



PROGRAM YEAR 2012
August 1, 2012 – July 31, 2013
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 27 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 – three to five year olds dually enrolled in a 4 hour Head Start class embedded in a full day childcare class, Monday-Friday, year round at Housing Hope Tomorrow's Hope Childcare Center and
- 30 infants and toddlers living in the City of Everett in a home-based, year round program.

SCHS & EHS grant funds 69 classified, 12 exempt and 33 hourly employees at 11 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 2012 (8/1/2012–7/31/2013) was

Head Start	\$ 4,985,785
Early Head Start	\$ 389,377
HS Training	\$ 49,784
<u>EHS Training</u>	<u>\$ 9,744</u>
	\$ 5,435,090

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



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child/per meal formula. The reimbursement generates an estimated \$ 210,319 or 45% 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 \$ 1,358,773. The total project cost of EdCC's SCHS & EHS services for Program Year 2012 was \$7,004,202.

Facts about Program Year fiscal –

- Budget Non-Federal Share
Submitted request to waive \$225,000 of our required NFS \$1,358,773. 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 2012 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 18,269 in PY 2011 to 20,112 in PY 2012. Leadership Council also increased their hours from 593 in PY 2011 to 987 in PY 2012.

- 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 \$6,000 dollars at the end of the program year.
 - Purchasing replacement inventory third quarter (February-April) for classrooms, offices, and technology
 - Purchased a Food Service replacement vehicle, received and paid for by the beginning of July.

- Sequestration – Reduction of \$ 261,754 (HS) and \$ 20,463 (EHS) caused reducing HS by 38 slots. Factors considered in making the decision to reduce HS 38 slots; presented to LC 3/18/2013.

Head Start Sites	# slots	Lease cost per year	Lease cost per child per year	PY 2012 APPLICATIONS * Age/income eligible				Similar ECE program in the area (ECEAP)
				inc	OI	WL*	Total	
Monroe	64	1,200	18.75	2	22	7	31	No
North County-HS	38	54,033	1,422.18	8	6	0	14	Yes
North County (NC) - EHS	10							No
South Everett	70	10,766	153.80	13	28	8	49	Yes
Centerpointe Green	76	27,914	367.29	17	47	35	99	No
Eighth Avenue - HS	76	68,701	904.22	9	37	8	54	No
Eighth Avenue-EHS	20							No
Whispering Pines	38	0		7	25	21	53	No
Cedar Valley	38	0		11	11	16	38	No
Alderwood	38	0		7	16	14	37	No
College	38	0		10	29	34	73	No
Center for Families	15	0		4	2	1	7	No
Tomorrow's Hope	19	0		0	0	0	0	Yes
Totals	540			88	223	144*	455	

Cost of implementing Sequestration:

Closing NC, moving furniture and playground equipment, modifying HS room for EHS group socialization = \$25,026. Losing 38 HS slots resulted reducing personnel by 2 Teachers, Associate Teacher, Parent Services Specialist, Teacher Aide, Food Service Worker, and Custodian.

EdCC - Snohomish County Head Start Early Head Start
Year-To-Date Summary by Funds

PY 2012 BUDGET REPORT		Report date: 17-Oct-13		Report period		% year left	0.0%	
				8/1/2012 to 7/31/2013		% funds left	0.0%	
REVENUE								
FUND ACCOUNTS		Head Start	Early Head Start	Head Start - Training	Early Head Start - Training	USDA	TOTALS	
Funding - continuing		4,985,785	389,777	49,784	9,744		5,435,090	
Funding - reimbursed						210,319	210,319	
Total Funds		4,985,785	389,777	49,784	9,744	210,319	5,645,410	
Beg Bal.		EXPENSES					YTD Totals/% spnt	
4,301,934	Personnel	3,961,715	278,447	24,640	-	37,133	4,301,934	
	YTD Total Spent	3,961,715	278,447	24,640		37,133	4,301,934 100.0%	
	Remaining Balance	-	-	-	-	-	-	
1,343,416	Operation	1,024,070	111,331	25,144	9,744	173,187	1,343,476	
	Service Budgets	YTD actual expenses (+) cost projections					TOTALS	
117,855	Education & Disability	100,207	463	16,945	240		117,855	
440,361	Facility & Fleet	378,287	62,074	0			440,361	
186,331	Food Service	19,914	0			166,417	186,331	
34,121	Health & Family	16,639	3,983	3,713	9,787		34,121	
27,454	Leadership Council	26,499	955				27,454	
430,004	Organizational	391,143	35,086	3,687	89		430,004	
84,477	Technology	73,593	8,403	0			81,997	
20,579	NC close/move Project	21,452	3,574				25,026	
1,341,183	YTD Total Spent	1,027,734	114,538	24,345	10,115	166,417	1,343,149 100.0%	
	Ops Remaining Balances:	(3,664)	(3,208)	799	(371)	6,770	326	
SUMMARY								
	Total Revenue	4,985,785	389,777	49,784	9,744	210,319	5,645,410	
	YTD actual + Projected Personnel	3,961,715	278,447	24,640	-	37,133	4,301,934 76.2%	
	YTD Total Operations	1,027,737	114,538	24,345	10,115	166,417	1,343,152 23.8%	
	YTD Spent + Projected Costs	4,989,452	392,985	48,985	10,115	203,550	5,645,086 100.0%	
	Revenue (-) YTD Spnt + Proj Costs =	(3,667)	(3,207)	799	(371)	6,770	323 Re Bal	
	Final adjustments	3,667	3,207	(799)	371	(3,207)		
	Closing balance	0	(0)	0	0	3,563		
	%age Remaining	-0.1%	-0.8%	1.6%	-3.8%	3.22%	0.0%	
Administrative Costs		HS	EHS				YTD Total	
	YTD Ops + Pers Admin costs	657,976	45,564				703,539	
	NFS admin cost claimed	19,887	1,180				21,067	
	YTD Admin %age of TPC	13.5%	11.7%				13.3%	
Year to Date total USDA reimbursements		\$ 210,259		YTD no claimed USDA m/s		YTD adults + child meals/snacks served: claimed + unclaimed		
	YTD # of HS/EHS children claimed USDA reimbursable snacks	23,407		# adults		27,089		
	YTD # of HS/EHS claimed children USDA reimbursable meals	74,586		# children		4,112		
	YTD total number claimed of USDA reimbursable meals/snacks	97,993		T. Non-USDA		31,201		
PY 2012 NON-FEDERAL SHARE		PY 2012 Required Non-Federal Share (In-Kind) amount					1,358,773	
		Requested NFS waiver in the amount of					225,000	
		New NFS total					1,133,773	
		Year to date total NFS (in-kind) accrued					1,133,773	
		Remaining amount still needed					0	
YTD Percentage earned		100.0%		NFS (in-kind) in reserves		294,473		

PY 2012 NFS Budget	PY 2012 NFS required amount			1,358,773
	6/7/13 asked for waiver of			225,000
	PY 2012 revised NFS total required			1,133,773
I. Parent and Community Volunteers	<i>Salary + Benefits</i>	<i># Hours</i>	<i>Federal \$</i>	<i>NFS Total</i>
A. Teacher Aide HS Classroom	19.67	19,310		379,828
B. Teacher Aide EHS home visits	19.67	802.3		15,780
C. Office work - varies	18.61			0
D. Leadership Council, comm. meetings	75.00	465		34,856
E. CLC & Curriculum meetings	19.67	636		12,515
G. Other service areas: SA classroom observations	19.67	522		10,268
<i>Volunteer sub-total</i>		21,735		\$ 453,247
II. School district special services	<i>Salary + Benefits</i>	<i># Hours</i>	<i>Federal \$</i>	<i>NFS Total</i>
<i>Educational services</i>				
*** Special Ed Teacher	\$ 57.59	86		4,953
Para-educator/Aide (AA degree = ECPSp2)	\$ 24.66	209		5,154
<i>Communication services</i>				
* Speech/Language (CDSpc, pathologist)	\$ 66.18	116		7,677
Lang/literacy development	\$ 57.59	12		691
** Audiologist, Hearing Therapist	\$ 44.23			0
Interpreters/translators	\$ 48.07			0
<i>Developmental Services</i>				
* Physical therapist	\$ 69.26			0
* Physical therapist assistant	\$ 42.28			0
* Occupational Therapy	\$ 61.27	5		306
* Occupational Therapy assistant	\$ 47.14			0
* LEA School Psychologist	\$ 75.72	47		3,559
* Child/family School Social Worker	\$ 39.92			0
<i>Other</i>				
<i>School district special services total</i>				\$ 22,340
V. Collaborative Services	<i>Salary + Benefits</i>	<i>Hrs/ mon</i>	<i>Federal \$</i>	<i>NFS Total</i>
LRSH - Certified Special Education Teacher	\$ 31.43	154		4,840
LRSH - Bi-Lingual Team Family Resource Coordinator	\$ 21.11			0
EdCC - Parent ESL Instructor	\$ 92.20			0
EdCC Technology support				0
CFF/HS collaborative teacher:	\$ 3,196.52	9.75		31,166
TH/HS education staff				0
<i>Other</i>				
<i>Collaborative Services Sub-Totals</i>				\$ 36,006
II. Professional Services	<i>Professional Rate</i>	<i>Hours</i>	<i>Federal \$</i>	<i>NFS Total</i>
A. Health Advisory Committee	Varies	13.0	0	3,653
B * Dentist	\$ 136.21			0
C. * Dental hygienist	\$ 77.63	4		150
D. Doctor	\$ 500.00	3	0	1,500
E. * Nurse RN	\$ 69.21	1		69
F. * Nurse LPN	\$ 39.98			0
G. Registered Dietician	\$ 65.00			4,405
H. Trainers and consultants	Varies	4	0	650
I. * Librarian	\$ 56.77			0
J. * Social worker - not LEA or public health	\$ 42.60	1		43
K. * Social worker - public health	\$ 50.19			0
L. Others	Varies	95.50	0	6,266
<i>Professional Services sub-total</i>			0	\$ 16,735

	PY 2012 NFS required amount			1,358,773
<i>III. Supplies, Durable Goods and Equipment</i>	<i>\$ value</i>		<i>Federal \$</i>	<i>NFS Total</i>
	1,659			1,659
				0
<i>Supplies, Durable Goods, and Equipment sub-total</i>				\$ 1,659
<i>IV. Cash Donations</i>	<i>Actual \$</i>		<i>Federal \$</i>	
		0		0
<i>Cash Dontation 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 and playgrounds				
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	57,224
E. Centrepointe Green rent inc 11/2012	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, rent inc 11/2012	18.00	4,415	64,366	15,104
L. Central Kitchen rent inc 11/2012	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	59,834
O. Tomorrow's Hope Child Care Center	18.00	2,100	0	37,800
<i>Space and Facilities sub-total</i>		47,456	253,261	\$ 582,718
<i>VIII. 15% Administrative cap on total project funds = 6,793,863</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 = \$ 1,019,079</i>				
<i>(-) **** Actual administrative cost charged to grant leaves sum of</i>	317,778	21,067		21,067
Report date: 7/31/2013		<i>Year to Date NFS Total</i>		1,133,773
<i>Amount still needed</i>				0
<i>Amount in reserve</i>				294,473

References:

- * Snohomish County Business Journal (SCBJ) Market Facts 2012; Tha 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



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PROGRAM YEAR 2012 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.



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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

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

Key Strategy

- If unencumbered funds are available, provide KRG classes to 4 year olds, who are going to kindergarten in the fall and have not met expectations in identified educational outcome areas, for a minimum of 3 hours a day for a determined number of week days between June 16 and July 31.

School Readiness Goals

Essential Domain: APPROACHES TO LEARNING

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

Essential Domain: COGNITION AND GENERAL KNOWLEDGE

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

Essential Domain: LANGUAGE AND LITERACY

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).

Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH

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

Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT

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



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

Long-Range Outcomes

- Parents will strengthen their understanding of how important they are to their child and their child's success in learning, school and life.
- Parents will integrate literacy activities into their family's life.
- Parents' child development knowledge will increase gaining them new awareness, skills and strategies.

Key Strategies

- 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.
- At enrollment, mid-year 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).
- 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.

School Readiness Goals

Essential Domain: APPROACHES TO LEARNING

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

Essential Domain: COGNITION AND GENERAL KNOWLEDGE

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

Essential Domain: LANGUAGE AND LITERACY

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Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH

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

Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT

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

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

Long Range Outcomes

- Parents will make nutritious food choices, use healthy food preparation methods and become knowledgeable about basic food safety.
- Parents will exhibit problem-solving skills that result in choices that support the well-being of their family.
- Parents will increase their education and training

Key Strategies

- Parent Service Specialists will visit each enrolled family a minimum of 5 times throughout the school year providing parents with information on how a family can prepare their child for school through family literacy activities and a healthy lifestyle.
- Provide or connect parents with workshops on health (medical, dental, 1st Aid, etc.) topics and access to learning materials that will increase their knowledge and skills in making family health care decisions.
- SCHS/EHS fund parent gardening activities at individual HS and EHS centers. If available and appropriate, connect with the extension service for resources.
- Offer all HS parents enrollment in EdCC-Family Life Education Parent Education class.
- If unencumbered money is available, fund a summer PSS position (end of school to July 31st) that works with parents to complete all identified/scheduled medical/ dental HS child exams and treatment.

School Readiness Goal

Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH

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

Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT

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

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

For specific strategies, refer to Training Plans and School Readiness Goals Action Plans

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, and
- ensuring a well managed program that involves parents in decision-making.
- SCHS parents enrolled/earning credits in EdCC-Family Life Education – parent education class.
- SCHS & EHS and EdCC-Information/Technology Services
- Joint Health Advisory Committee with County's state funded ECEAP and North Snohomish County EHS.
- 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

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 & EHS uses 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 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 2012 was the second year of our Education staff using it as our assessment tool.

Results between PY 2011 and PY 2012 saw increases from fall to spring in all 4-year-old domain elements percentages in meeting or exceeding their 4-year-old expectations. Additionally, our 4 year olds, who are going into kindergarten in the fall, TSGs results surpassed WAKids kindergarten TSG results in all domains.

HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK
 PY 2011 and PY 2012 TSG results, identified focus areas for School Readiness Goals
 Teaching Strategies Gold (TSG)



TSG Focus Areas for SRGs
PY 2011 school readiness goals
PY 2012 school rediness goals

Demographics	PY 2012		PY 2011	
	Fall	Spring	Fall	Spring
% of 4 year olds enrolled fall thru spring.				
% English 4 year olds	29%	26%	28%	32%
% Spanish 4 year olds	49%	53%	54%	52%
% Other Lang 4 year olds	21%	21%	18%	16%

Goal: 100% of all 4 year old children will meet/exceed 4 year old expectations.

		PROGRAM YEAR 2012							PROGRAM YEAR 2011						
		Below		Meets		Exceeds		GOAL	Below		Meets		Exceeds		GOAL
		Fall	Spring	Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	
Essential Domain: APPROACHES TO LEARNING															
Domain elements	Persistence & attentiveness	33%	2%	61%	63%	6%	36%	99%	45	5	52	65	2	30	95
	Initiative and curiosity	26%	2%	72%	85%	1%	14%	99%	39	6	60	86	1	9	95
	Cooperation	26%	1%	61%	44%	13%	55%	99%	30	3	60	46	10	51	97
Numbers are percentages															
Essential Domain: COGNITION AND GENERAL KNOWLEDGE															
Logic & Reasoning	Reasoning & problem-solving	36%	4%	60%	70%	3%	26%	96%	52	8	47	68	1	24	92
	Symbolic presentation	15%	0%	79%	60%	7%	40%	100%	26	2	71	62	3	36	98
Math knowledge and skills	Geometry & spatial sense	59%	12%	39%	68%	1%	20%	88%	73	20	26	66	1	14	80
	Number concepts & quantities	53%	9%	44%	57%	2%	34%	91%	65	16	32	57	3	27	84
	Number relationships & operations	49%	6%	50%	64%	1%	30%	94%	60	14	38	64	2	22	86
	Measurement and comparison	48%	9%	52%	85%	0%	7%	92%	61	16	39	77	0	6	83
	Patterns	33%	1%	64%	85%	3%	14%	99%	45	3	52	84	3	13	97
Essential Domain: LANGUAGE AND LITERACY															
Literacy knowledge and skills	Phonological awareness	52%	9%	45%	67%	3%	24%	91%	56	14	40	65	2	21	86
	Alphabet knowledge	35%	4%	57%	58%	8%	38%	96%	47	11	47	60	6	30	90
	Print concepts & conventions	45%	1%	55%	82%	0%	16%	98%	43	5	56	85	1	10	95
	Book appreciation & knowledge	31%	2%	66%	75%	3%	23%	98%	34	4	64	75	2	20	95
	Early writing	17%	2%	82%	82%	1%	16%	98%	29	4	70	85	1	12	97
Language developmnt	Expressive language	39%	7%	56%	69%	5%	24%	93%	48	10	50	65	2	25	90
	Receptive language	32%	4%	68%	94%	0%	3%	97%	39	5	61	93	0	2	95
Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH															
Domain elements	Health knowledge & practice	30%	2%	69%	96%	0%	3%	99%	45	8	54	90	0	2	92
	Gross motor skills	25%	1%	75%	96%	0%	4%	100%	41	4	59	94	0	2	96
	Fine motor skills	36%	2%	64%	94%	0%	4%	98%	40	6	60	88	0	6	94
Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT															
Domain elements	Emotional & behavioral health	40%	9%	49%	48%	12%	42%	90%	65	16	30	45	5	39	84
	Social relationships	37%	3%	53%	52%	9%	45%	97%	47	8	44	49	8	43	92
	Self-concept & self-efficacy	30%	2%	69%	96%	0%	3%	99%	45	8	54	90	0	2	92
	Self-regulation	37%	2%	60%	79%	2%	19%	98%	41	8	57	78	2	14	92

HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Fall	Spring	Enrollment demographics
29%	26%	Home language: English
49%	53%	Home language: Spanish
21%	21%	Home language: Other languages
280	255	Total

PROGRAM YEAR 2012

Comparison of TSG's assessment scores for all 4 year old's against TSG's 4 year old and 5 year old expectations

	Fall		Spring 2013		Fall		Spring 2013	
	4 yr olds	5 yo olds	4 yr olds	5 yo olds	4 yr olds	5 yo olds	4 yr olds	5 yo olds

Legend = Essential domain and domain elements selected for school readiness goal development based on Teaching Strategies Goal (TSG) assessment data.

Essential Domain: APPROACHES TO LEARNING

Domain elements	Fall	Spring 2013	Fall	Spring 2013
Persistence and attentiveness	33%	2%	7%	63%
Initiative and curiosity	26%	2%	6%	85%
Cooperation	26%	1%	13%	44%

Essential Domain: COGNITION AND GENERAL KNOWLEDGE

Logic & Reasoning	Domain elements	Fall	Spring 2013	Fall	Spring 2013
Reasoning and problem-solving		36%	4%	18%	81%
Symbolic presentation		15%	0%	12%	87%
Geometry and spatial sense		59%	12%	30%	70%
Number concepts and quantities		53%	9%	32%	68%
Number relationships, operations		49%	6%	34%	65%
Measurement and comparison		48%	9%	39%	61%
Patterns		33%	1%	20%	80%

Essential Domain: LANGUAGE AND LITERACY

Literacy knowledge and skills	Domain elements	Fall	Spring 2013	Fall	Spring 2013
Phonological awareness		52%	9%	28%	72%
Alphabet knowledge		35%	4%	12%	88%
Print concepts and conventions		45%	1%	6%	94%
Book appreciation and knowledge		31%	2%	19%	81%
Early writing		17%	2%	26%	67%

Language development	Domain elements	Fall	Spring 2013	Fall	Spring 2013
Expressive language		39%	7%	24%	73%
Receptive language		32%	4%	31%	66%

SCHS & EHS Long-Range Outcomes	Washington Kindergarten Inventory of Developing Skills (WaKIDS)	
	Kindergarten baseline WaKIDS Fall 2012	SCHS 4yo TSG Spring 2013 data sorted in WaKIDS Fall 2012 framework
100% of all 4 yo children will meet/exceed 4 yo expectations	71%	85%
85% of all 4 year old children will meet 5 yo expectations	52%	67%

HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

<u>Fall</u>	<u>Spring</u>	<u>Enrollment demographics</u>
29%	26%	Home language: English
49%	53%	Home language: Spanish
21%	21%	Home language: Other languages
280	255	Total

PROGRAM YEAR 2012

Comparison of TSG's assessment scores for all 4 year old's against TSG's 4 year old and 5 year old expectations

		Fall Spring 2013		Fall 4 yr olds		Spring 2013 @ 5 yo TSG		Fall 4 yr olds		Spring 2013 @ 5 yo TSG	
30%	2%	11%		69%	96%	87%		0%	3%	3%	
25%	1%	11%		75%	96%	85%		0%	4%	4%	
36%	2%	15%		64%	94%	81%		0%	4%	4%	

Legend = Essential domain and domain elements selected for school readiness goal development based on Teaching Strategies Goal (TSG) assessment data.

Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH

Domain elements	Health knowledge and practice				
	Gross motor skills	30%	2%	11%	
	Fine motor skills	25%	1%	11%	
		36%	2%	15%	

Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT

Domain elements	Emotional and behavioral health	40%	9%	22%	
	Social relationships	37%	3%	10%	
	Self-concept and self-efficacy	30%	2%	11%	
	Self-regulation	37%	2%	9%	

SCHS & EHS Long-Range Outcomes	Washington Kindergarten Inventory of Developing Skills (WaKIDS)	
	WaKIDS Fall 2012	WaKIDS Fall 2012
100% of all 4 yo children will meet/exceed 4 yo expectations	79%	87%
85% of all 4 year old children will meet 5 yo expectations		
	99%	90%
	100%	89%
	98%	85%
	90%	78%
	97%	90%
	99%	90%
	98%	91%

HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Spring

- 44% Home language: English
- 41% Home language: Spanish
- 15% Home language: Other languages
- 1.18 Total 3 year olds

PROGRAMMY YEAR 2012

Comparison of TSG's assessment scores for all 3 year old's against TSG's 3 year old and 4 year old expectations

Legend = Essential domain and domain elements selected for school readiness goal development based on Teaching Strategies Goal (TSG) assessment data.

Essential Domain: APPROACHES TO LEARNING

Domain elements	Below		Meets		Exceeds	
	Fall 3 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 4 YO
Persistence and attentiveness	33%	2%	10%	61%	63%	79%
Initiative and curiosity	26%	2%	5%	72%	85%	92%
Cooperation	26%	1%	5%	61%	33%	75%

Essential Domain: COGNITION AND GENERAL KNOWLEDGE

Logic & Reasoning	Domain elements	Below		Meets		Exceeds	
		Fall 3 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 4 YO
Math knowledge and skills	Reasoning and problem-solving	36%	3%	14%	60%	70%	78%
	Symbolic presentation	15%	0%	2%	79%	60%	76%
Language development	Geometry and spatial sense	59%	12%	32%	39%	68%	63%
	Number concepts and quantities	53%	9%	31%	44%	57%	60%
	Number relationships and operations	49%	6%	21%	50%	64%	71%
Literacy knowledge and skills	Measurement and comparison	48%	9%	27%	52%	85%	72%
	Patterns	33%	1%	14%	64%	85%	86%

Essential Domain: LANGUAGE AND LITERACY

Literacy knowledge and skills	Domain elements	Below		Meets		Exceeds	
		Fall 3 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 4 YO
Language development	Phonological awareness	52%	9%	21%	45%	67%	72%
	Alphabet knowledge	35%	4%	17%	57%	58%	64%
	Print concepts and conventions	45%	1%	7%	55%	82%	88%
	Book appreciation and knowledge	31%	2%	7%	66%	75%	86%
Literacy knowledge and skills	Early writing	17%	2%	14%	82%	82%	84%
	Expressive language	39%	7%	18%	56%	69%	71%
	Receptive language	32%	4%	9%	68%	94%	89%

SCHS & EHS Long-Range Outcomes	100% of all 3 year old children will meet or exceed 3 year old expectations		85% of all 3 year old children will meet 4 year old expectations	
	100% of all 3 year old children will meet or exceed 3 year old expectations	85% of all 3 year old children will meet 4 year old expectations	100% of all 3 year old children will meet or exceed 3 year old expectations	85% of all 3 year old children will meet 4 year old expectations
	99%	90%	99%	90%
	99%	95%	99%	95%
	88%	94%	88%	94%
	96%	86%	96%	86%
	100%	87%	100%	87%
	88%	68%	88%	68%
	91%	68%	91%	68%
	94%	74%	94%	74%
	92%	73%	92%	73%
	99%	87%	99%	87%
	91%	79%	91%	79%
	96%	83%	96%	83%
	98%	93%	98%	93%
	98%	87%	98%	87%
	93%	82%	93%	82%
	97%	91%	97%	91%

HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Spring

44% Home language: English
 41% Home language: Spanish
 15% Home language: Other languages
 118 Total 3 year olds

PROGRAM YEAR 2012

Comparison of TSG's assessment scores for all 3 year old's
 against TSG's 3 year old and 4 year old expectations

Legend = Essential domain and domain elements selected for school readiness goal development based on Teaching Strategies Goal (TSG) assessment data.	Comparison of TSG's assessment scores for all 3 year old's against TSG's 3 year old and 4 year old expectations										100% of all 3 year old children will meet or exceed 3 year old expectations	85% of all 3 year old children will meet 4 year old expectations
	Below				Meets				Exceeds			
	Fall 3 YO	Spring 2013 3 YO	Fall 4 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 3 YO	Fall 4 YO	Spring 2013 4 YO	Fall 3 YO	Spring 2013 4 YO		
Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH												
Domain elements	30%	2%	9%	69%	96%	90%	0%	3%	1%	99%	91%	
Health knowledge and practice	25%	1%	6%	75%	96%	92%	0%	4%	1%	100%	93%	
Gross motor skills	36%	2%	23%	64%	94%	76%	0%	4%	1%	98%	77%	
Fine motor skills												
Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT												
Domain elements	40%	9%	42%	49%	48%	64%	12%	42%	13%	90%	77%	
Emotional and behavioral health	37%	3%	11%	53%	52%	71%	9%	45%	18%	97%	89%	
Social relationships	30%	2%	9%	69%	96%	90%	0%	3%	1%	99%	91%	
Self-concept and self-efficacy	37%	2%	7%	60%	79%	87%	2%	19%	6%	98%	93%	
Self-regulation												

HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK



English	15%	0-1 Year	11%
Spanish	70%	1-2 Year	37%
Other	15%	2-3 Year	48%
IEP	15%	PreK3	4%

Highlighted Scores =
HS School Readiness Goals
EHS School Rediness Goals
HS & EHS School Rediness Goals

SPRING 2013 26 Infants and toddlers

Essential Domain: APPROACHES TO LEARNING		Below	Meets	Exceeds
Domain elements	Persistence and attentiveness	2%	88%	10%
	Initiative and curiosity	6%	88%	6%
	Cooperation	2%	94%	4%

Essential Domain: COGNITION AND GENERAL KNOWLEDGE		Below	Meets	Exceeds	
Logic & Reasoning	Domain elements	Reasoning and problem-solving	5%	89%	6%
		Symbolic presentation	4%	85%	12%
Math knowledge and skills	Domain elements	Geometry and spatial sense	4%	88%	8%
		Number concepts and quantities	31%	65%	4%
		Number relationships and operations	23%	77%	0%
		Measurement and comparison	4%	96%	0%
		Patterns	12%	85%	4%

Essential Domain: LANGUAGE AND LITERACY		Below	Meets	Exceeds	
Literacy knowledge and skills	Domain elements	Phonological awareness	4%	90%	6%
		Alphabet knowledge	17%	81%	2%
		Print concepts and conventions	12%	81%	8%
		Book appreciation and knowledge	10%	84%	7%
		Early writing	2%	94%	4%
Language development	Domain elements	Expressive language	17%	79%	4%
		Receptive language	6%	87%	8%

Essential Domain: PHYSICAL DEVELOPMENT AND HEALTH		Below	Meets	Exceeds
Domain elements	Health knowledge and practice	11%	89%	0%
	Gross motor skills	9%	77%	14%
	Fine motor skills	4%	79%	17%

Essential Domain: SOCIAL AND EMOTIONAL DEVELOPMENT		Below	Meets	Exceeds
Domain elements	Emotional and behavioral health	7%	89%	4%
	Social relationships	4%	93%	3%
	Self-concept and self-efficacy	11%	89%	0%
	Self-regulation	4%	96%	0%



PROGRAM YEAR 2012
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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

Based on our Federal Review PY 2010 (Spring 2011) and PY 2011 CLASS scores, we decided to do an intensive CLASS training project for PY 2012. We created a CLASS Trainer position whose only focus would be the Education staff in strengthening their skills in effective, engaging interactions and environments with children.

<u>The results</u>	Emotional support	Classroom organization	Instructional support
Spring 2011	5.3	5.6	2.6
PY 2010 (Federal Review CLASS scores)			
Spring 2013	6.6	6.3	4.8
PY 2012			

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

**EdCC-Snohomish County Head Start & EHS
Program Year 2012 CLASS Project**

CLASS DOMAINS	EMOTIONAL SUPPORT				CLASSROOM ORGANIZATION				INSTRUCTIONAL SUPPORT				
	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspectives	Domain Average	Behavior Management	Productivity	Instructional Learning Formats	Domain Average	Concept Development	Quality of Feedback	Language Modeling	Domain Average
PY 2012 Spring CLASS Scores	6.5	1.0	6.5	6.8	6.6	6.2	6.5	6.2	6.3	4.3	4.7	5.4	4.8
PY 2012 Winter CLASS Scores	6.8	1.1	6.2	6.3	6.4	6.1	6.4	5.6	6.0	3.5	4.2	4.7	4.1
PY 2012 Fall CLASS Scores	6.7	1.1	6.3	6.5	6.5	6.0	6.2	5.6	5.9	3.5	4.2	4.2	4.0
PY 2011 Spring CLASS Scores	6.5	1.1	5.6	5.5	5.9	5.5	5.8	5.0	5.4	3.9	4.1	4.0	4.0
PY 2010 Spring Fed Rev CLASS	5.8	1.2	5.3	4.9	5.3	5.7	5.8	5.2	5.6	2.5	2.7	2.7	2.6
Min CLASS scores needed to see gains in children's development					5.0				5.0				3.0
					6.0				5.4				3.1
					6.0				5.5				3.2
					5.9				5.5				3.0
					5.5				4.9				2.2

There are two circumstances under which a grantee is required to compete as the result of low CLASS™ scores.

1. Grantees w/average CLASS™ scores below the established minimum on any of the three CLASS™ domains will be required to compete. These thresholds scores are: 4 for the domain of Emotional Support, 3 for the domain of Classroom Organization, and 2 for the domain of Instructional Support.
2. Each year the ten percent of grantees reviewed that receive the lowest average scores in each domain are required to compete. If a program scores in the bottom 10 percent of all Head Start programs, this means that the vast majority of Head Start programs were assessed at higher levels. However, if the lowest 10 percent in any of the three CLASS™ domains should include grantees with a score of 6 or 7, those grantees would not be required to compete, even if this means that fewer than 10 percent would be required to compete based on that domain.

For additional information go to: <http://eclkc.ohs.acf.hhs.gov/hslc/sr/quality/class/docs/use-of-class.pdf>



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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.

Office of Head Start

10CH0107 Snohomish County Head Start & Early Head Start

PY 2012 (8/1/2012 - 7/31/2013)

Enrollment - Performance Indicators

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
<i>Cumulative Enrolled Children</i>	606		12,268		919,325	
2013 # PIR Performance Indicator	Number	%age	Number	%age	Number	%age
101 Percentage (%) of children enrolled for multiple years	160	26.4%	3,731	30.4%	282,297	30.7%
102 Percentage (%) of children enrolled less than 45 days	96	15.8%	552	4.5%	39,037	4.2%
103 Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	137	22.6%	2,128	17.3%	144,054	15.7%

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

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
<i>Cumulative Enrolled Children</i>	606		12,268		919,325	
<i>Children Enrolled less than 45 Days</i>	96	15.8%	552	4.5%	39,037	4.2%
2013 # PIR Performance Indicator at Beginning of Enrollment Year	Number	%age	Number	%age	Number	%age
111 Percentage (%) of children with health insurance	585	96.5%	11,826	96.4%	863,212	93.9%
112 Percentage (%) of children with a medical home	558	92.1%	11,736	95.7%	857,613	93.3%
113 Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	498	82.2%	11,425	93.1%	868,739	94.5%
114 Percentage (%) of children with a dental home	527	87%	10,923	89%	764,931	83.2%
2013 # PIR Performance Indicator at End of Enrollment Year	Number	%age	Number	%age	Number	%age
111 Percentage (%) of children with health insurance	601	99.2%	12,049	98.2%	888,429	96.6%
112 Percentage (%) of children with a medical home	597	98.5%	12,032	98.1%	889,845	96.8%
113 Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	606	100%	11,975	97.6%	897,734	97.7%
114 Percentage (%) of children with a dental home	583	96.2%	11,723	95.6%	853,875	92.9%

Family Services - Performance Indicators

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
Total Number of Families	582		11,547		862,053	
2013 # PIR Performance Indicator	Number	%age	Number	%age	Number	%age
141 Percentage (%) of families who received at least one of the family services reported in the PIR	485	83.3%	9,546	82.7%	637,986	74%
Context	Number		Number		Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year	34		1,074		35,040	
2013 # PIR Performance Indicator	Number	%age	Number	%age	Number	%age
142 Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	28	82.4%	390	36.3%	11,515	32.9%

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

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
Preschool Classroom Teachers	26		648		44,409	
Preschool Classes	28		606		43,576	
Preschool Classroom Assistant Teachers	17		538		45,625	
2013 # PIR Performance Indicator	Number	%age	Number	%age	Number	%age
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	30.8%	346	53.4%	29,650	66.8%
152 Percentage (%) of preschool classes in which at least one teacher meets the teacher degree/credential requirements of Section 648A.(3)(B) (AA or higher - ECE/related) that became effective October, 2011	28	100%	557	91.9%	38,868	89.2%
153 Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	17	100%	463	86.1%	39,655	86.9%

EARLY HEAD START

Enrollment - Performance Indicators

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
<i>Cumulative Enrolled Children</i>	49		4,081		149,735	
2013 # PIR Performance Indicator	Number	%age	Number	%age	Number	%age
101	19	38.8%	1,839	45.1%	65,609	43.8%
102	17	34.7%	262	6.4%	8,598	5.7%
Context	Number	%age	Number	%age	Number	%age
<i>Cumulative Enrolled Children and Pregnant Women (if EHS)</i>	49		4,470		165,174	
2013 # PIR Performance Indicator	Number	%age	Number	%age	Number	%age
103	19	38.8%	1,488	33.3%	50,296	30.5%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
<i>Cumulative Enrolled Children</i>	49		4,081		149,735	
<i>Children Enrolled less than 45 Days</i>	17	34.7%	262	6.4%	8,598	5.7%
2013 # PIR Performance Indicator at Beginning of Enrollment Year	Number	%age	Number	%age	Number	%age
111	45	91.8%	3,946	96.7%	141,488	94.5%
112	44	89.8%	3,860	94.6%	140,080	93.6%
113	38	77.6%	3,628	88.9%	132,961	88.8%
114	44	89.8%	2,983	73.1%	95,460	63.8%
2013 # PIR Performance Indicator at End of Enrollment Year	Number	%age	Number	%age	Number	%age
111	48	98%	4,021	98.5%	145,331	97.1%
112	46	93.9%	4,002	98.1%	145,209	97%
113	44	89.8%	3,760	92.1%	140,398	93.8%
114	46	93.9%	3,459	84.8%	114,393	76.4%

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

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
<i>Cumulative Enrolled Children</i>	49		4,081		149,735	

Family Services - Performance Indicators

Context	Grant		State		National	
	Number	%age	Number	%age	Number	%age
<i>Cumulative Enrolled Children</i>	49		4,081		149,735	

2013 #	PIR Performance Indicator	Number	%age	Number	%age	Number	%age
121	Percentage (%) of children with an IFSP or IEP	10	20.4%	590	14.5%	20,369	13.6%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	46	93.9%	3,589	87.9%	125,823	84%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	11	-	-	-	-	-
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	11	100%	389	84.7%	12,370	94.9%
Context		Grant		State		National	
<i>Total Number of Families</i>		Number	%age	Number		Number	
		48		3,619		136,768	
2013 #	PIR Performance Indicator	Number	%age	Number	%age	Number	%age
141	Percentage (%) of families who received at least one of the family services reported in the PIR	23	47.9%	3,070	84.8%	109,530	80.1%
Context		Number		Number		Number	
<i>Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year</i>		5		488		10,662	
2013 #	PIR Performance Indicator	Number	%age	Number	%age	Number	%age
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	1	20%	153	31.4%	3,919	36.8%

Infant/Toddler Staff (EHS and Migrant/Seasonal infants/toddler staff only)

Performance Indicator		Grant		State		National	
Context		Number	%age	Number	%age	Number	%age
<i>Early Head Start Center-Based Teachers</i>		0		222		13,992	
2013 #	PIR Performance Indicator	Number	%age	Number	%age	Number	%age
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	0%	204	91.9%	13,149	94%



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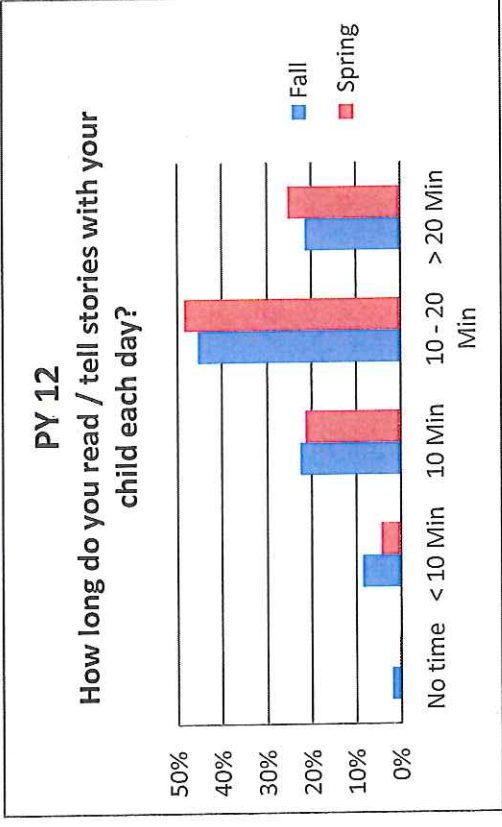
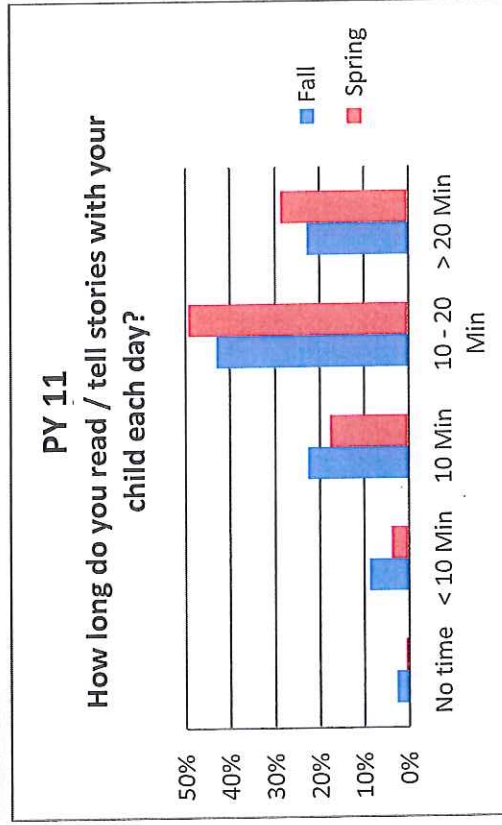
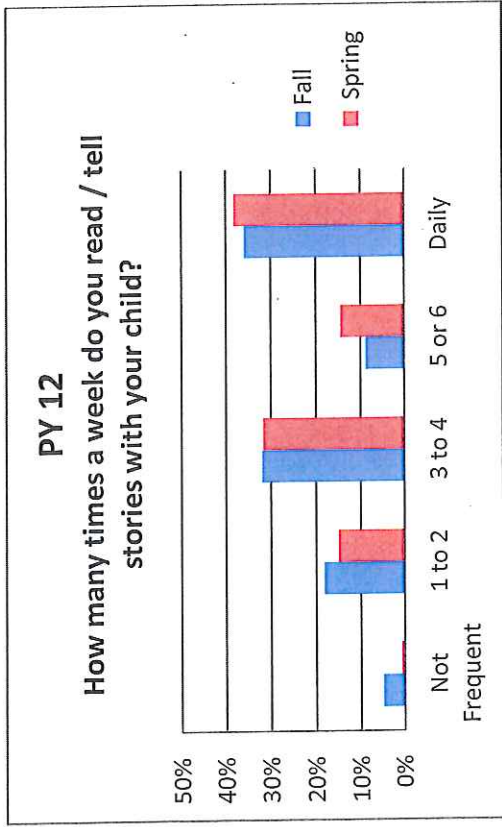
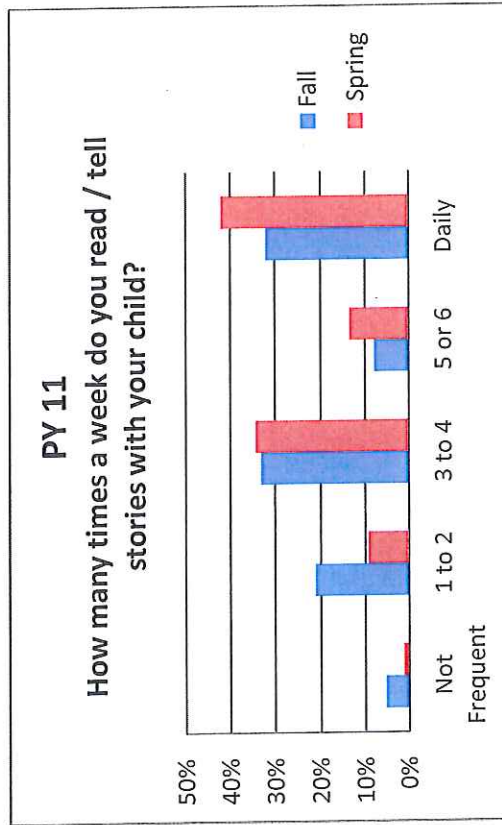
d) Literacy and language family surveys – School Readiness

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 2012 is the third 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.

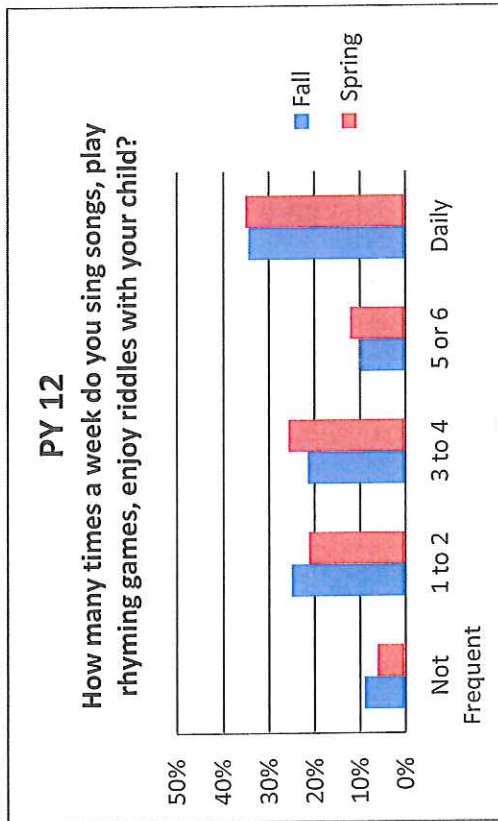
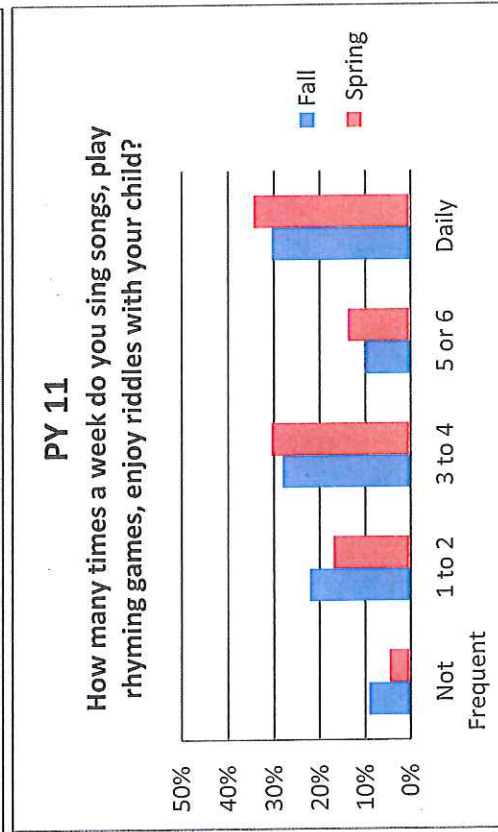
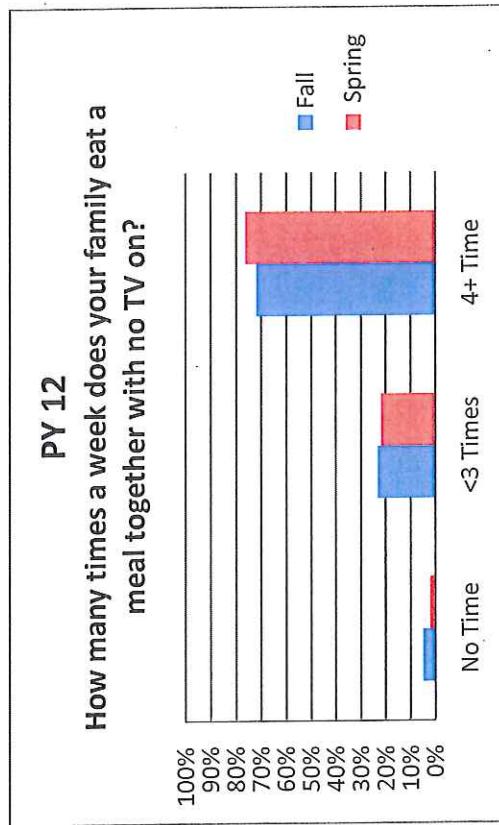
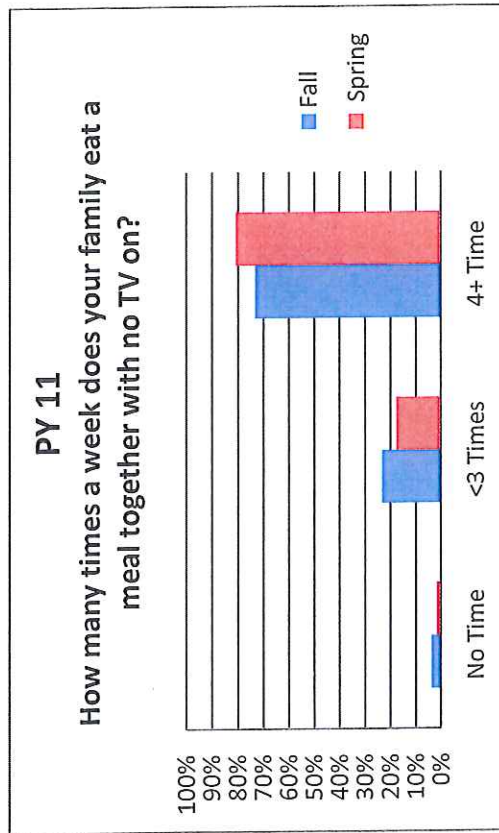
Family Literacy Self-Assessment

PY 2012



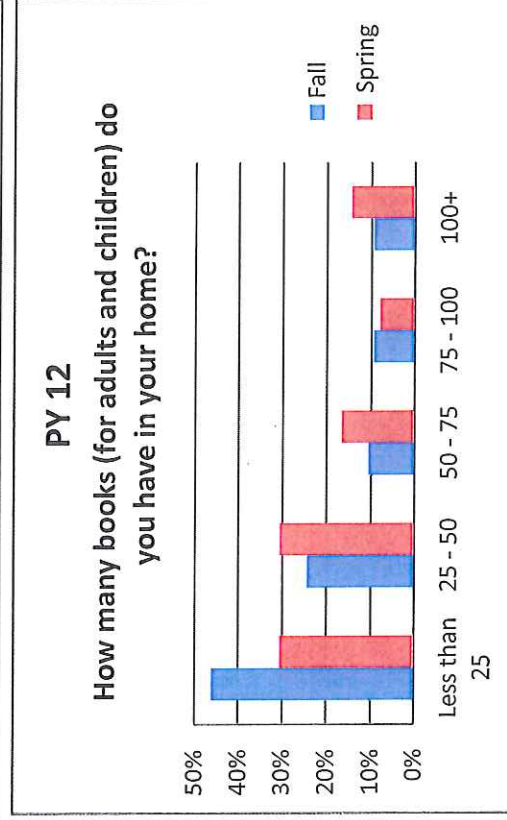
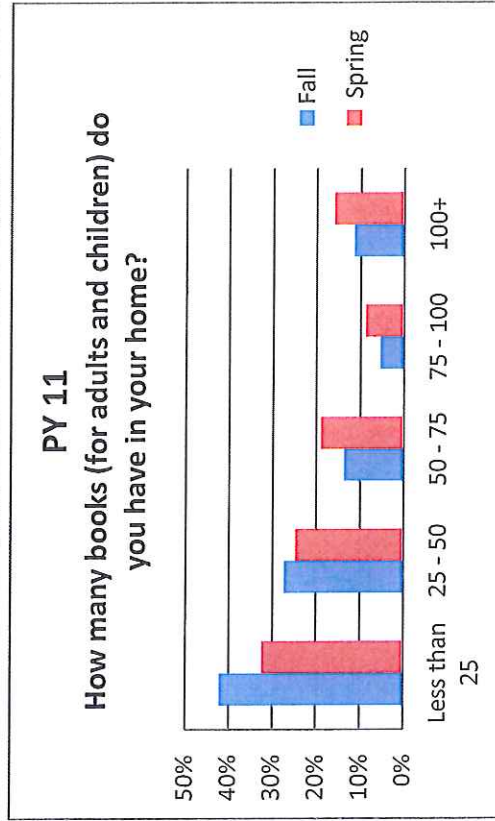
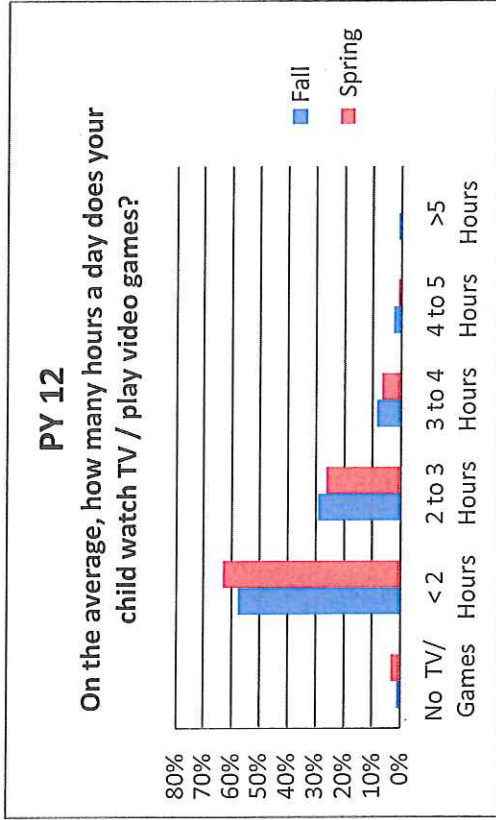
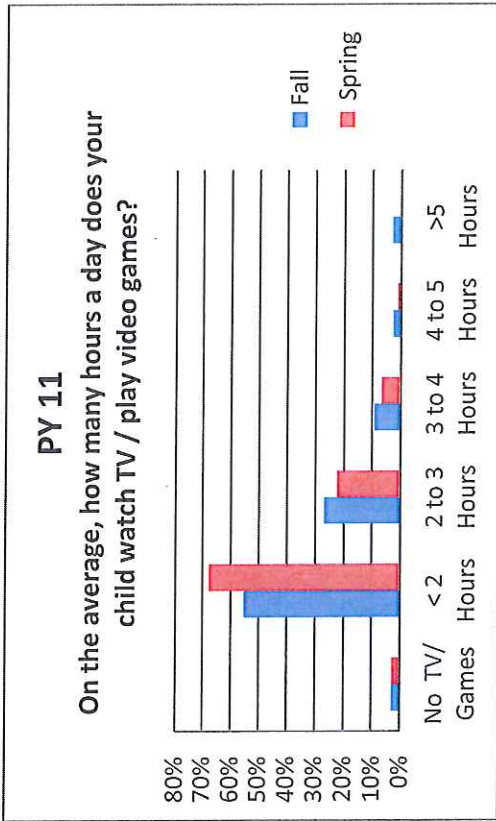
Family Literacy Self-Assessment

PY 2012



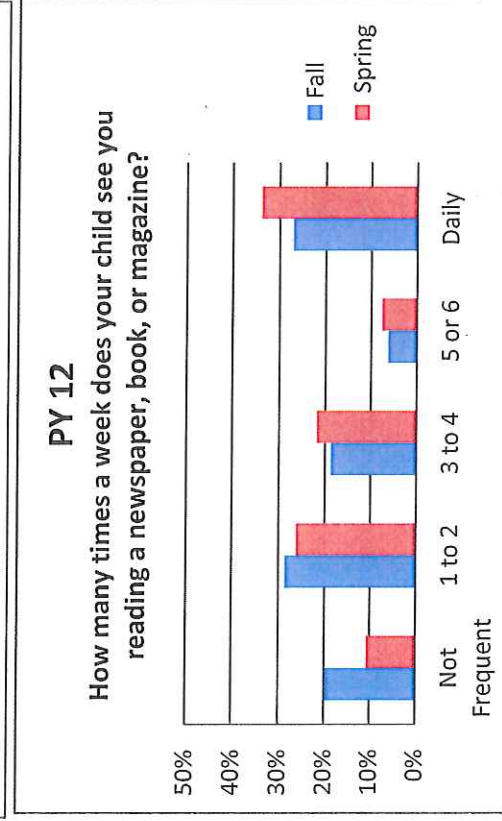
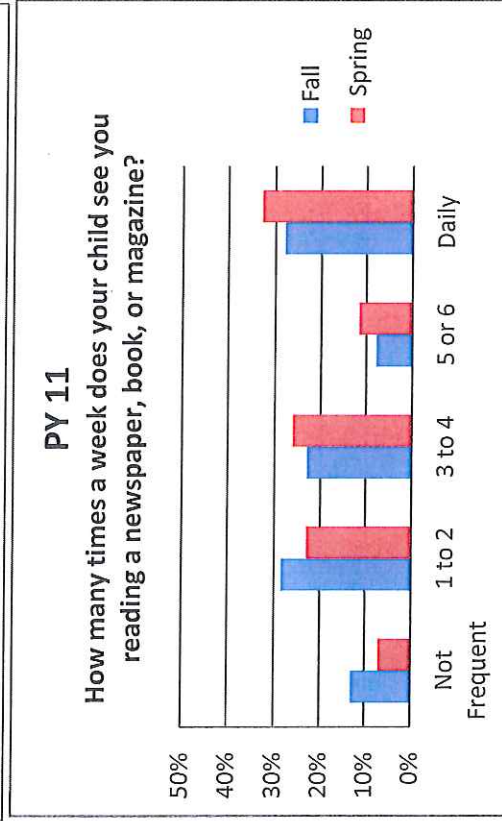
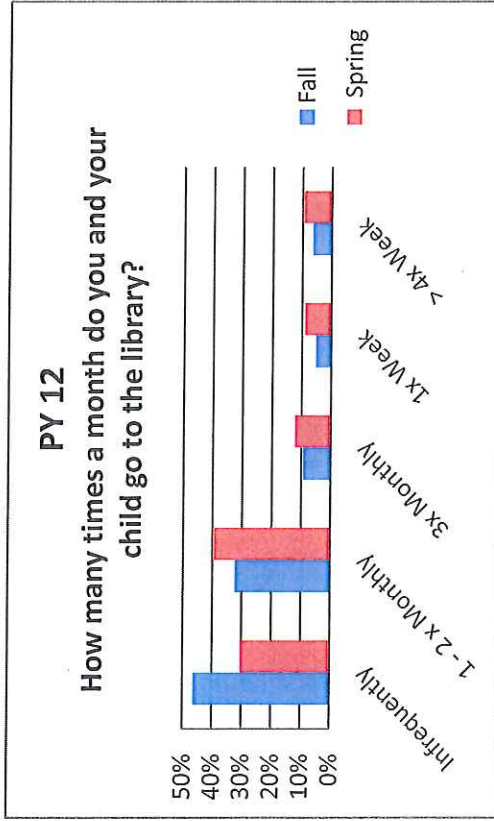
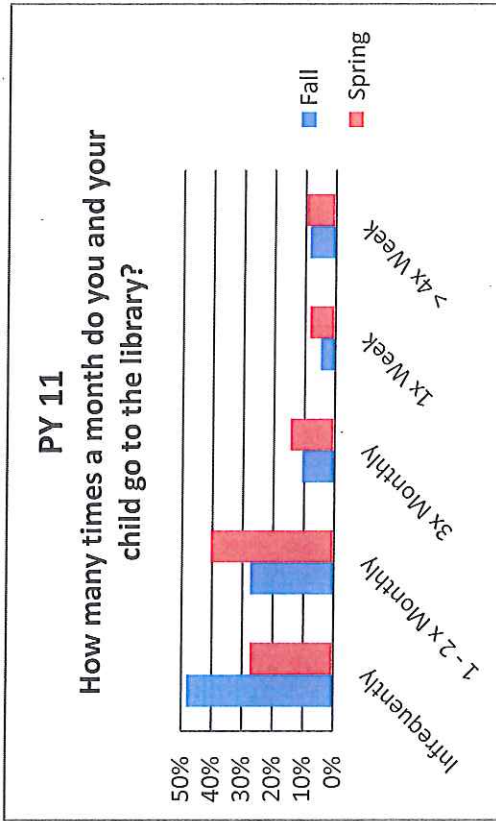
Family Literacy Self-Assessment

PY 2012



Family Literacy Self-Assessment

PY 2012





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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 70 or 13% 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. 226 or 42% of enrolled parents observed 16 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.



Number of surveys sent out - 540
 Number of surveys returned - 70 or 13% of the 540

Response total	Put an X in the column that best describes how you feel about each of the statements below.	Has not happened	Strongly Dis-agree	Dis-agree	No Opinion	Agree	Strongly agree
ITEMS SELECTED AS A CONCERN							
69	When my family has needs, getting help from staff is easy.	1	3	2	3	24	36
69	Staff encourages me to volunteer in my child's class.		1	4	1	23	40
70	Staff asks me about what I think is important for my family.	3		2	4	30	31
RESULTS ON OTHER ITEMS							
66	Applying to Head Start or Early Head Start was easy.		3	4	5	27	27
69	HS Parents: I find it easy to attend the CLC parent meetings and trainings (FLED events).	2	2	2	7	24	32
70	I feel staff is courteous and respectful of me and of my culture.		2	2	2	22	42
67	Getting answers to my questions is easy.			3	3	32	29
66	I feel good about the services my child and family are receiving at HS and Early Head Start.		1	2		16	47
70	Staff invites me to attend school activities, parent trainings (FLED) and parent meetings (CLC).			2	1	24	43
69	Staff gives me ideas or activities (homework) to do with my child at home.		2			24	43
70	Staff schedules my home visits and conferences at times that are good for my family and me.	1	2		3	19	45
68	It was easy to set a goal for my family with my parent service specialist or parent mentor.			2	5	28	33
68	It was easy to set a learning goal for my child with my teacher or parent mentor.			1		32	35
0	Early Head Start Parents: I find it easy to attend group socializations.	4	3	3	10	18	16
70	Staff asks me about what I think is important in raising my child.				3	33	34
		1.0%	1.8%	2.8%	4.5%	35.8%	50.8%
<i>Overall satisfaction ratings</i>		4.6%				86.6%	



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	DNS	YES	% NO
Total responses: 3322 Health and Safety overall percentage ratings	4%	95%	0.7%
Area: Fun and learning	DNS	Yes	% NO
Total responses: 2822 Fun and Learning overall percentage ratings	2%	97%	0.5%
You observe classroom staff	DNS	Yes	% NO
Total responses: 1106 Classroom staff observations overall percentage ratings	0.5%	98.7%	0.7%
Area: Daily Routines	DNS	Yes	% NO
Total responses: 2890 Daily Routines overall percentage ratings	3%	97%	0.4%

ITEMS IDENTIFIED AS A CONCERN RANKED

	DNS	YES	#	% NO
There is a parent information board in the classroom.	10	207	12	5.2%
Is the bleach spray bottle out of reach of the children?	13	205	2	0.9%
Are Food Handlers cards posted and current for classroom staff?	11	208	2	0.9%
Children wash hands upon arrival to the classroom.	2	218	2	0.9%
Does the classroom emergency backpack contain a first aid kit and confidential information?	13	211	2	0.9%
Are exit signs visible and evacuation routes posted so there is no confusion about how to leave the classroom and building?	3	213	1	0.5%
Is classroom staff able to supervise children at all times by sight and sound?	3	218	1	0.5%
Are the outdoor play areas safe and litter free?	7	217	1	0.4%

RANKING OF REMAINING RESULTS

Area: HEALTH AND SAFETY	DNS	YES	#	% NO
The number of adults in the classroom working with children is at least 1 per 10 children.	0	212	8	3.6%
Are medications locked in a special section of the classroom emergency backpack?	31	179	3	1.4%
Are First Aid/CPR cards posted and current for teachers and associate teacher staff?	16	207	2	0.9%
Do children brush their teeth once a day?	13	210	1	0.4%
Do Parents sign their children in and out of the classroom?	1	223	0	0.0%
Is the classroom furniture clean and safe for children?	4	218	0	0.0%
Do the children wash hands when they come in from outside?	8	215	0	0.0%
Does hand washing occur before and after eating meals and snacks.	1	219	0	0.0%
Are menus posted and for the current month?	5	215	0	0.0%



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.

Area: Fun and learning	DNS	YES	#	% NO
Children have enough toys and materials to explore and use.	1	209	4	1.9%
Singing occurs daily.	5	215	4	1.8%
Children's cultures and races are represented in photos, books, dolls, songs, and artwork.	7	213	3	1.3%
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).	1	206	1	0.5%
There is space and materials for drawing, painting, and crafts.	3	215	1	0.5%
There are health and nutrition materials, activities and books.	10	208	1	0.5%
There is an outdoor play space.	5	218	1	0.4%
There is an area for pretend play.	12	212	0	0.0%
There are books to read.	0	222	0	0.0%
There are writing materials available to the children.	4	220	0	0.0%
There are blocks, puzzles, and games available to the children.	1	213	0	0.0%
There are math and science materials, activities and books.	5	178	0	0.0%
Learning materials are clean and in good condition.	2	222	0	0.0%

Area: Daily Routines	DNS	YES	#	% NO
There are times and places for children to play alone or with others.	4	215	3	1.4%
Time is planned for gross motor/physical activity play each day (on the lesson plan)	12	217	2	0.9%
There is a parent 3-ring notebook containing CLC and LC minutes in the classroom	13	208	1	0.5%
Children are together in a large group activity sometime during class (on the lesson plan).	3	217	1	0.5%
The lesson plan is posted.	10	211	1	0.5%
The child and parent are greeted upon arrival.	5	220	1	0.4%
There are times and places for quiet play and active play.	2	221	1	0.4%
Meal times are relaxed and pleasant. Children and staff sit together and share conversation.	1	223	0	0.0%
Children assist in serving and clean-up of meals and snacks.	3	221	0	0.0%
The Classroom daily schedule is posted and followed.	11	211	0	0.0%
Parents are encouraged to participate in their child's class.	3	222	0	0.0%

PY 2012 Self - Assessment
 Classroom Observation Checklist Report
 Total Classroom observations completed: 226



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.

Area: Observed Classroom Staff	DNS	YES	#	% NO
Listening and responding to children in groups.	2	220	3	1.3%
Talking with children in a calm voice.	0	214	2	0.9%
Using gentle touches.	4	218	2	0.9%
Listening and responding to children individually.	0	222	1	0.4%
Being respectful of children and parents	0	218	0	0.0%

PY 2012 Self-Assessment Classroom Observation - Parent Comments

Overall the comments were positive – parents love the program and the staff. While there wasn't one or two glaring issue there are a few that were across the board.

- Playing outside in the cold/rainy weather – why?
- Teachers greeting parents and not just the children
- Parents bringing their children late which makes it hard to complete the day as planned
- CV – hand washing station closer to the classroom/paper towel instead of blow dry
- Take a child into go to the bathroom when outside instead of waiting till they all come in
- Transportation
- Too many staff for one classroom

<i>There is a hesitation or physical barrier between the classroom door and the center's exit door or between the center's exit door and access to unsafe outside areas.</i>		CONCERN		NO CONCERN			
<i>Resp</i>	<i>Health and Safety Elements</i>	YES	%	NO	%	DNO	NA
Fac	Safe Environment-Monitors exits w/ Bells	2	12%	15	88%	0	0
Fac	Safe Environment-Monitors exits other methods	2	12%	15	88%	0	0
Ed	Safe Environment-Monitors exits adult supervision	0	0%	17	100%	0	0
<i>Materials, durable goods, supplies, furniture and personal items do not pose a safety hazard to children.</i>		CONCERN		NO CONCERN			
<i>Resp</i>	<i>Health and Safety Elements</i>	YES	%	NO	%	DNO	NA
Ed	Safe Environment-Protects from heavy items	9	53%	8	47%	0	0
Ed	Secured heavy items on shelves	8	47%	9	53%	0	0
Ed	Secured shelving units	5	29%	12	71%	0	0
Ed	Safe Environment-Protects from Choking	5	29%	12	71%	0	0
Ed	Window cords stored safely	2	12%	15	88%	0	0
Ed	Safe Environment-Protects from Sharp objects	2	12%	15	88%	0	0
Ed	Prevented from unsafe area (inside)	4	24%	13	76%	0	0
Ed	No balloons or plastic bags in classroom	1	6%	16	94%	0	0
Ed	Cubbies or containers used to separate children's coats	1	6%	16	94%	0	0
Ed	Adult Belongings secure/safe	1	6%	16	94%	0	0
Ed	Toothbrushing labeled/numbered	1	6%	16	94%	0	0
<i>Checklists, logs and safety drills must be scheduled, consistently executed, documented and results evaluated for procedural improvements and safety hazard reduction.</i>		CONCERN		NO CONCERN			
<i>Resp</i>	<i>Health and Safety Elements</i>	YES	%	NO	%	DNO	NA
Ed	Lock Down Drills Current	8	47%	9	53%	0	0
Ed	Earth Quake Drills Current	8	47%	9	53%	0	0
Ed	Fire Drill Drills Current	6	35%	11	65%	0	0
Ed	Monthly Checklist classroom	6	35%	11	65%	0	0
Ed	Playground Safety Log current - refer to Physical Environments	5	29%	12	71%	0	0
Ed	Attendance kept confidential	4	24%	13	76%	0	0
Ed/FS	Attendance tracking current	4	24%	13	76%	0	0
Ed/Fac	Monitoring of Playground conditions	3	18%	14	82%	0	0
Fac	Log premises cleaning	1	6%	16	94%	0	0
<i>System ensures children's health and well-being while attending HS/EHS; system's elements must be transparent, consistently maintained, timely updated and standardized in its information, location and supplies.</i>		CONCERN		NO CONCERN			
<i>Resp</i>	<i>Health and Safety Elements</i>	YES	%	NO	%	DNO	NA
H/FS	First Aid Kit Monthly check off list	8	47%	9	53%	0	0
H/FS	Health Alerts/food alerts are current	7	41%	10	59%	0	0
H/FS	First Aid stocked	3	18%	13	76%	1	
H/FS	Health alerts/food alerts are confidential	1	6%	16	94%	0	0
H/FS	First Aid Kit current	1	6%	15	88%		1
H/FS	Medication labled correctly	0	0%	15	88%	0	2
Ed	CPR/First Aid cards current	7	41%	10	59%	0	0
Ed	Flashlights available	6	35%	15	88%	1	0
Ed	Emergency lighting	4	24%	13	76%	0	0
Ed	Food Handler cards current	3	18%	14	82%	0	0

<i>System ensures children's health and well-being while attending HS/EHS; system's elements must be transparent, consistently maintained, timely updated and standardized in its information, location and supplies. Continued</i>		CONCERN		NO CONCERN			
<i>Resp</i>	<i>Health and Safety Elements</i>	YES	%	NO	%	DNO	NA
Ed	Medication secure/locked	2	12%	15	88%	0	0
Ed	Medication stored safely	1	6%	15	88%	0	0
Ed	Emergency cell phones charged	1	6%	16	94%	0	0
Ed	Gloves for food prep	1	6%	9	53%	7	0
Ed	BackPack accessible	0	0%	17	100%	0	0
Ed	First Aid Kit located	0	0%	17	100%	0	0
Ed	Medication refrigerated	0	0%	0	0%	0	17
Ed	First Aid out of reach	0	0%	17	100%	0	0
Ed	First Aid visible/reachable	0	0%	17	100%	0	0
Ed	Portable First Aid	0	0%	17	100%	0	0
<i>Postings are current, readable and in a visible standardized location.</i>		CONCERN		NO CONCERN			
<i>Resp</i>	<i>Health and Safety Elements</i>	YES	%	NO	%	DNO	NA
Fac	Building permit posted	4	24%	13	76%	0	0
Fac	Exits posted	0	0%	17	100%	0	0
Ed	Staff Name tags	4	24%	12	71%	0	0
Ed	ER phone # posted	1	6%	16	94%	0	0
Ed	Rapid Response posted	1	6%	16	94%	0	0
Ed	Exposure Control Plan visible	1	6%	16	94%	0	0
Ed	ER Site Info/Phone # posted	0	0%	17	100%	0	0
Ed	Evacuation Plan posted	0	0%	17	100%	0	0
Ed	Health Protocols available	0	0%	17	100%	0	0
<i>Physical environments must be safe, clean and secure.</i>		CONCERN		NO CONCERN			
<i>Resp</i>	<i>Health and Safety Elements</i>	YES	%	NO	%	DNO	NA
Fac	Playground safe and secure - ground cover	5	29%	12	71%	0	0
Fac	Safe environment-protects from trip - ground cover	5	29%	12	71%	0	0
Fac	Garbage stored safe/sanitary	5	29%	12	71%	0	0
Fac	Trash cans lids	3	18%	14	82%	0	0
Fac	Playground prevented access to unsafe areas - fence gate	2	12%	15	88%	0	0
Fac	No peeling paint or paint chipping	2	12%	15	88%	0	0
Fac	Facilities in good repair	2	12%	15	88%	0	0
Fac	Safe environment-protects from entrapments - fence gaps	2	12%	15	88%	0	0
Fac	Safe environment-protects from window screens	1	6%	16	94%	0	0
Fac	Bathrooms clean - working with children on use	1	6%	16	94%	0	0
Ed	Electrical outlets covered - use of an extension cord	1	6%	16	94%	0	0
Ed	Bathrooms clean - working with children on use	1	6%	16	94%	0	0
Ed	Safe environment-protects from chemicals - detergent under sink	1	6%	16	94%	0	0
Ed	Safe environment-protects from trap	1	6%	16	94%	0	0
Ed	Diapering during session	0	0%	0	0%	2	0
Ed	Sanitizing toys schedule available	0	0%	17	100%	0	0
Ed	Location Disaster Plan is known by staff	0	0%	17	100%	0	0
Ed	Wash Hands upon Arrival	0	0%	4	24%	13	0

Resp	Health and Safety Elements	CONCERN		NO CONCERN			
		YES	%	NO	%	DNO	NA
Ed	Wash Hands from playground	0	0%	5	29%	12	0
Ed	Wash hands toileting	0	0%	8	47%	9	0
Ed	Wash Hands bodily fluids	0	0%	0	0%	17	0
Ed	WashHands Bandaging	0	0%	0	0%	17	0
Ed	Wash Hands Medication	0	0%	0	0%	17	0
Ed	Wash Hands Animals	0	0%	0	0%	17	0
Ed	Wash Hands Handling food	0	0%	7	41%	10	0
Ed	Supervised Children	0	0%	17	100%	0	0
Ed	No Corporal punishment	0	0%	17	100%	0	0
Ed	Sanitized/clean areas	0	0%	17	100%	0	0
Ed	Observe Toothbrushing	0	0%	1	6%	16	0
Ed	ToothBrushes stored	0	0%	17	100%	0	0
Ed	Gloves Available	0	0%	17	100%	0	0
Ed	Gloves for Bodily Fluids	0	0%	1	6%	16	0
Ed	Gloves contact bodily fluids	0	0%	1	6%	16	0
Ed	Contaminated fluids disposed	0	0%	0	0%	17	0
Ed	Equipment for disinfecting	0	0%	17	100%	0	0
Ed	Potties Disinfected	0	0%	0	0%	2	15
Ed	Toileting procedures	0	0%	17	100%	0	0
Ed	Diapering procedures	0	0%	2	12%	15	0
Ed	Gloves during toileting	0	0%	0	0%	17	0
Ed	Wash hands toileting	0	0%	6	35%	11	0
Ed	Materials good condition	0	0%	17	100%	0	0
Ed	Materials free of sharp edges	0	0%	17	100%	0	0
Ed	No Choking Hazards	0	0%	2	12%	0	0
Ed	Materials stored neatly	0	0%	17	100%	0	0
Ed	Infant/toddler non toxic toys	0	0%	17	100%	0	0
Ed	Education Budget allocation	0	0%	17	100%	0	0
Ed	EHS/HS space separated	0	0%	6	35%	0	11
Ed	Classroom functionality for disability children	0	0%	1	6%	16	0
Ed	Children with disabilities	0	0%	0	0%	17	0
Ed	Children with disabilities participate	0	0%	0	0%	17	0
Ed	Furniture safe/good repair	0	0%	17	100%	0	0
Ed	Exposed to vehicular traffic	0	0%	17	100%	0	0
Ed	Work Around blind spots	0	0%	15	88%	2	0
Ed	Outdoor supervision	0	0%	13	76%	4	0
Ed	Tables sanitized before/after mealtime	0	0%	12	71%	5	0
Ed	Safe Enviroment-Protects from Drowning	0	0%	17	100%	0	0
Ed	Safe Enviroment-Protects from falls	0	0%	17	100%	0	0
Ed	Safe Enviroment-Protects from Gunshots	0	0%	17	100%	0	0
Ed	Safe Enviroment-Protects from Hearing Loss	0	0%	17	100%	0	0
Ed	Safe Enviroment-Protects from Pinches	0	0%	17	100%	0	0
Ed	Safe Enviroment-Protects from punctures	0	0%	17	100%	0	0

Resp	Health and Safety Elements	CONCERN		NO CONCERN			
		YES	%	NO	%	DNO	NA
Ed	Safe Environment-Protects from Shear/Crush	0	0%	17	100%	0	0
Ed	Safe Environment-Protects from Handrails	0	0%	17	100%	0	0
Ed	Safe Environment-Protects from Guardrails	0	0%	17	100%	0	0
Ed	Safe Environment-Protects from climbing structures/windows	0	0%	17	100%	0	0
Ed	Safe Environment-Protects from burn hazards	0	0%	0	0%	17	0
Fac	Environmental Reports concerns	0	0%	17	100%	0	0
Fac	Toileting separate from Food	0	0%	17	100%	0	0
Fac	Bathrooms good repair	0	0%	17	100%	0	0
Fac	Easily reach toilets/sinks	0	0%	17	100%	0	0
Fac	Stepstools available	0	0%	16	94%	0	1
Fac	Plungers/Mops available	0	0%	17	100%	0	0
Fac	Bathroom dispensers full	0	0%	17	100%	0	0
Fac	Classrooms well lit	0	0%	17	100%	0	0
Fac	Heating system safe	0	0%	17	100%	0	0
Fac	Ambient temperature	0	0%	17	100%	0	0
Fac	Fire extinguisher available	0	0%	17	100%	0	0
Fac	Fire extinguisher current	0	0%	16	94%	1	0
Fac	Smoke free environment	0	0%	17	100%	0	0
Fac	Hallways safe/clean	0	0%	17	100%	0	0
Fac	Safe Environment-Protects from Tamper Resistant	0	0%	17	100%	0	0
Fac	Safe Environment-Protects from lightbulb shattering	0	0%	17	100%	0	0
Fac	Safe Environment-Protects from glass barriers	0	0%	17	100%	0	0
Fac	Safe Environment-Protects from portable heaters	0	0%	0	0%	17	0
Fac	Safe Environment-Protects from portable heaters/access	0	0%	0	0%	0	17
Fac	Environmental Reports concerns corrected	0	0%	0	0%	17	0
Fac	35 Square feet available	0	0%	17	100%	0	0
Fac	75 square feet outside	0	0%	17	100%	0	0
Fac	Smoke detectors/systems	0	0%	17	100%	0	0
Fac	Windows safety glass	0	0%	17	100%	0	0
Fac	Lead tested	0	0%	0	0%	17	0
Fac	Lead level safe	0	0%	17	100%	0	0
Fac	Lead level process	0	0%	0	0%	17	0
Fac	Pesticides parent notification process	0	0%	17	100%	0	0
Fac	Pesticides timeline notification	0	0%	17	100%	0	0
Fac	Trash disposed of daily	0	0%	17	100%	0	0
Fac	Facilities budget allocation adequate	0	0%	17	100%	0	0
Fac	Facilities concern tracking system	0	0%	17	100%	0	0
Fac	Facilities concern system not working	0	0%	0	0%	17	0
FdS	Meal Prep areas	0	0%	17	100%	0	0
Hlth	Exposure Control Plan established guidelines	0	0%	17	100%	0	0
Tech	Telephones available	0	0%	17	100%	0	0

Recommendations:

- All bulletin boards should be the same - Kudo's to EA2 - the best bulletin board
- All sites should have the green card that says outlets approved and safety glass approved..
- All sites should have a sign showing that the first aid kit is located in the backpack
- All sites should have a sign in the classroom showing where the disaster kit is located
- Someone should check the Site green cards when phone numbers get changed and update them
- FSW should have their food handler permits posted in the classrooms that they work in
- A set poster for all food service cards and CPR card by position for the staff to hang their cards up with -
- CFF - takes pictures of the kids and scans the picture of the child to the Health Alert as a secondary safety measure
- Add a monthly check list to the PSS to double check the emergency backpack for updated rosters and double checking the meds/and alerts

- Remove thermometers from the 1st aid kit checkoff list if the thermometers aren't kept in backpacks - all were in the classroom

- Question toothbrushes sanitation - no place for toothbrushes to drain in new boxes - remember EHS/TH when changing systems
- Add a green card above the plastic bags - stating for contaminated materials
- All sites should have the plastic bag holders similar to the ones in CG - easy to see and use and out of reach
- Remove blinds with cords - newer kind of blinds don't require cords
- Change safety locks - the kind that you pull on for the drawers easily break
- Review with teaching staff the importance of conversations at the tables for meals
- Weren't charged with reviewing minutes but while looking at bulletin boards we made a note:
 - only 2 out of 17 had current CLC minutes - 1 out of 17 had CLC and LC, 1 out of 17 had CLC, LC and HAC - if we don't post the minutes the folders should be removed from the boards.



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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 2012 8/1/2012-7/31/2013	YTD # 718	Low-income eligible					95.0%	OI	5.0%
		<100%	A	B	C	D	E	F	
Center Services	636	475	9	11	59	47	35	0	
Childcare Services	32	3	0	2	22	5	0	0	
Early Head Start	50	35	2	1	7	4	1	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%	91.7%	1.1%	3.6%	0.0%	94.0%	1.9%	4.0%
EHS	0.0%	100.0%	0.0%	0.0%	0.0%	104.0%	0.0%	8.0%

Head Start monthly attendance and Early Head Start activity completion

Program	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
HS	97%	89%	86%	81%	85%	86%	86%	87%	87%	90%	79%
EHS	19%	26%	29%	33%	38%	43%	48%	53%	59%	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	LEA yes w/d	
CS R1	7	32	18	2	4	8		5	6	
CS R2	6	26	17	0	5	9		1	1	
CS R3	10	45	11	0	34	1	33	8	3	
CCS	1	3	1	0	3	1		0	1	
EHS	4	2	0	0	0	3		7	4	
HS/ EHS total:	28	108	<u>Results of those identified/referred for special services</u>							-
540	5.2%	20.0%	47	2	46	22	33	21	15	
			43.5	1.9%	42.6%	20.4%	30.6%	19.4%	14%	
YTD #	49	% of 540	9%	To LEA Dev Pre-School:					5	

Perf Standards require 10% of our TFE (540) or **54** to be children with IEPs or IFSPs.



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IMPROVING PROGRAM AND SERVICES AND ENSURING EFFECTIVENESS OF SERVICES

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
- Management and WPEA
- SCHS & EHS and EdCC Family Life Education – assigned parent educator to all HS classes
- SCHS & EHS and EdCC-Information/Technology Services

External partnerships

- Early Head Start and ChildStrive formerly 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