

**Seattle Public Schools
Head Start
Annual Report
2021-22**



Lead Staff:

Heather Brown – Director of Early Learning
Pam Goldfine – Operations Coordinator
Shannon Watson – Curriculum and Assessment Coordinator
Casey Drobnick – Family Services Supervisor

Data reported is from Program Year 2021-22

Seattle Public Schools Head Start provides comprehensive services to preschool children and their families to prepare preschoolers for success in school and life. In addition, the program supports families through goal setting, resource referral to community partners, 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 twelve part-day classes to full-day.

Public Funds Received

Head Start grant: \$5,441,571
Supplemental Two-Year Pandemic-related funding: \$534,597
The City of Seattle SPP funds: \$1,983,564

Total \$7,959,732

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 provides for social service staff and support for family 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 in the State’s foster care system, or receive 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	353
- Center-based part day	37
- Center-based full, day	316
Cumulative enrollment:	340
- Two-year-olds	5
- Three-year-olds	127
- Four-year-olds	208
Enrollment turnover	45
Number enrolled less than 45 days	9
Number entering kindergarten	184
Average Monthly enrollment	291

Percentage of Eligible Children Served

Head Start and State-funded early learning programs in Seattle served roughly 63% of eligible low-income children in Seattle during the program year.

Results of the Most Recent Review of the Office of Head Start

In the spring of 2022, Seattle Public Schools underwent a Focus Area Two monitoring review. There were no findings because of the study.

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, from September 1, 2020, through August 31, 2021, 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 2021-2022 program year, 38% of children enrolled received medical exams, and 22% received dental exams.



Information about Family Involvement Activities

Activity	Details
The opportunity to develop a Family Partnership Agreement/Goals	Offered to all enrolled families. Goals are made at enrollment, with follow-up during Home Visits and Conferences.
Family Assessments/Outcomes	Assessments are completed twice a year. Resources and referrals are given for items marked as in need.
Family Meetings	All sites have 4-5 family meetings per year. Each meeting has a different focus, including curriculum and literacy, medical and dental health, financial literacy, and transition to kindergarten. Guests from the community join meetings to speak on their expertise and offer resources on these topics.
Policy Council (PC) Meetings	Family representatives (elected from the families at each school site) and community representatives attend Policy Council meetings monthly. Members may attend budget, program design, education, and Governance Subcommittee meetings.
Parent and Family Training	<ul style="list-style-type: none"> Policy Council training Pedestrian and bus safety Oral Health Nutrition Literacy Transition activities and meeting with elementary school staff Behavioral management Child development IDEA rights for families Parenting skills Nutrition and healthy eating Budget and credit repair School readiness Literacy and reading at home
Volunteer in the classroom	Families are encouraged to observe their children in the classroom and volunteer to support the classroom and share their talents.



Activity	Details
	Community Volunteers include Service-Learning Students, Student Nurses, and general community volunteers. Volunteers were limited in 2021-22 due to pandemic restrictions and vaccination requirements.
Self-Assessment	Participation in self-assessment planning, input, and analysis. Policy Council approves the self-assessment plan and improvement plan. All families are invited to participate in an annual Family Engagement Survey.
Health Services Advisory Committee	Family participation is encouraged. Staff is part of city-wide HSAC.
Recruitment activities	Annual recruitment plan revised as needed. Included are regional focuses and agencies supporting children with disabilities. Flyers, brochures, and applications are available in six or more languages. Community Organizations, Families, and PC help with outreach.
Family Connections, Home Visits, and Family-Teacher Conferences	Each family offered 2 educational home visits and 2 conferences each school year. Family Connections were held to orientate families before the school year began. Additional meetings and home visits are offered based on need.
Participation in the development of child goals and activities to support them in the home	The program uses Teaching Strategies GOLD to track children’s developmental progress. Student learning data is shared at conferences and home visits with families, and families collaborate with teachers to set student school readiness goals throughout the year.
Transition activities	The agency develops an annual transition plan that includes 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, and outreach at



Activity	Details
	numerous registration events throughout the community.

Efforts to Prepare Children for Kindergarten

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

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; it 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.

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: three and four-year-old children, English language learners, and students with disabilities (IEPs). The report demonstrates the School Readiness Goals in the Early Learning Framework’s Five Essential Domain areas.

Data was collected in 18 classes after the TSG-Spring checkpoints were completed.

- The data was collected on 288 students (out of 302). The 288 students had enough data to be included in this report.
- *Age or Class Grade:* PreK 4-52%, Preschool 3-48%
- *Languages spoken:* 52% English, 14% Spanish, 10% Amharic, 5% Somali, 1% Vietnamese, 1% Arabic, 1% Swahili, 16% other languages (Tigrinya, Oromo, Pashtun, Balochi, Kikuyu, Soninke, Urdu, Hindi, Portuguese, Cantonese, and Mien).
- *Students on IEP:* 10 %



The program goal for the 2021-22 program year is for at least 85% of the children to meet or exceed the widely held expectations (Meeting or exceeding the color band range for their age) set by the Teaching Strategies Gold Assessment Tool.

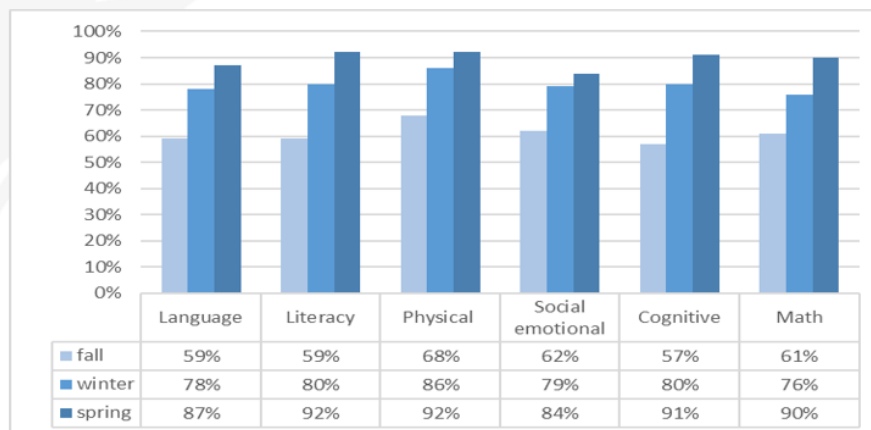
Definition of Widely Held Expectation-according to TSG: “Widely Held Expectations are generalizations about children’s development and learning over time. They are frames of reference that help parents and teachers focus on the individual child’s development. These are not expectations for all children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

Report # 1: Overall Program in Developmental Domain areas

Teaching Strategies Gold Developmental Domain areas show the percentage of preschoolers that met and exceeded widely held expectations for their age range.

TSG Developmental Domain Areas

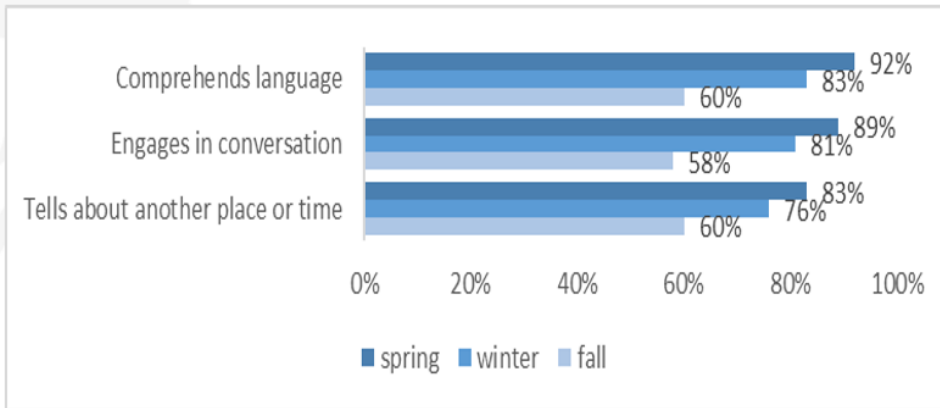
Teaching Strategies Gold Domains Spring 2022



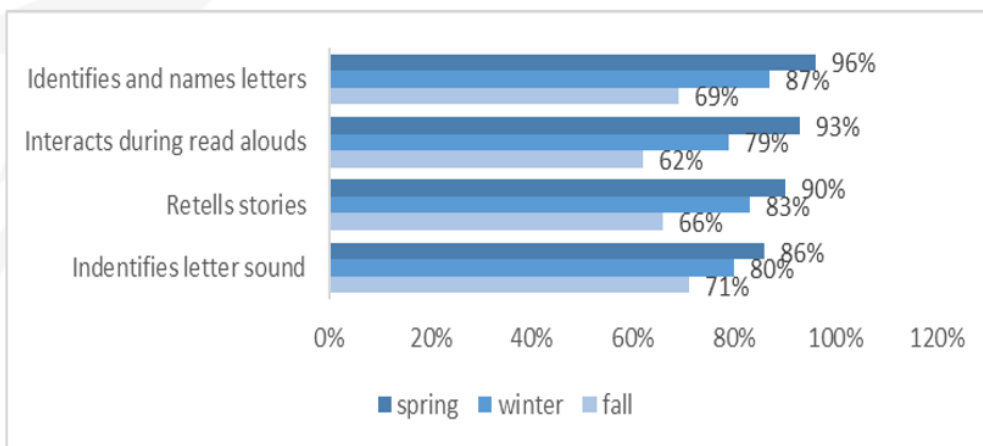


Report # 2: School Readiness Child Goals. Looks at specific indicators in each of the Developmental Domain areas

**Spring 2022 Teaching Strategies Gold:
Language**

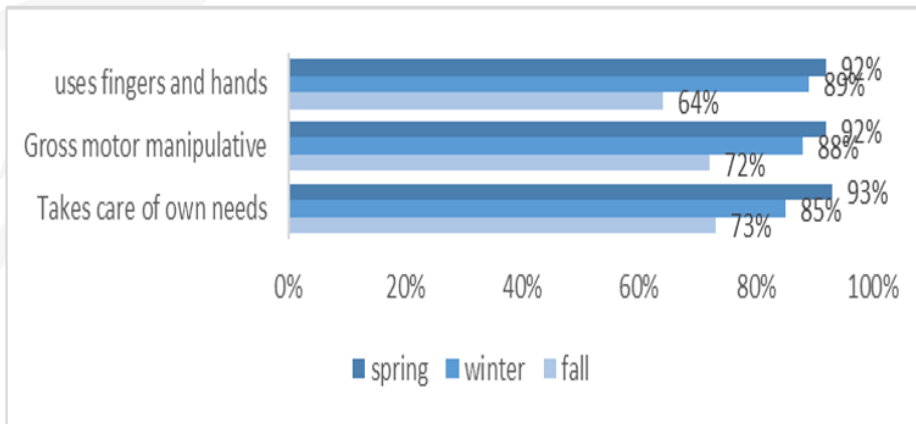


**Spring 2022 Teaching Strategies Gold:
Literacy**

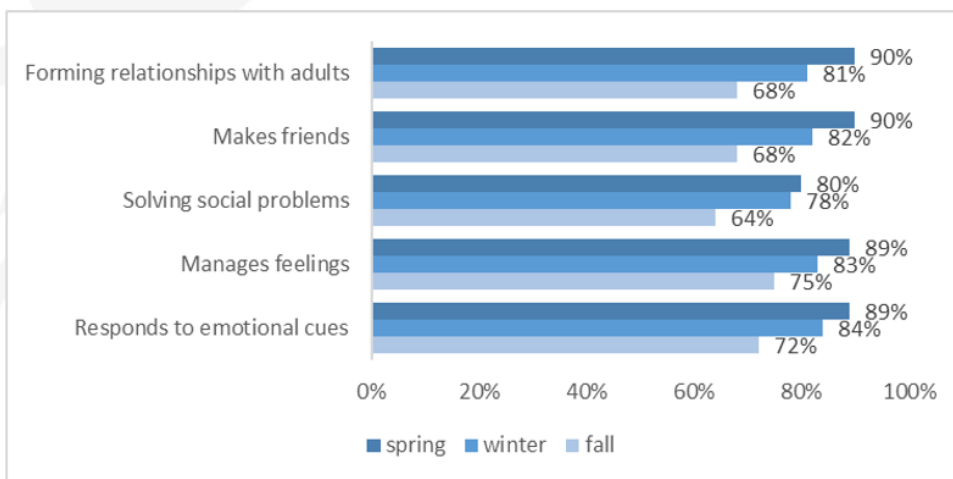




**Spring 2022 Teaching Strategies Gold:
Physical Health and Development**

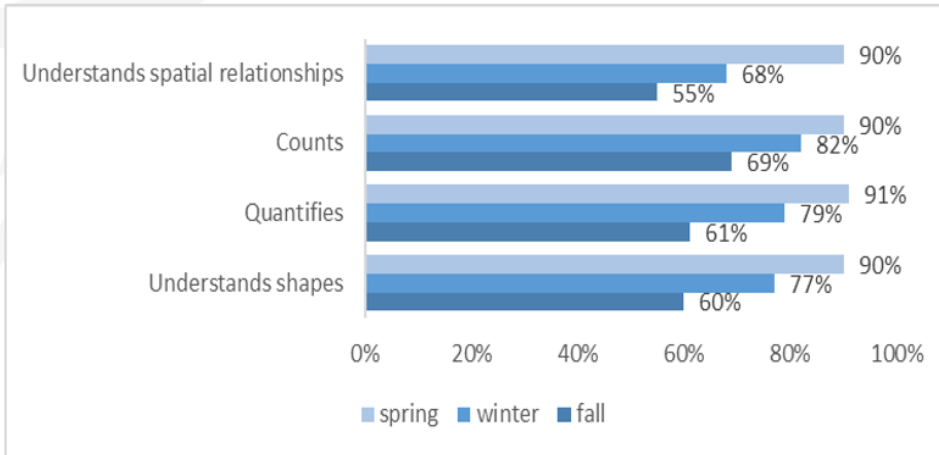


**Spring 2022 Teaching Strategies Gold:
Social and Emotional**

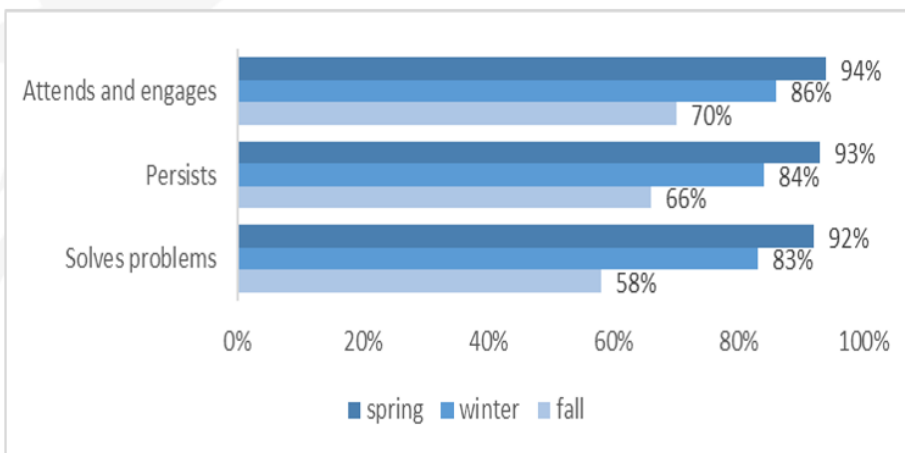




**Spring 2022 Teaching Strategies Gold:
Cognitive**



**Spring 2022 Teaching Strategies Gold:
Approaches to Learning**



Curriculum and Assessment Summary:

The data from the June 2021-2022 TSG checkpoints shows a significant increase in all developmental areas. The data shows that teachers provided opportunities for children to grow in all developmental areas, successfully using the curriculums and providing individualization.

Language

The gains children accomplish in language show that teachers prioritize building language skills. There are many opportunities throughout the school day where children converse with their peers and teachers, particularly during choice time. This is when teachers can encourage conversation and extend the language by asking “who and what” and “how and why” questions. The data shows an increase in engaging in conversation from Fall (58%) to Spring (89%).

Literacy

Children made significant gains in identifying and naming their letters and being able to ask and answer questions about the text in books. There was a substantial jump from 69% in the Fall to 96% in the Spring, the data shows.

Physical Health and Development

Teachers have provided lessons and activities for children that give them a variety of experiences to foster development in using their fingers and hands. For example, cutting shapes, stringing beads, using eating utensils, and using lacing cards have helped children make progress, as the results show in the Spring data (92%).

Looking toward next year, our focus will be on the following two areas:

Social-Emotional

- For next year, we will continue focusing on children's social-emotional learning. Teachers will continue to foster social skills in children focusing on expressing feelings, making friends, and participating in cooperative play. This will be measured three times a year in TSG data.

Literacy

- In collaboration with the Early Learning Department, the focus will be literacy, measured three times a year in TSG data.
- The program will partner with the Seattle Public Library and continue the Raising a Reader program.

SPS engages parents and families through participation in Policy Council, at Family Meetings (4 per year at each of 13 sites), and volunteering in the classroom and

elsewhere in the program. SPS Head Start staff work with families from the beginning of the year to identify Family Partnership Goals and support families in attaining them. Head Start staff also work with families 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.

SPS works collaboratively with kindergarten teachers and other staff to align educational practices, foster family engagement, share information, and support children's transition from Head Start to kindergarten. Staff focuses on transition in-home visits with families, provide information specific to the schools children will attend, 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 fastest-growing racial groups are Asian, Multiracial, and Hispanic/Latino. Our program's percentage of families speaking an African language continue to grow. We have seen an increase in applications from homeless families.

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