



BUILDING STRONG FOUNDATIONS FOR LIFELONG LEARNING THROUGH CHILD FOCUSED, FAMILY CENTERED PARTNERSHIPS



2016-17 ANNUAL REPORT



Enrollment and Wellness Services

Head Start (HS) served a total of 366 children age three to five during the 2016-17 program term. At the end of the program term, 365 of the children served had health insurance and 364 children had an identified medical home for continuous, accessible health care. During the program term 92% of children either entered the program up to date on medical exams (176), or received a medical exam during the program term (161). Of those children 41 were diagnosed with a chronic condition needing medical treatment and 39 received treatment. The remaining 2 left the program before receiving treatment.

It was reported that 355 children had an established dental home. During the program term 99% of children either entered the program up to date on dental exams (167), or received a dental exam during the program term (197). Of those children 56 were diagnosed as needing treatment and 42 received treatment. The primary reason for those not receiving treatment was that they left the program before their appointment dates.

Early Head Start (EHS) served 130 children age birth to three and 9 pregnant women. At the end of the program term all children and pregnant women had health insurance and 121 children had an identified medical home for ongoing continuous health care. During the program term 75% of the children (97) received preventative and primary health care. Of those children 4 were diagnosed with a chronic medical condition needing treatment. and all 4 received treatment.

It was determined 107 children had an identified dental home and 77% (100) children were up to date on age-appropriate preventive and primary oral health care. Additionally, 1 pregnant woman received a professional dental examination.



Fiscal Information

Funding 2016-17	
ACF-Head Start/Early Head Start Grant	\$ 4,252,747
Funding for Duration incl. one time	\$ 1,063,108
Total ACF Grants	\$ 5,315,855
Non-Federal Share	\$ 1,214,382
Mini-Grants/donations	\$ 81,371.45
La Conner ECEAP	\$ 168,613
USDA Reimbursement	\$ 177,293
Total	\$ 6,957,514

Explanation of budgetary expenditures and proposed budget for the 2017 fiscal year:	
ACF-Head Start/Early Head Start Grant	
PHS	\$ 3,625,248
EHS	\$ 1,349,830
PHS TTA	\$ 35,103
EHS TTA	\$ 28,895
Total ACF Grants	\$ 5,039,076
Non-Federal Share	\$ 1,259,769
La Conner ECEAP	\$ 168,613
USDA Reimbursement	\$ 177,293
Total Funding for 2017-18	\$ 6,644,751

Results of Most Recent Review by Secretary and Financial Audit

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

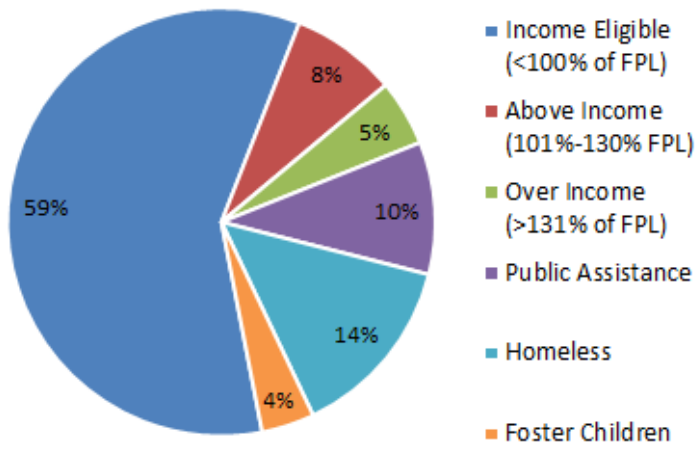
The Administration for children and Families (ACF) conducted a Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) review February 2, 2015 to February 6, 2015. No areas of noncompliance were found during the course of the review.

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

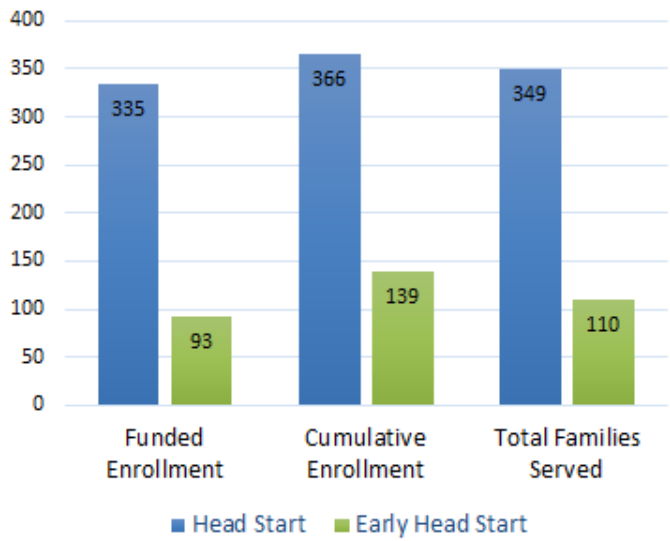
A Classroom Assessment Scoring System (CLASS) review was conducted by ACF during the week of April 27, 2015. The program exceeded all threshold expectations set by the Head Start Act and scored above the bottom 10% of all national programs, another cutoff criteria established by the Act. On a 1 to 7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

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

Types of Eligibility
(Income and Categorical)



Number of Children and Families Served



Our Donors

Skagit/Islands Head Start is deeply grateful to our 2016-17 donors who supported our work with children and families, including:

Burlington Fire Department

Charis Fund

Discuren Foundation

Dr. Arturo Bravo and Staff – Seamar

Dr. Darcie Morris

Friday Harbor Dentistry

Janson Foundation

Jennifer Sass-Walton

Kay Walters

Keally Adams

Kohl's

Lynda Clements

Moccasin Lake Foundation

Rebecca Miller

San Juan Island Community Foundation

Schoola

Sedro Woolley Public Library

Shell Puget Sound Refinery

Swinomish Tribe

Toddler Learning Center

Tonia Johnston

Tulalip Tribe – Quil Ceda Village

United Way of Skagit County

Williams Northwest Pipeline

A large group of children and adults are posing for a photo in front of a red fire truck. The children are wearing colorful winter coats. A banner in front of them reads "OPERATION warm more than a coat". The fire truck has "Burlington FIRE" written on its side.

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Parent Engagement Activities

Skagit Valley College (SVC) provides the opportunity to enroll for college credit in Family Life to parents who participate in Head Start and ECEAP in recognition of the learning experiences provided through our programs. 298 parents received Family Life Credit in the 16/17 program year. 61 parents reported taking classes at SVC in areas other than Family Life Credit. Linking our parents to the college in support of their ongoing education goals brings a unique strength to our program.

Parents at each center created yearly plans for training and activities. 19 parents attended the early learning Connections Conference at Skagit Valley College in March of 2017. We continue to contract with CCR analytics to measure our program’s impact with family engagement. Fall intake and spring outcome parent surveys and aligned with the Office of Head Start Parent, Family and Community Engagement framework. 98% of our parents reported that the program was very helpful in helping their children, and 89% reported the program was very helpful in helping their family.

We continued our partnership with the Children’s Council of Skagit County and United General District 304 to offer the Incredible Years parenting classes which included one series entirely in Spanish. We also partnered with Brigid Collins Family Support Center providing parents opportunities to learn new parenting strategies. Father- and male-involvement activities were held at many centers.

Our Policy Council chair was selected into the Washington State Association of Head Start and ECEAP’s (WSA) parent ambassador program – a year long, life transforming parent leadership opportunity. One of our former parents and a past parent ambassador was selected to attend the National Head Start Association (NHS) winter conference in Washington D.C. and advocated for early learning at the national level. A group of parents joined some staff in Olympia on Feb. 8, 2017 for Early Learning Advocacy Day.



Early Childhood Education Cohort

Recognizing a lack of qualified Early Childhood Education (ECE) staff in our communities, Skagit/Islands Head Start & ECEAP collaborated with the Skagit Valley College Early Childhood Education Department to design a cohort certificate program with the goal to grow our own local work force, effectively and quickly. Washington’s stackable certificate system in higher education ensures the certificates support an ongoing pathway to a degree, so the framework was already in place. We also wanted to go one level beyond the Initial Certificate (CDA equivalent) to a short certificate (adding coursework specializing in a student choice of Infant/Toddler education or preschool education) to be proactive about producing graduates qualified to work in Early Head Start.

In order for the program to be successful we had to remove as many barriers as possible. Classes were held one evening per month, and some additional Saturdays. Child care was provided at an adjacent Head Start center and dinner was provided by the SVC Culinary Department.. Along with these elements, registration, books, and other materials were provided at no cost to the students. The project was supported by Skagit Children’s Council which helped us obtain outside funding from United Way. We also received funding from Moccasin Lake, Quil Ceda Village, Charis Fund, and the Skagit Valley College Foundation.

There were 29 participants enrolled, and all 29 successfully completed the program. Every student in this cohort was a part-time hourly employee of either Head Start or ECEAP, and 8 of them were parents or former parents of Head Start or ECEAP children. Upon completion of coursework, 10 of the students moved into higher level early learning professional roles with Head Start, ECEAP, or with other employers.



Health and Safety

All children are screened for nutritional risk within 90 days of enrollment, checking Body Mass Index (BMI) or length to weight. Referrals are offered to families whose children are in the bottom or top percentiles (at risk for obesity or underweight) to the nutritionist for individualized support to the family. This program term there were 7 Head Start children with a BMI below the 5th percentile, 37 with a BMI’s at or over the 85th percentile, and 28 children with a BMI’s at or above the 95th percentile. Additionally, staff completed 330 growth assessments. Of those growth assessments, parents/guardians of 59 children were referred to Lou Kupka-Schutt, our contracted registered dietician, for educational services for children who may be at-risk of being under- or over-weight.

Highly committed partner agencies provided a number of health services for children and families during the 2016-2017 program year. The Island, San Juan, and Skagit Public Health Departments helped to complete lead screenings, presented workshops for staff and parents, and participated in the Health Advisory Committee as valuable resources for current health trends, concerns, and questions.

Sea Mar Dental Clinic visited classrooms in Skagit County and completed dental exams for children who were not current with dental checkups. Darcie Morris, DDS, visited classrooms in Island County and completed dental exams for children who were not current with dental checkups. Friday Harbor Dentistry visited classrooms in San Juan County and completed dental exams for children who were not current with dental checkups.

The SIHS Health Advisory Committee was supported by licensed mental health consultants, Skagit Public Health Department, Sea Mar, Island County Health Department, Skagit Valley Pediatrics, Skagit Preschool and Resource Center, Skagit Valley College Nursing Department, SPARC, and Head Start staff.



Inclusive Classrooms



SIHS has a long standing commitment to classrooms serving children with special needs in the same environment and with the same rich individualized approach to education and care as all children in the program. Supporting that work means deep, collaborative relationships with the Part C (0-3) and Part B (3-5) providers in all counties we serve. In many classrooms, District and Part C providers serve as co-teachers, assistant teachers or instructional aides in our regular staffing patterns. Additional services are provided by therapists who visit the classrooms to support children’s specific IEP/IFSP goals. Our collaborations include not only our work with children and families but our joint staff trainings and professional development. One such joint training was our year-long work with Kristin Souers on Trauma-Informed Practices.

Every classroom in every school has students who have experienced trauma. Trauma can result from Adverse Childhood Experiences (ACEs), including household dysfunction, abuse, or neglect. Witnessing or being a victim of violence, housing instability, or natural disasters can be equally traumatizing, as can immigration and refugee experiences. Students who have experienced trauma may act out, withdraw, or have difficulty paying attention, all of which impede their ability to benefit from school. We can address these needs and improve their ability to learn by implementing trauma-informed practices. These practices help create places in which all children feel safe to learn. Our

year-long training with Kristin Souers, our implementation of our social and emotional learning curriculum, Second Step, and our contracted Mental Health Specialist will help us to support staff, families and students to meet our mission as lifelong learners.

Agency’s Efforts to Prepare Children for Kindergarten

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

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

The data our assessment provided led us to explore professional development in the areas of Trauma-Informed Practices and teaching strategies for increased social emotional development. Training in these areas will help teachers be prepared for the many challenges and barriers children face as they grow. A series of 3, full-day trainings was provided through WSU to all staff and to invited partners on providing trauma-informed services to our children and families.

School Readiness Goals		% of children Meeting/ Exceeding Widely Held Expectations	
Physical Development:	3 Year Old Target = 97 4 Year Old Target = 97	<u>3 year olds</u> 93	<u>4 year olds</u> 91
Children will maintain healthy and age appropriate physical well-being, including nutritional, oral, visual and auditory health.		PIR DATA	PIR DATA
Children will demonstrate age appropriate traveling, balancing, and gross-motor manipulative skills and fine-motor strength and coordination.		93	91
Social and Emotional Development	3 Year Old Target = 94 4 Year Old Target =91	91	86
Children will develop healthy relationships and interactions with adults and peers.		89	81
Children will be able to recognize and regulate emotions, attention, impulses, and behaviors		92	90
Approaches to Learning:	3 Year Old Target = 97 4 Year Old Target =95	95	92
Children will display an interest in varied topics and activities, a desire to learn, creativity, cooperation and independence in learning		95	92
Language and Literacy	3 Year Old Target = 87 4 Year Old Target=91	88	78
Children will demonstrate age appropriate understanding and usage of language		85	81
Children will demonstrate understanding and get meaning from stories. They will understand the connections between written and spoken words.		93	81
Children will demonstrate age appropriate awareness of the names and sounds of letters. Children will demonstrate emerging skills to communicate through written representations, symbols and letters		87	73
Cognition & General Knowledge	3 Year Old Target=88 4 Year Old Target=81	91	64
Children will be able to recognize, understand, and analyze a problem and draw on knowledge or experiences to seek solutions to a problem		93	82
Children will understand that numbers represent quantities and have ordinal properties		85	56
Children will understand shapes, their properties and how objects are related to one another		87	75
Children will understand comparisons between objects. They will use standard and nonstandard techniques and tools to measure and compare		99	43

In order to evaluate how our outcomes compare to children in our service area entering kindergarten, we look at Office of Superintendent of Public Instruction (OSPI) data collected via WaKIDS. OSPI categorizes domains differently than does the previously shown School Readiness Goals table. As a result data in the following chart is aggregated differently than in that table. The following chart includes OSPI, state level, WaKids data for fall of 2017, (entering kindergarten for 17-18). SIHS data shows outcomes for the four year olds in SIHS in the spring of 2016, (exiting Head Start 16-17). The second column averages the data for the seven school districts with whom we collaborate. Statewide outcomes of entering Kindergarten WaKids for fall of 2017 is also shown.

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

