Monthly Checklist in HSE Notebook of inventory and restocking on first aid kits.
8%	92%	First aid kits are well supplied and appropriate for ages served and program size
8%	92%	First aid kits are kept out of children's reach
7%	93%	First aid kits are located in a visible and adult accessible area
5%	95%	Is emergency medication (e.g. EpiPen) stored out of children's reach, under lock and key and yet accessible quickly? 1304.22(c)(1)
5%	95%	Health Protocols are available to staff if needed.
4%	96%	Are all child medication stored, under lock and key
4%	96%	Policies and action plans for emergencies that require rapid response on the part of staff (e.g., a child choking) or immediate medical or dental attention are clearly posted, visible from all areas, and current. [1304.22(a)(1)]
4%	96%	Program has a portable first aid kit for use on field trips or on playground.
4%	96%	Children's emergency medical information and Health Alerts are accessible, current, and protected for confidentiality
NO CONCERNS - EDUCATION SERVICES		
0%	100%	Are meals served family style?
0%	100%	Classroom areas are prepared for children's eating
0%	100%	Is conversation shared during the meal?
0%	100%	Adults preparing food wear gloves.
0%	100%	Are the staff sitting with the children during meals and snacks?
0%	100%	Are volunteers sitting with the children during meals and snacks?
0%	100%	Bathroom stepstools are available if necessary
0%	100%	Staff/Volunteer belongings are kept in designated storage space and inaccessible to children.
0%	100%	Indoor and outdoor space is organized into functional areas that can be recognized by children and that allow for individual activities and social interactions.
0%	100%	Protected space available for each child's belongings (e.g., cubbies)
0%	100%	Are areas used for diapering and toileting separate from areas used for cooking, eating, and children's activities? 1304.53(a)(10)(xiv)
0%	100%	Toys are stored in a "safe and orderly fashion" (e.g., in their assigned places, not out where people can trip over them).
0%	100%	Observe outdoor play areas when children are present. Are children supervised in the play area at all times? How does staff work around any "blind spot" to ensure they can see all of the children?
0%	100%	Were children supervised at all times?
0%	100%	Does the budget allocate funds for purchase and upkeep of equipment, toys, materials, and furniture that are age appropriate, safe, and supportive of children with disabilities?
0%	100%	Do staff, volunteers, and children wash their hands with soap and running water:
0%	100%	Do staff, volunteers, and children wash their hands with soap and running water after diapering or toilet use?
0%	100%	Do staff, volunteers, and children wash their hands with soap and running water before food preparation, handling, consumption, or any other food-related activity?
0%	100%	Do staff, volunteers, and children wash their hands with soap and running water whenever hands are contaminated with blood or other bodily fluids?

NO CONCERNS - EDUCATION SERVICES, continued		
0%	100%	Do staff, volunteers, and children wash their hands with soap and running water after handling pets or other animals?
0%	100%	Do staff, volunteers, and children wash their hands with soap and running water before and after giving medications?
0%	100%	Do staff, volunteers, and children wash their hands with soap and running water before and after treating or bandaging a wound?
0%	100%	Are potties emptied into the toilet and cleaned and disinfected after each use in a utility sink for that purpose?
0%	100%	Number of child slots assigned to class -- review class roster
0%	100%	Age designation of class (majority age of group on first day of school)
0%	100%	How many employees are hired for the group size?
0%	100%	Is any child left alone or unsupervised while under the care of Head Start or Early Head Start staff
0%	100%	Is food used as a punishment or reward
0%	100%	Is there an observable uses of corporal punishment, emotional or physical abuse or humiliation to children by Head Start or Early Head Start staff
0%	100%	Classroom areas are prepared for preparation of breakfast, lunch and snack
0%	100%	Do children have adequate time to eat -are slower eaters given enough time to finish their food? If mealtime not observed, does the does the classroom schedule show 20 minutes for breakfast/snack and 30 minutes for lunch?
NO CONCERNS - EDUCATION AND HEALTH SERVICES		
0%	100%	Classroom areas are clean and sanitized according to established procedures [1304.23(e)(1)]
0%	100%	Did you observe tooth-brushing and/or gum-wiping activities (gum-wiping -- I/T only). When did it occur? If not observed, was tooth brushing listed on the daily classroom schedule?
0%	100%	Toothbrushes are labeled
0%	100%	Toothbrushes are stored in a safe and sanitary manner
NO CONCERNS - EDUCATION AND FACILITY SERVICES		
0%	100%	Systems are in place to ensure the cleanliness, health, and safety of the facility, including daily monitoring of the cleanliness of indoor and outdoor premises.
0%	100%	Emergency telephone numbers (e.g., EMS, Fire, Police, and Poison Control) are clearly posted next to phones.
0%	100%	Emergency posting includes site phone number, address and location
0%	100%	Emergency phone(s) are available, batteries charged, and location posted.
0%	100%	Who changes diapers during Group Socialization? Parents
0%	100%	Are children exposed to vehicular traffic when en route to play? If so, how do you keep children safe?
0%	100%	If available, review recent licensing reports or environmental inspection reports. What, if any, concerns were noted in the reports? Are issues in the process of being corrected?
NO CONCERNS - FACILITY SERVICES		
0%	100%	Does the program log its daily cleaning of the indoor and outdoor premises? 1304.53(a)(10)(viii) Facilities cleaning logs are maintained by TFM.
0%	100%	Are electrical outlets accessible to children covered or maintained to prevent shock? 1304.53(a)(10)(xi)
0%	100%	Are playground safety logs completed and up to date?
0%	100%	Hallways and shared areas are safe and clean.
0%	100%	Are garbage and trash disposed of daily? [1304.53(a)(10)(xvi)]
0%	100%	Are classrooms well lit?
0%	100%	Are heating and cooling systems insulated to protect children and staff from injuries such as burns?
0%	100%	Ambient classroom temperature is between 68 and 72 degrees.
0%	100%	Are smoke detectors or smoke detection system installed and tested regularly? 1304.53(a)(10)(vi)
0%	100%	Are window coverings free of hazardous cords?
0%	100%	Bathrooms separated from areas used for cooking, eating, or children's activities. [1304.53(a)(10)(xiv)]
0%	100%	Bathrooms are in good repair
0%	100%	Bathroom facilities are easily reached by children
0%	100%	Bathroom dispensers and supplies are full (soap, toilet paper, paper towels)

NO CONCERNS - FACILITY SERVICES, continued		
0%	100%	Are emergency plans and evacuation routes clearly visible and posted for (1304.22(a)(3)
0%	100%	Are there at least 35 square feet of usable indoor space--excluding bathrooms, halls, kitchen, staff rooms, and storage space per child? 1304.53(a)(5)
0%	100%	Are there at least 75 square feet of usable outdoor space per child? 1304.53(a)(5)
0%	100%	Is there budget allocation for ensuring that facilities and equipment are maintained, repaired, safe and secure?
0%	100%	Is there a system for addressing facilities and equipment that are unsafe or need repair?
0%	100%	If there are facility concerns, did your process fail, or can you describe what happened in this circumstance?
0%	100%	Program's environment was sprayed with herbicides or pesticides, were children able to return to area?
0%	100%	Has the center been tested for lead (e.g., paint, soil)?
0%	100%	Has the center lead level considered safe?
0%	100%	If center lead levels are high, are steps being taken to eliminate children's exposure to lead while in the center?
0%	100%	Does the program maintain a smoke-free environment on center grounds?
Review personnel report for Facility staff's		
	100%	- initial health examination and tuberculosis screening
	100%	- criminal background check conducted prior to employment
NO CONCERN - HEALTH SERVICES		
0%	100%	Are nonporous gloves available for use when dealing with bloody bodily fluids?
0%	100%	Are all child medications refrigerated, if necessary?
0%	100%	Does staff use nonporous gloves when dealing with bloody bodily fluids?
0%	100%	Are nonporous gloves worn if there is contact with blood or blood-containing body fluids?
0%	100%	Are nonporous gloves worn after assisting a child with toilet use?
0%	100%	Are nonporous gloves available upon entering the classroom?
0%	100%	Exposure Control Plan posted?
0%	100%	Are there instructions for immediately cleaning up and disinfecting spilled bodily fluids?
0%	100%	Are the instructions/procedures according to professionally established guidelines?
0%	100%	Are tools and equipment available to clean spills and disinfected promptly?
0%	100%	Are there written procedures for changing/cleaning up a preschool child if the child has a toileting accident?
0%	100%	Are all child medications labeled with name of medication, dosage, name/number of pharmacy/physician.
0%	100%	All staff working with children know where the 1st aid kits are located
0%	100%	Health Alert-food allergies and food preference forms are accessible, current, and protected for confidentiality.
0%	100%	Are blood contaminated materials disposed of in a manner that prevents children and other people from coming into contact with them?

f) Organizational Status Reports (OSR)

Service reports are run monthly out of the organization's database tracking program producing reports on enrollment and attendance; education, disability, mental health, health, and family services; human resource activity, and budget reports including personnel, operations, administrative costs and non-federal share. Reports are reviewed by management and shared with Leadership Council and President's Cabinet. As needed, programmatic and/or fiscal changes are made to ensure outcomes are achieved and goals met.

Enrollment – internal program target – filling vacancies within 14 days and no later than 30.

PY 2011 8/1/2011-7/31/2012	YTD # 729	Low-income eligible					97.1%	OI	2.9%
		<100%	A	B	C	D	E	F	
Center Services	630	473	21	9	63	44	20	0	
Childcare Services	51	4	0	4	29	13	1	0	
Early Head Start	48	42	1	1	8	6	0	0	

Legend: <100% of Fed poverty line; A - SSI/SSA; B - Foster; C-Public Asst; D-Homeless;
OI - Over Income; E - Maximum 10%; F - 35% between 100-130%

Percentage of enrolled children who received medical and dental exams

Pro-gram	Medical exams				Dental exams			
	Needed	Current	Missed	Expired	Needed	Current	Missed	Expired
HS	0.2%	95.3%	0.2%	4.5%	0.2%	96.5%	0.8%	2.5%
EHS	3.3%	90.0%	0.0%	6.7%	3.3%	90.0%	0.0%	6.7%

Head Start monthly attendance and Early Head Start activity completion

Program	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
HS	94%	90%	86%	80%	83%	86%	85%	86%	88%	90%	79%
EHS	20%	25%	29%	33%	36%	40%	46%	52%	56%	66%	72%

Disability Services for Head Start and Early Head Start – did not meet required 10%. A request was submitted to Region X asking for a waiver to the 10% requirement and it was granted.

	Of TFE or 540		PY 2012 totals						
	IEP/IFSP intake	# Id for referral	Parent refused	LEA pend	LEA no assess	LEA No	LEA / RTI	LEA IEP/IFSP	
CS R1	3	12	7			1		4	
CS R2	10	13	3			8		3	
CS R3	19	34	8			0	19	0	
CCS	4	5				0		2	
EHS	2	6				1		2	
HS/ EHS total:	38	70	<u>Results of those identified/referred for special services</u>						11
540	7.0%	13.0%	18 3.3%			10 1.9%	19 3.5%	2.0%	
YTD #	46	% of 540	9%	To LEA Dev Pre-School:				4	
Perf Standards require 10% of our TFE (540) or 54 to be children with IEPs or IFSPs.									



PROGRAM YEAR 2011
August 1, 2010 – July 31, 2012
ANNUAL REPORT

EdCC-SCHS & EHS is a data driven program working to have clearly stated objective performance criteria that is observable, documented, analyzed and evaluated against our service and organizational goals. Planning, operational and fiscal decisions are then made using the information learned from the data collected by TSG, CLASS, PIR; literacy, education, employment, isolation and hunger/ nutrition surveys, self-assessment results along with monthly organizational status reports (OSRs), community assessment, OHS directives, enrolled parent/child needs, and enrollment demographics statistics.

INTERNAL AND EXTERNAL PARTNERSHIPS

Internal partnerships

- Parent and teacher
- Parent and parent services specialist
- Parent and parent mentor
- Learning group and direct service team (teachers/parent services specialist or parent mentor)
- Leadership Council and management
- SCHS & EHS and EdCC Center for Families
- Leadership Council and President's Council
- SCHS & EHS and EdCC Basic Education/ESL/ELL program
- SCHS & EHS and EdCC Family Life Education – assigned parent educator to all HS classes
- Management and WPEA
- SCHS & EHS and EdCC-Information/Technology Services

External partnerships

- Early Head Start and Little Red Schoolhouse
- Early Head Start and Snohomish County Family and Interagency Coordinating Council
- SCHS & EHS and Housing Authority of Snohomish County
- SCHS & EHS and Edmonds School District
- SCHS & EHS and Housing Hope
- SCHS & EHS and Monroe School District
- SCHS & EHS and Mukilteo School District
- SCHS & EHS and Everett School District
- SCHS & EHS and Snohomish County ECEAP
- SCHS & EHS and North Snohomish County Early Head Start