

**Seattle Public Schools
Head Start
Annual Report
2019-20**



Lead Staff:

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Seattle Public Schools Head Start provides comprehensive services to preschool children and their families in order to prepare preschoolers for success in school and life. In addition, the program supports parents through goal setting, resource referral to community partners, parent education and opportunities for participation and advocacy.

Funding

The Head Start program is funded through a grant from the Administration for Children and Families (Department of Health and Human Services), which requires a 25% in-kind contribution.

Additionally, Seattle Public Schools Head Start program partners with the City of Seattle's Seattle Preschool Program to extend four part-day classes to full-day.

Public Funds Received

Head Start grant \$4,860,858
City of Seattle/SPP funds \$443,148

Total \$5,304,006

Private funds received

N/A

Budgetary Expenditures and Proposed Budget

The program's budget includes line items for direct instruction, such as teacher salaries and benefits, classroom supplies and other teaching related expenses; family engagement, which includes social service staff and support for parent activities and kindergarten transition; interventions, which include health, mental health and nutrition; staff professional development, which includes training and technical assistance for staff; and supervision and support expenses.

Children and Families Served

Families with incomes below 130% of the Federal Poverty Level are income eligible. Families who are homeless, have preschoolers who are in the State's foster care system, or are receiving TANF or SSI are categorically eligible for Head Start services. The program scores each application and then develops a waiting list of eligible children from which vacancies are filled.



Total Number of Children and Families Served

Funded enrollment: total	357
- Center based part day	237
- Center based full day	120
Cumulative enrollment:	395
- Two-year olds	0
- Three-year olds	156
- Four-year olds	239
Enrollment turnover	59
Number enrolled less than 45 days	34
Number entering kindergarten	219
Average Monthly enrollment	355

Percentage of Eligible Children Served

Head Start and State funded early learning programs in Seattle served roughly 55% of eligible low-income children in Seattle during the program year.

Results of the Most Recent Review of Office of Head Start

In the fall of 2014, Seattle Public Schools underwent a Head Start Key Indicator – Compliance review. There were no findings. In the spring of 2015, the Office of Head Start conducted a review of Environmental Health and Safety at Seattle Public Schools Head Start. There were no findings. In 2016, SPS Head Start was reviewed for Teacher-Child interactions as scored by the CLASS instrument, with satisfactory results.

Financial Audit

A financial audit for SPS Head Start is conducted by the office of the Washington State Auditor as part of the annual audit of Seattle Schools No. 1. The most recent audit report, September 1, 2017 through August 31, 2018, is available at www.sao.wa.gov. There were no findings related to the Head Start program.

Percentage of Enrolled Children Receiving Medical and Dental Exams

During the 2018-2019 program year 53% of children enrolled in the program received medical exams and 86% of children received dental exams.



Information about Parent Involvement Activities

Activity	Details
The opportunity to develop a Family Partnership Agreement/Goals	Offered to all enrolled families. Goals are made at 1 st home visits. School readiness goals are encouraged.
Family Assessments/Outcomes	Assessments completed twice a year. Resources and referrals given for items marked as in need.
Parent Committee Center Meetings	All sites have 4-5 parent meetings per year.
Policy Council Meetings	Members are from the parent committee centers and the community and attend Policy Council meetings monthly. Members may attend budget, program design, education and Governance Subcommittee meetings.
Parent trainings	Policy Council trainings Pedestrian and bus safety Oral health Nutrition Literacy Transition activities and meeting with elementary school staff Behavioral management Child development IDEA-parent rights Parenting Nutrition and healthy eating Budget and credit repair CPR School readiness Advocacy
Volunteer in the classroom	Based on individual participation Families are encouraged to observe their children in the classroom Community Volunteers include Service-Learning Students, Student Nurses, former United Way Readers, and general community volunteers,
Self-Assessment	Participation in self-assessment planning, input and analysis. Policy Council approves self-assessment plan and improvement plan.



Activity	Details
Health Advisory Committee	Parent participation encouraged. Staff are part of city-wide HSAC.
Recruitment activities	Annual recruitment plan revised as needed. Included are regional focuses, and agencies supporting children with disabilities. Flyers and brochures available in multiple languages. Parents and PC help with outreach.
Home visits and Parent-Teacher conferences Orientation and Parent Engagement days	Each family offered 2 educational home visits and 2 parent teacher conferences. Family home visits based on need.
Participation in the development of child goals and activities to support them in the home	Program uses Teaching Strategies GOLD to track children’s developmental progress
Transition activities	Agency develops annual transition plan that included activities and strategies to support transitions and school readiness. Includes visits to elementary schools, transition nights, direct support to families with the Kindergarten Registration process, outreach at numerous registration events throughout the community.

Efforts to Prepare Children for Kindergarten

Seattle Public Schools Head Start prepares children for kindergarten in several ways.

First, SPS supports and tracks child outcomes using research-based curricula, instructional strategies and assessment processes. SPS uses the research-based Creative Curriculum to guide content and delivery in the classroom; is guided in its instructional strategies and teacher-child interactions as described by the CLASS (Classroom Assessment Scoring System). SPS uses Teaching Strategies GOLD to assess children’s outcomes.

Children’s outcomes for 2018-2019 for 3- and 4-year old’s across 5 learning domains are as follows:

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SPS Head Start assessed children’s School Readiness Child Outcomes Goals using Teaching Strategies Gold (TSG) Online Assessment Tool. School Readiness Child Goals were established in the Head Start Early Learning Framework’s Five Essential Domain areas:

- Language & Literacy
- Physical Health & Development
- Social Emotional
- Cognitive and General Knowledge
- Approaches to Learning.

The School Readiness Data reflected in this report reflects the following student populations in the program: all three and four year old children, English language learners, and students with disabilities (IEPs). The report reflects the School Readiness Goals in the Early Learning Framework’s Five Essential Domain areas.

The TSG data was collected on 353 children at winter checkpoint on June 1. The makeup of the children:

Age or Class/ Grade: Pre-K 4 (Blue report): 67% Preschool 3 (Green report): 33%

Primary Language: 38% English, 16 % Spanish, 7 % Somali, 14% Amharic, 6% Vietnamese, 2% Arabic, 5% Tigrinya, 7% Oromo, 13% other languages,

Students on IEP: 8%

The program goal for the 2018-2019 program year is for 85% of the children to be meeting or exceeding the widely held expectations (Meeting or exceeding the color band range for their age) set by the Teaching Strategies Gold assessment tool by spring of 2019. The percentage of children meeting or exceeding the widely held expectations for fall is displayed below:

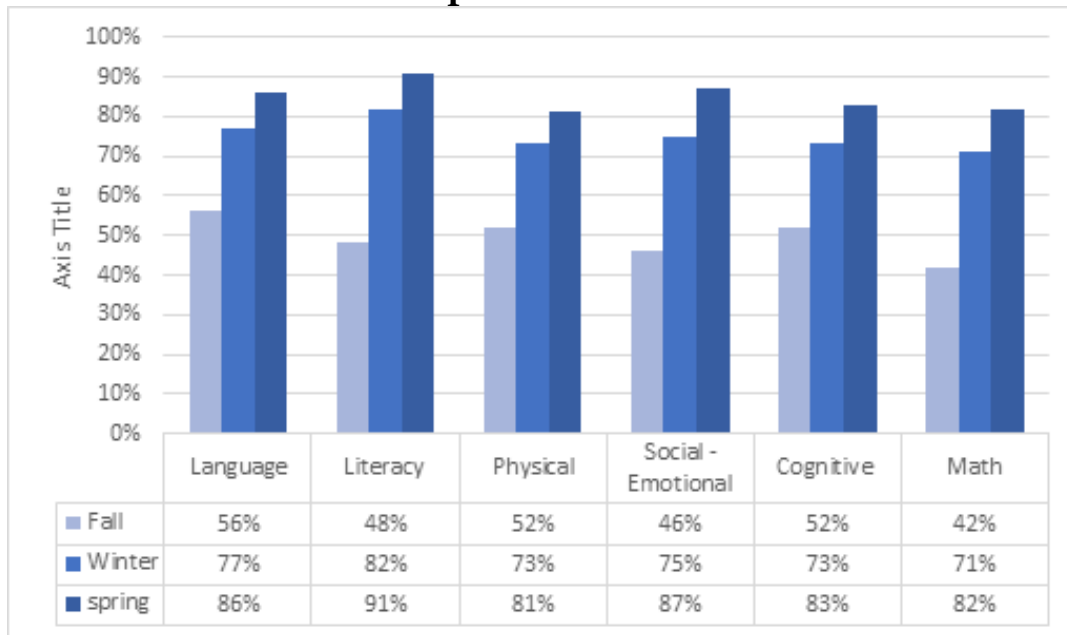
Definition of Widely Held Expectation-according to TSG: “Widely-Held Expectations are generalizations about children’s development and learning over time. They are frames of reference that help parents and teachers focus on the development of the individual child. These are not expectations for all children but are general statements that show common patterns of development over time. They are based on expert knowledge, current research, observation of children, and the collective wisdom and common sense of parents and teachers”.

Four-Year Old's

Report # 1: Overall Program in Developmental Domain areas

Teaching Strategies Gold Developmental Domain areas shows percentage of 4-year old's that met and exceeded widely held expectations for their age range.

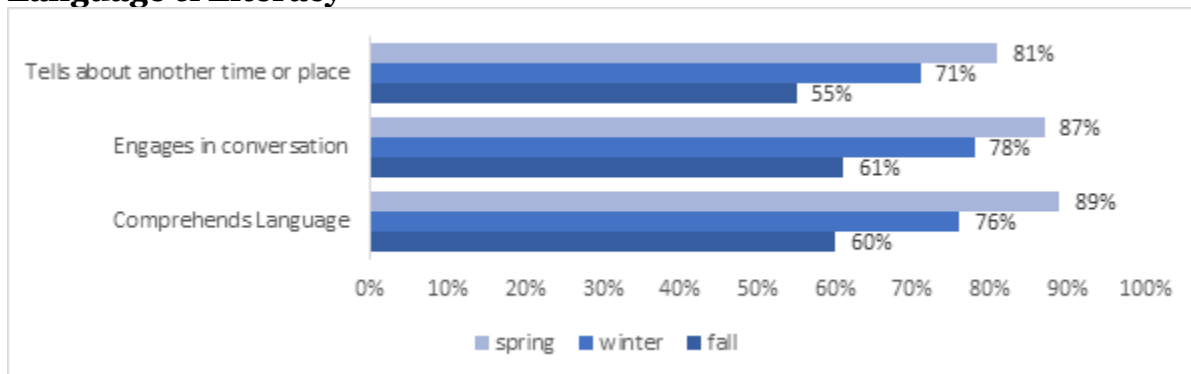
TSG Developmental Domain Areas



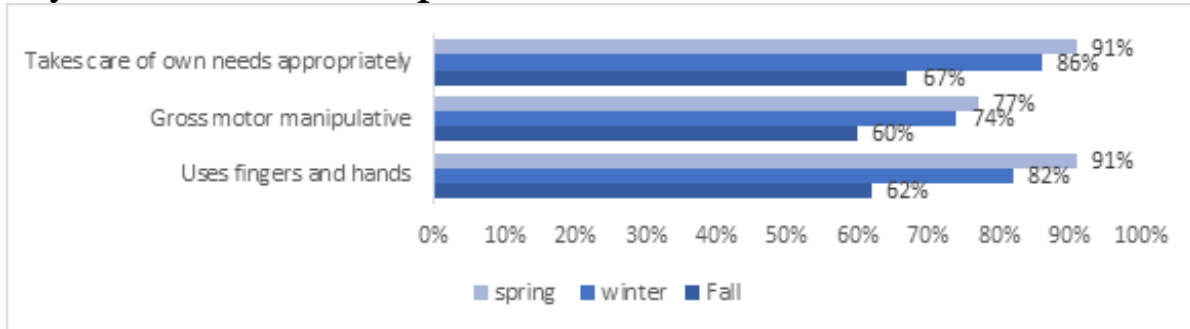
Number of 4 and 5 year old's = 243

Report # 2: School Readiness Child Goals for Four Year Old's. Looks at specific indicators in each of the Developmental Domain areas

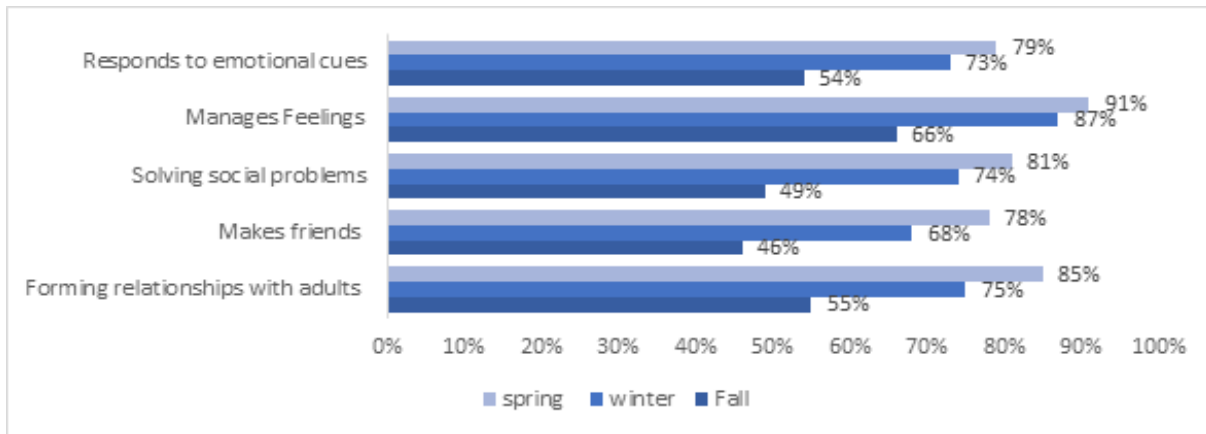
Language & Literacy



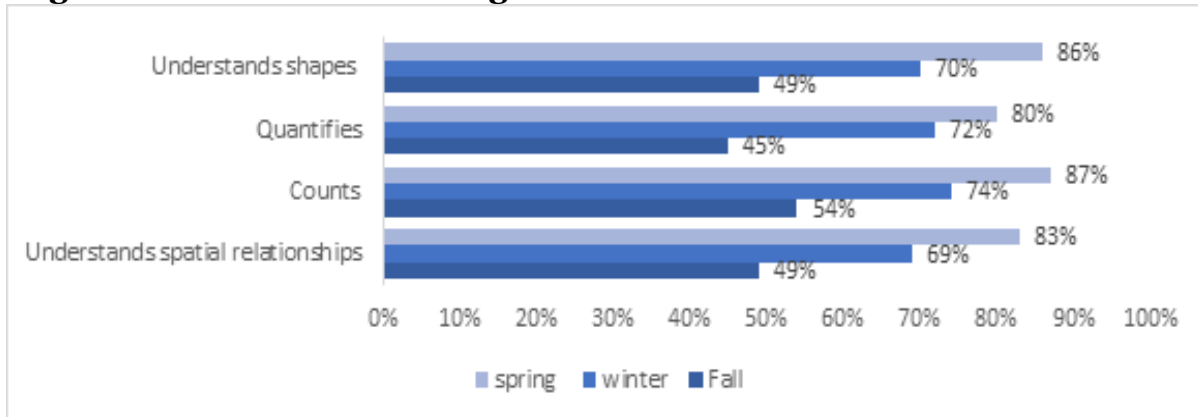
Physical Health & Development



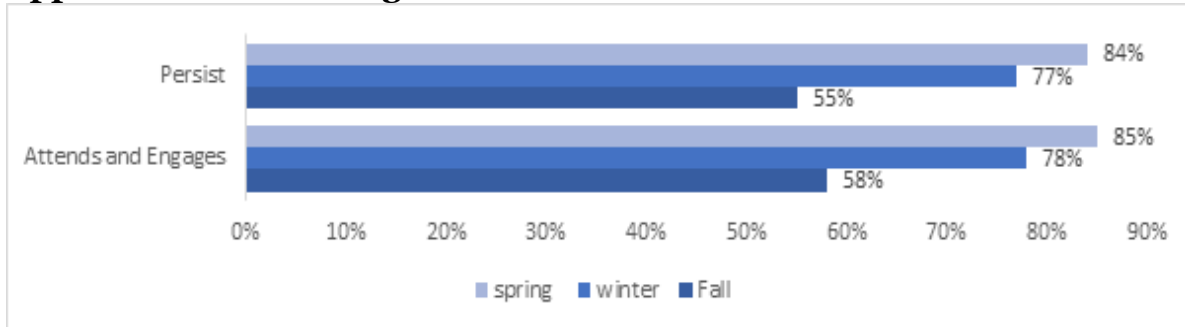
Social-Emotional



Cognitive & General Knowledge



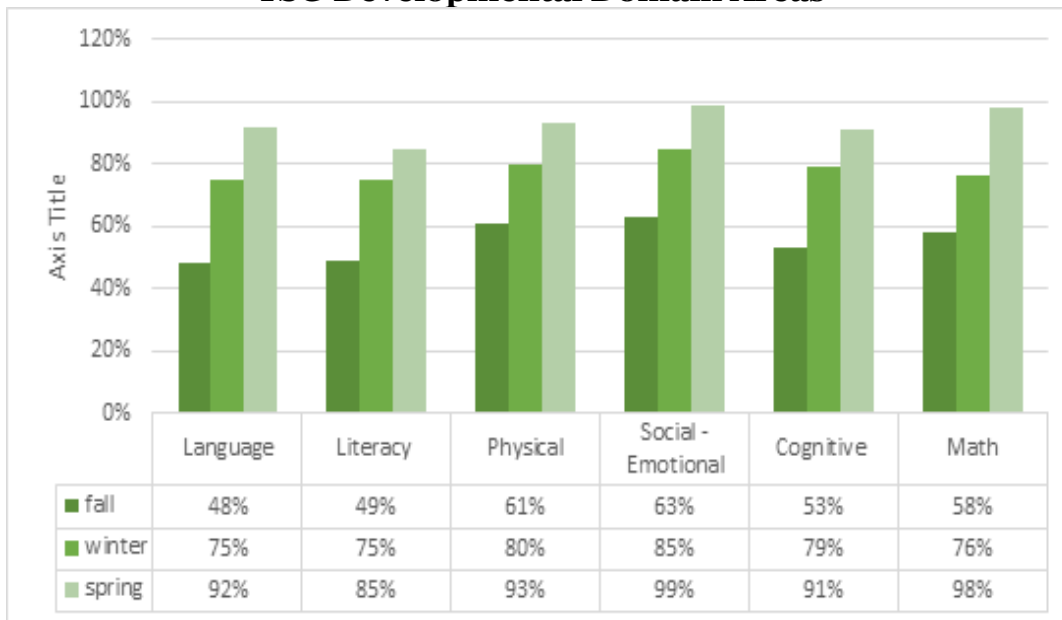
Approaches to Learning



Report # 1: Overall Program in Developmental Domain Areas

Teaching Strategies Gold Developmental Domain areas shows percentage of 3-year olds that met and exceeded widely held expectations for their age range.

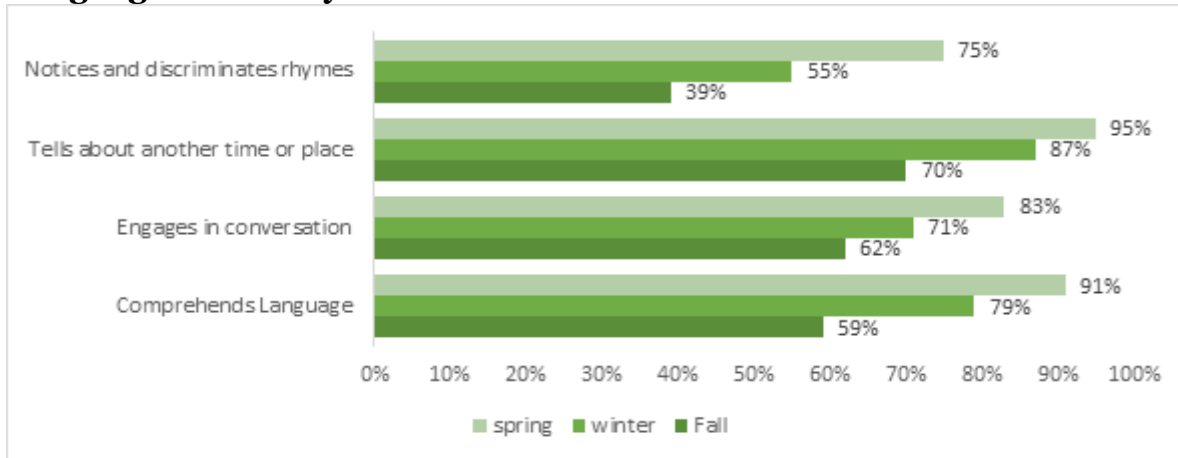
TSG Developmental Domain Areas



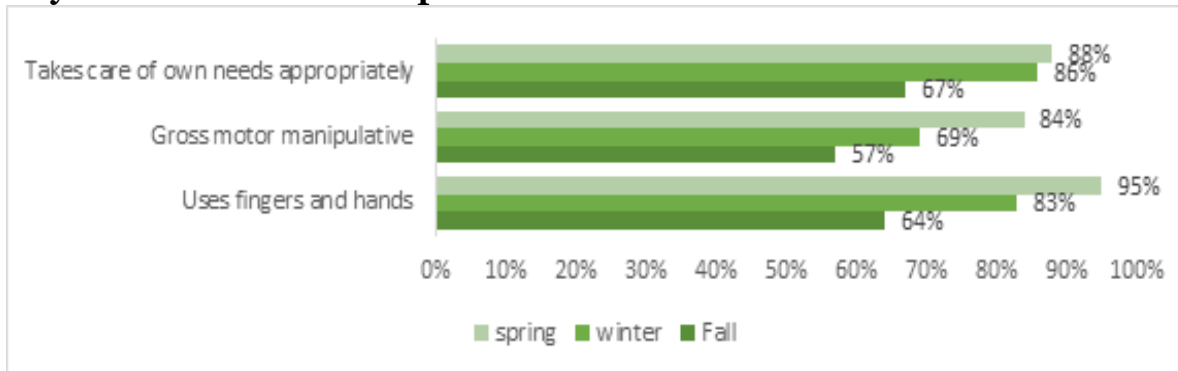
Number of 3-year olds = 116

Report # 2: School Readiness Child Goals for Three Year Old's
Looks at specific indicators in each of the Developmental Domain areas

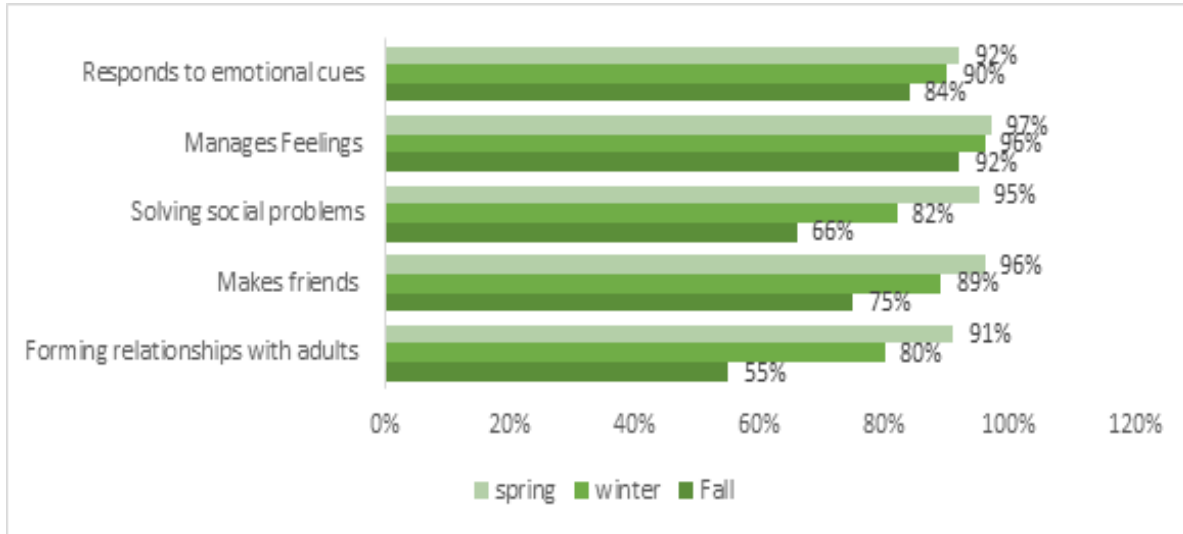
Language & Literacy



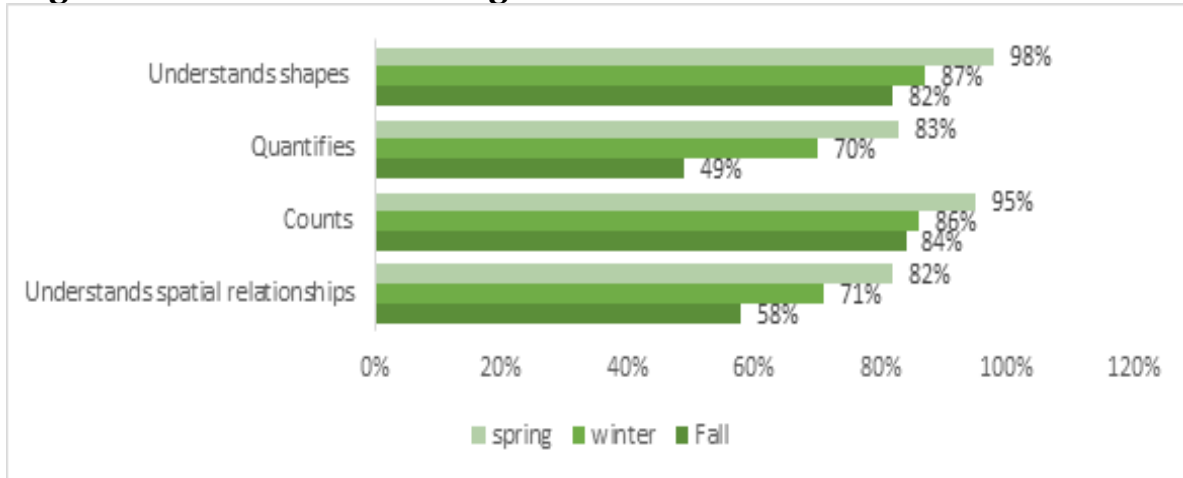
Physical Health & Development



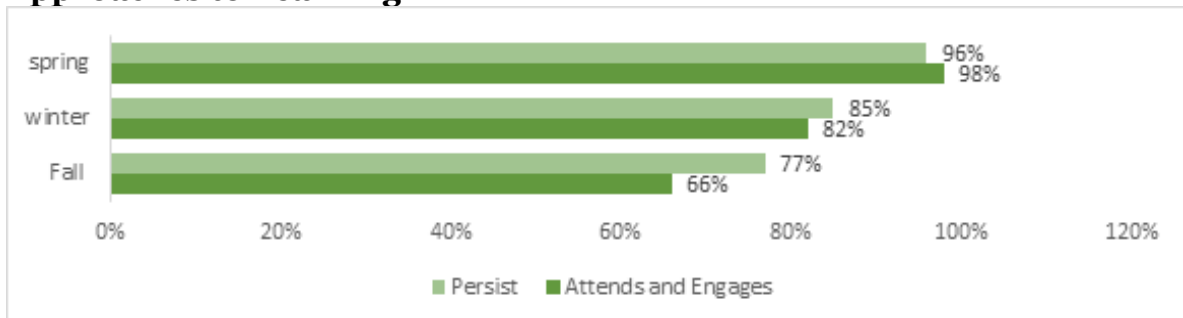
Social-Emotional



Cognitive & General Knowledge



Approaches to Learning



Second, SPS engages parents and families through participation in Policy Council, at Parent Center Meetings (5 per year at each of 9 sites), through volunteering in the classroom and elsewhere in the program. SPS Head Start staff work with families from the very beginning of the year to identify Family Partnership Goals and support families in attaining them. Head Start staff also work with parents on an ongoing basis to set individual learning goals for children and engage in activities with their children at home in support of those goals.

Third, SPS works collaboratively with kindergarten teachers and other elementary school staff to align educational practices, foster parent engagement, share information and support transition of children from Head Start to kindergarten. Staff focus on transition in home visits with families, provide information specific to the schools children will be going to, hold kindergarten readiness meetings and help with visits to schools and their kindergarten classrooms.

Community Assessment

Themes from our community assessment update include:

The region's population continues to become more diverse. In Seattle the racial groups growing most quickly are Asian, Multiracial and Hispanic/Latino. In our program, the percentage of families speaking an African language continue to grow.

Many children live in poverty. In Seattle, 13.9% of children under 5 live in poverty, including over 50% of Black children and over 30% of Hispanic children. Housing costs continue to rise.

Early childhood education services are expanding in the City, both through the City's Preschool Program and through the State's ECEAP program.