

**Seattle Public Schools  
Head Start  
Annual Report  
2022-23**



**Data reported is from Program Year 2022-23**

Seattle Public Schools Head Start provides comprehensive services to preschool children and their families to prepare them 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 (SPP) to extend twelve part-day classes to full-day.

Public Funds Received

Head Start grant: \$5,843,085

Supplemental Two-Year Pandemic-related funding: \$534,597 (2021-2023)

City of Seattle SPP funds: \$2,018,359

Total \$8,396,041

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 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 experiencing homelessness, have preschoolers who are in the State's foster care system, or are receiving Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), or Supplemental Security Income (SSI) are categorically eligible for Head Start services. The program scores each application based on family need and then develops a waiting list of eligible children from which vacancies are filled.

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**Total Number of Children and Families Served**

Funded enrollment: total	353
- Center based part day	17
- Center based full day	336
Cumulative enrollment:	384
- Two-year olds	2
- Three-year olds	155
- Four-year olds	227
Enrollment turnover	51
Number enrolled less than 45 days	6
Number entering kindergarten	201
Average Monthly enrollment	338

**Percentage of Eligible Children Served**

Head Start and State funded early learning programs in Seattle served roughly - 68% of eligible low-income children in Seattle during the program year.

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

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

**Financial Audit**

A financial audit for SPS (Seattle Public Schools) 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, 2022 through August 31, 2023, is available at [www.sao.wa.gov](http://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 2022-2023 program year, 19% of children enrolled in the program received medical exams and 47% of children received dental exams.

## **Information about Family Involvement Activities**

<b>Activity</b>	<b>Details</b>
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 completed twice a year. Resources and referrals 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, health and nutrition, 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 trainings	<ul style="list-style-type: none"> <li>Policy Council trainings</li> <li>Pedestrian and bus safety</li> <li>Oral health</li> <li>Child and Family Nutrition</li> <li>Transition activities and meeting with elementary school staff</li> <li>Behavioral management</li> <li>Child development</li> <li>IDEA rights for families</li> <li>Parenting skills</li> <li>Budgeting, saving, and credit</li> <li>School readiness</li> <li>Literacy and reading at home</li> </ul>
Volunteer in the classroom	<p>Families are encouraged to observe their children in the classroom and volunteer to support the classroom and share their talents.</p> <p>Community Volunteers include Service-Learning Students, Student Interns, and general community volunteers.</p>
Self-Assessment	<p>Participation in self-assessment planning, input and analysis. Policy Council approves self-assessment plan and improvement plan.</p> <p>All families are encouraged to participate in an annual Family Engagement Survey.</p>

<b>Activity</b>	<b>Details</b>
Health Services Advisory Committee (HSAC)	Family participation encouraged. Staff are part of city-wide HSAC.
Recruitment activities	Annual recruitment plan revised as needed. Included are regional partnerships with housing agencies, medical clinics, and agencies supporting children with disabilities. Flyers, brochures, and applications available in six or more languages. Community Organizations, Staff, Families, and PC help with outreach.
Family Connections, Home Visits, and Family-Teacher Conferences	Family Connections were held to orientate families before the school year begins. Each family is offered 2 educational home visits and 2 conferences throughout each school year. 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	Agency develops 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, 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.

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 Development
- Social Emotional
- Cognitive and Math
- 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 IEP's (Individualized Education Program). The report reflects 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.

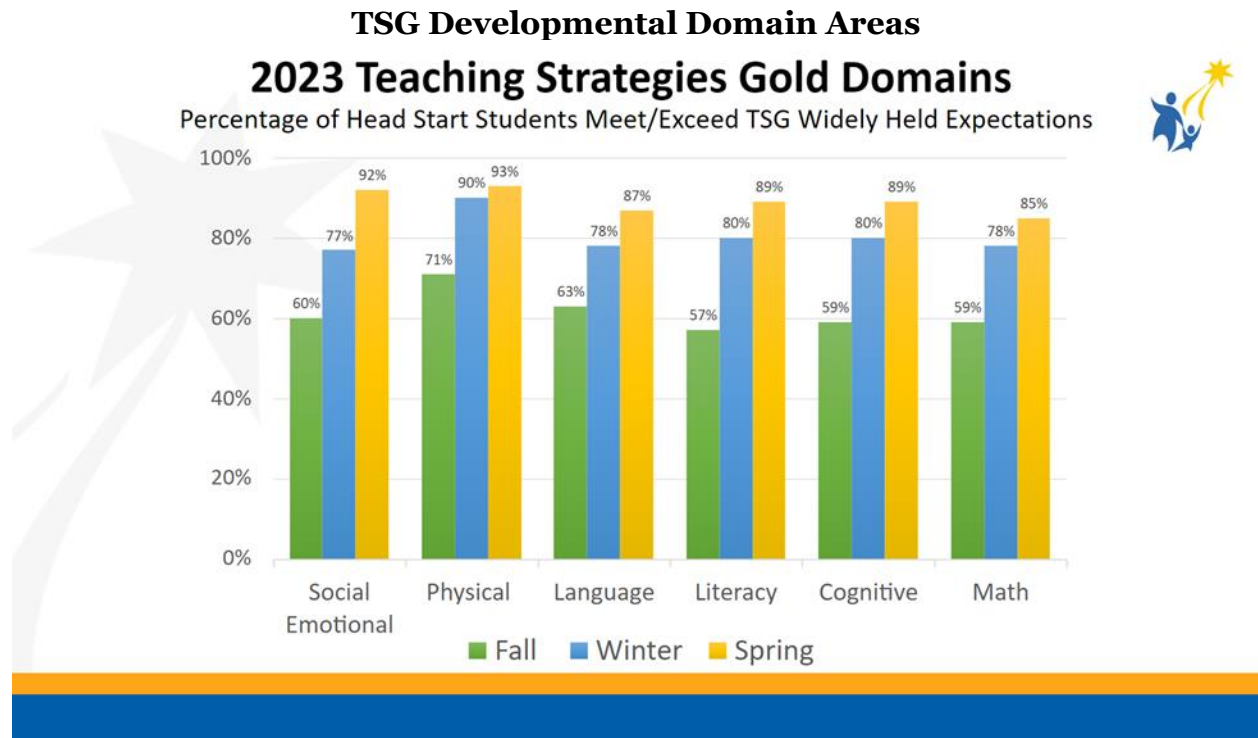
- The data was collected on 335 students (out of 353). The 335 students had enough data to be included in this report.
- *Age or Class Grade:* PreK 4-56%, Preschool 3-44%
- *Languages spoken:* 55% English, 14% Spanish, 15% Amharic, 8% Somali, 4% Vietnamese, 2% Chinese, 9% Other languages (e.g., American Sign Language, Arabic, Cantonese, Dori, Mongolian, Soninke, Swahili, Tigrinya, Urdu).
- *Students on IEP:* 5 %

The program goal for the 2022-23 program year is for at a minimum, 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.

**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.”

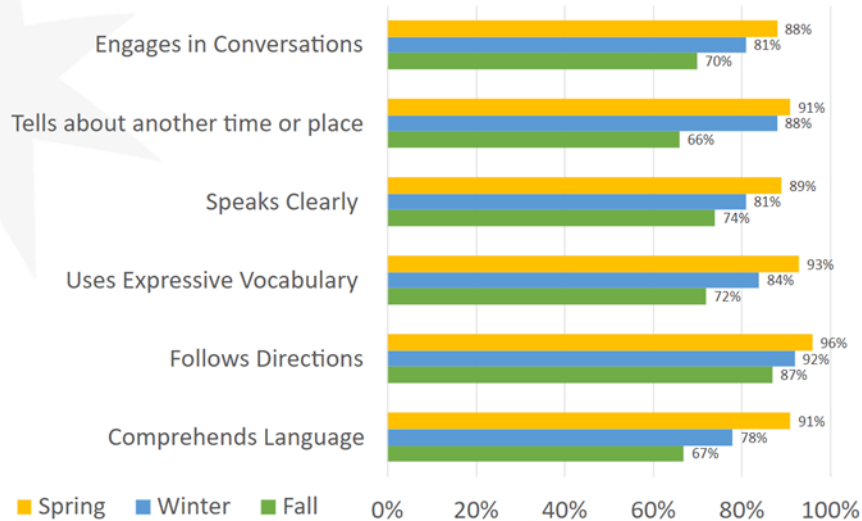
### **Report # 1: Overall Program in Developmental Domain areas**

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

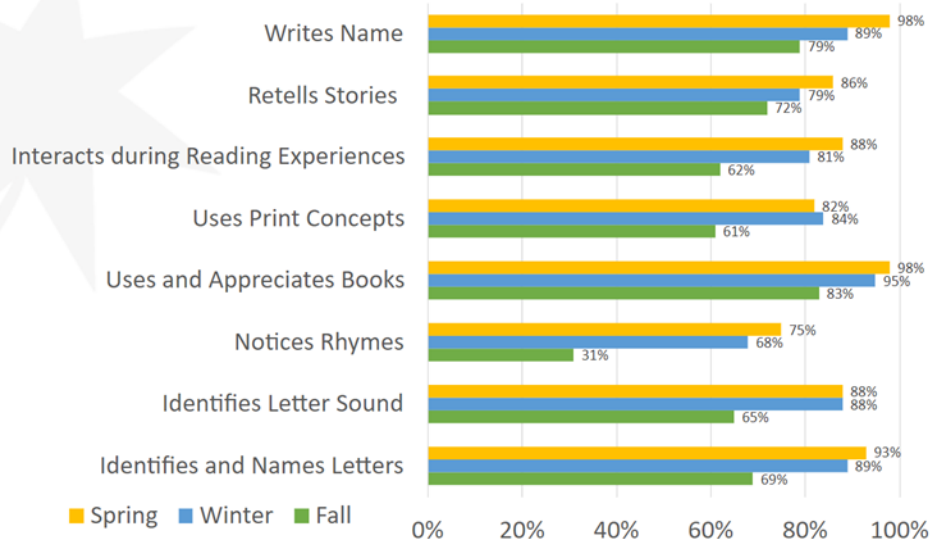


**Report # 2: School Readiness Child Goals.** Looks at specific indicators in each of the Developmental Domain areas

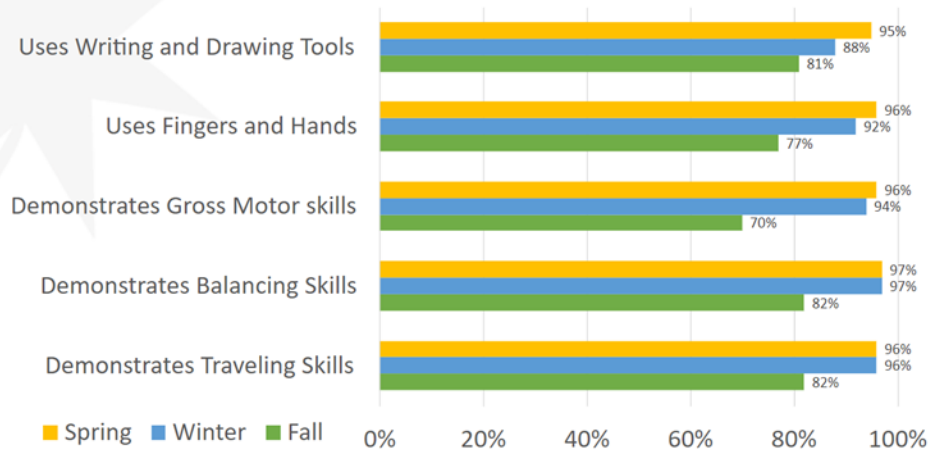
## 2023 Teaching Strategies Gold: Language



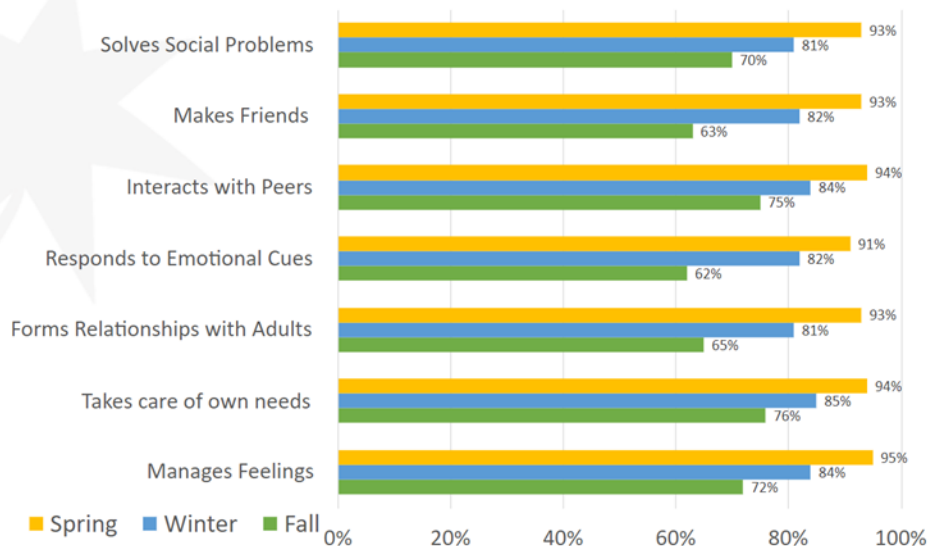
## 2023 Teaching Strategies Gold: Literacy



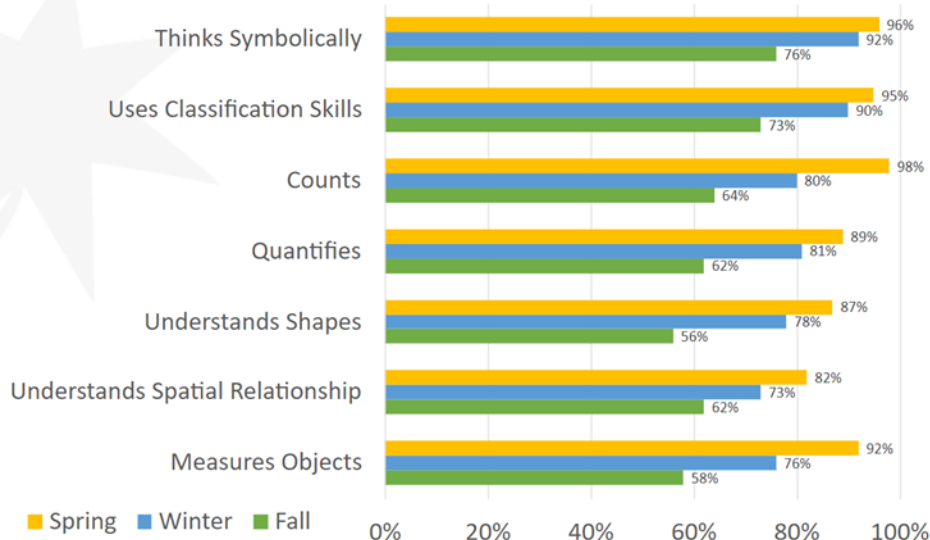
## 2023 Teaching Strategies Gold: Physical Development



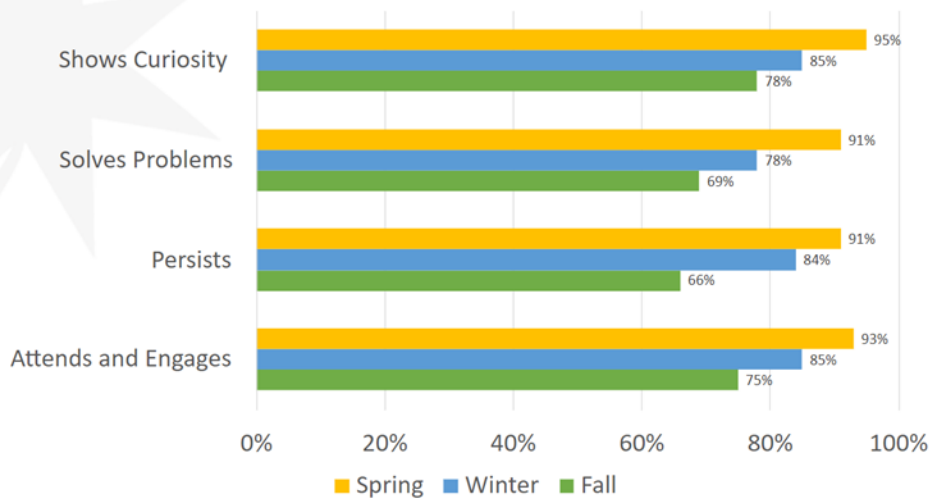
## 2023 Teaching Strategies Gold: Social and Emotional



### 2023 Teaching Strategies Gold: Cognitive/Math



### 2023 Teaching Strategies Gold: Approaches to Learning



Curriculum and Assessment Summary:

The data from the June 2022-2023 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 curriculum and individualization.

### **Language**

The gains that children accomplished in language shows that teachers make building vocabulary skills a priority. There are many opportunities throughout the school day where children can express their wants and needs, thoughts, and ideas, assert their point of view, develop their use of language in writing and engaging in successful interactions with others. Teachers reading stories and encouraging children to retell them, writing children's language on artwork, and playing in the dramatic play area are some of the ways expressive language is fostered in the classroom environment. The data shows an increase from Fall (72%) to Spring (93%) in expressive language.

### **Literacy**

Children made significant gains in identifying letter sounds and identifying and naming letters. There was a significant jump from 69% in the Fall to 93% in the Spring, the data shows.

### **Physical 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 squiggly lines, stringing beads, using eating utensils, and using lacing cards are some of the activities that have helped children make progress as the results show in the Spring data (96%).

**Looking towards next year our focus will be in the following area:**

### **Social and Emotional**

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

SPS engages parents and families through participation in Policy Council, at Family Meetings (4 per year at each of 13 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 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 elementary school staff to align educational practices, foster family 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 school 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 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. We have seen an increase in applications from homeless families.

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