

Sweetwater County School District #1
Head Start
Annual Report Fiscal Year 2010/2011

June Privitt, Director

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www.sweetwater1.org.hew



It takes a village...

“It takes a village to raise a child” has been said so often that it has almost become clichéd, however those of us who provide human services know how true it really is.

Nearly 20 years ago, Sweetwater County School District Number One saw a need for the comprehensive Head Start services in our county and took action! We are the only school district in Wyoming to bring Head Start to children and families living in poverty. To date, more than 1,700 Sweetwater County children and their families have received the comprehensive services Head Start provides!

We have not done it alone. Sweetwater County School District Number Two has been a valuable partner in our efforts for many years. Though they have no legal responsibility for Head Start, year after year the administration has ensured that Head Start has a location to provide services to 20 Green River children.

Our program has many partnerships that benefit our children and families and provide valuable matching funds for Head Start including: Southwest Counseling Services - play therapy; Sweetwater County Child Developmental Center - disability services to those who qualify; Best Beginnings - parenting classes; local physicians and dentists help keep children healthy. We are very grateful to **all** our partners because **with them**, children and families receive the very best services available!

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The purpose of life is not to be happy - but to *matter*, to be productive, to be useful, to have it make some difference that you have lived at all. ~Leo Rosten

Children & Families

- 📖 Federally funded to serve 120 Sweetwater County children ages 3 & 4 years and their families who meet Federal Poverty Guidelines (FPG). A maximum of 10% may be over income.
- 📖 Actual 2010/2011 enrollment was 135 children (127 families)
- 📖 Average monthly enrollment was 118
- 📖 Demographics:
 - 67% Non-Hispanic/Non-Latino
 - 33% Hispanic/Latino
 - 83% (98) Qualify with income at or below the FPG
 - 17% (20) Were categorically eligible (11 verified homeless; 8 were in foster/kinship care; 1 received TANF assistance)
 - 3% (4) were over income (1 was 2% over the FPG; 1 exceeded the FPG by 26%; 1 was the only application we had to fill a vacancy in Green River; 1 had extremely high social service needs and was selected late in the year – after our cease enrollment date)
- 📖 Children are served in five classrooms in Rock Springs. We also have one classroom in Green River through a lease and partnership with Sweetwater County School District #2.



Social-Emotional Development

“By the time a child is three years old, he or she is an emotionally complex person who has experienced a wide range of emotions. As parents, teachers, and caregivers we need to help promote our children's emotional development so that they will be able to develop healthy relationships with their peers and learn how to manage their emotions effectively. This will help them get the most benefit out of their learning and eventually adulthood development.”

Debbie Cluff, M.Ed, Links for Learning , Emotional Development and the Self Esteem in Children

“True friendship is seen through the heart not through the eyes.”

Author Unknown



The events of childhood do not pass, but repeat themselves like seasons of the year.

-Eleanor Farjeon

Head Start Program Governance

*“Let us put our minds together and see
what life we can make for our children.”*

-Sitting Bull



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Program Strengths & Accomplishments



- 📁 Head Start has a strong core team.
- 📁 The Tri-Annual On-Site Review conducted by the Federal Government was highly successful. [For details see Federal Monitoring & Fiscal Accountability, page 8.]
- 📁 An Annual Program Review was conducted.
- 📁 We are able to meet the communication needs of our Spanish-speaking families through several bilingual staff.
- 📁 Staff work extra days in the summer to complete Family Assessments and Health Care Planning.
- 📁 Head Start has an effective Transition Process (into, through and out of Head Start into the public school system).
- 📁 Head Start collaborated with other community organizations to benefit children and families through enhanced or added services, including the Totes of Hope food program.
- 📁 Nearly all child and family data tracking was accomplished using a web-based program.
- 📁 Head Start utilized a variety of technology with excellent support.
- 📁 Our facility in Rock Springs is highly functional and appropriate for the delivery of all Head Start services.

Child Services

- 📁 83% (112) of enrolled children received both medical and dental exams during the school year.
- 📁 92% of the children needing dental treatment (33 of 36) received it during the school year.
- 📁 Some Developmental Screenings were conducted on site.
- 📁 Hearing and vision screenings were conducted on site.
- 📁 Mental health services were provided on site.
- 📁 Most disability services were provided on site.
- 📁 Our nutrition program provided ample amounts of healthy foods and continued to be self-supporting.
- 📁 We purchased a new bus and additional 5-point child restraints.

Parent & Family Engagement

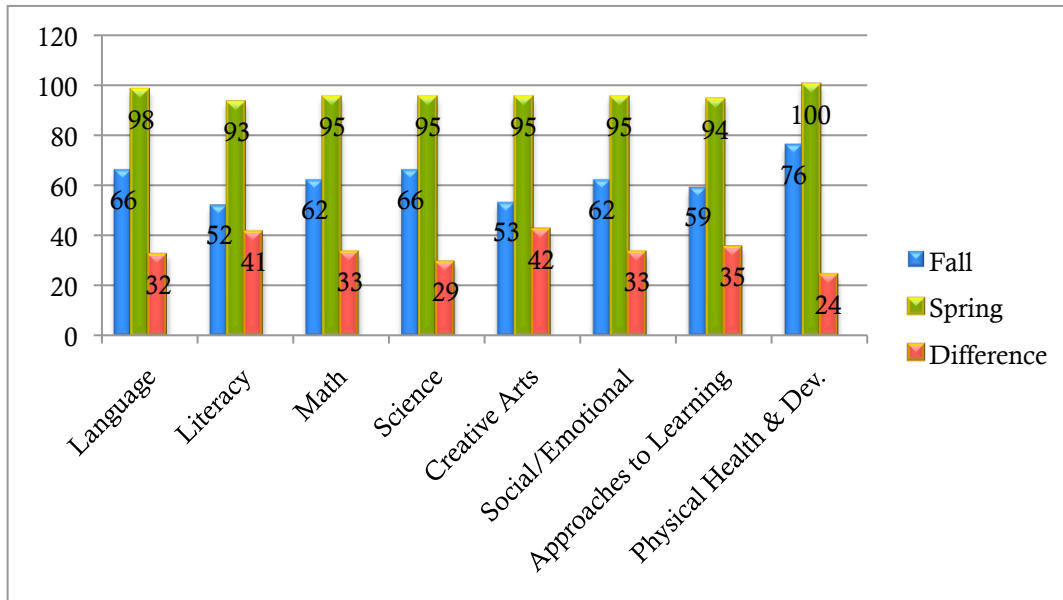
- 📁 Head Start parents were engaged with our program at many levels and are vital to our success. All parents received orientation into the Head Start program that includes opportunities for engagement.
- 📁 Families received advocacy & crisis intervention services and referrals to other community resources as needed.
- 📁 Our Fall and Spring Programs successfully demonstrated the children's growth and increased skill development.

- 📁 Examples of parent and family engagement, training & activity opportunities included:

Policy Council Nominations/Elections
 Annual Trunk or Treat
 Program Governance
 Family Literacy
 Adult Education Opportunities
 Value of Male Involvement

Strategic Planning for Head Start
 NHSA Parent Training Conference
 Financial Literacy
 50s Sock Hop (value of music/movement)
 Pinewood Derby
 Art Show

School Readiness Outcomes



The Head Start Child Development & Early Learning Framework is intended to guide Head Start Programs in their ongoing assessment of the progress and accomplishments of children and their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement.

The framework is composed of 11 domains, 37 domain elements, and over 100 examples of more specific indicators of children's abilities, knowledge and behaviors.

This chart reflects gains (at level 2 or 3, of four indicators on the Creative Curriculum Assessment) in children ages 4 and 5 years in the 8 Domains. This is the current level of expectation for a child to be Kindergarten ready. The chart illustrates that the children assessed were all very nearly 100% ready for Kindergarten. All final assessment percentages are 8 -11% higher than those reported in 2009/2010.

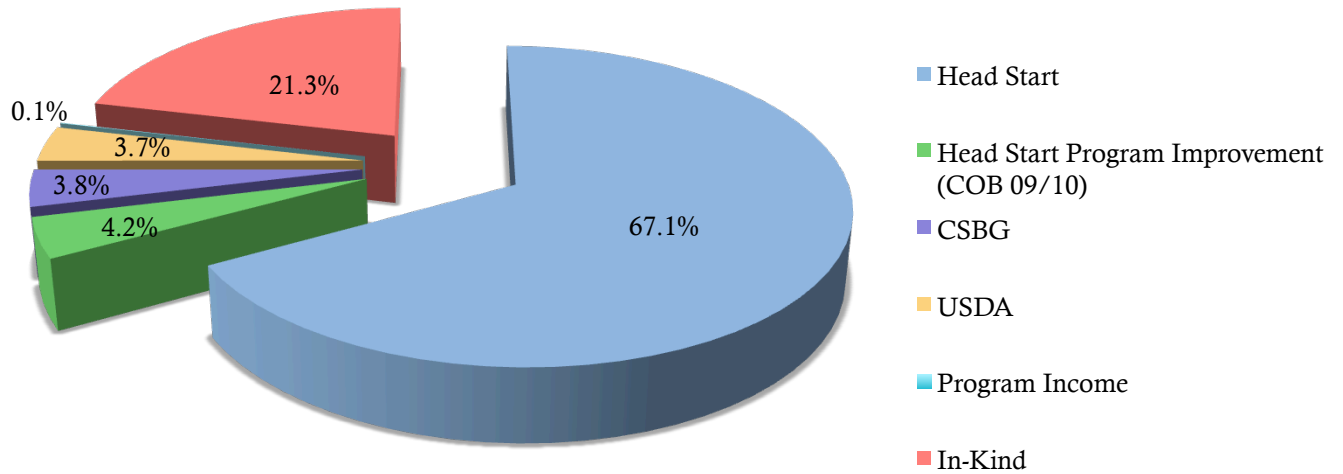
We can also see that the children assessed began the 2010/2011 Head Start year with skill levels above 50%. This is due, in part, to the 23% who were second year Head Start students. It is unknown what percentage of that 23% were also children with limited English proficiency and/or on an IEP.

Only children who are 4 -5 years of age who are expected to advance to Kindergarten, and those who were enrolled for all three assessment periods are reflected here. Of the 79 children assessed (58.5% of number served), 33% were Spanish-speaking, 23% were on an IEP, only 23% were in their second year of Head Start.

As illustrated above, the three areas with greatest gains for our children were in the Creative Arts, Literacy, and Approaches to Learning Domains. However gains in the Language, Math, and Social/Emotional Domains followed very closely.

Though increased social competency was the original goal of Project Head Start, there are no mandated outcomes for that area. However, social & emotional development is essential to academic success and continues to be an area of strong focus for all Head Start programs, including ours.

Funding Sources



Head Start	\$804,553
Head Start Program Improvement	\$49,790
Community Services Block Grant (CSBG)	\$45,000
USDA/CACFP (food program)	\$43,749
Program Income	\$783
In-Kind (non-federal value of donated time, services and space)	\$255,594
Total All Sources	\$1,199,469

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Budgeted and Actual Expenses

Budgeted Expenses by Category All Head Start Funds	
Salaries	\$533,088.00
Benefits	\$182,164.00
Supplies/books	\$26,493.00
Staff Training/Travel	\$10,028.00
Communications	\$8,044.00
Utilities	\$30,233.00
Parent Activities/Training	\$8,943.00
Maintenance	\$1,900.00
Rent GR	\$1,260.00
Adult Meals GR	\$2,400.00
Bus	\$49,790.00
TOTAL	\$854,343.00

Actual Expenses by Category All Head Start Funds	
Salaries	\$510,531.00
Benefits	\$156,028.00
Supplies/books	\$63,980.00
Staff Training/Travel	\$18,476.00
Communications	\$8,480.00
Utilities	\$36,851.00
Parent Activities/Training	\$7,221.00
Maintenance	\$456.00
Rent GR	\$1,260.00
Adult Meals GR	\$2,478.00
Nutrition Equipment	\$1,494.00
Bus	\$49,790.00
TOTAL <small>(includes current & past Program Income)</small>	\$857,045.00

USDA Expenditures	
Salaries & Benefits	\$20,741.00
Supplies & Equipment	\$1,472.00
Meals	\$21,536.00
Total	\$43,749.00



Federal Monitoring & Fiscal Accountability

A Federal On-Site Review of SCSD #1 Head Start was conducted in March 2009 by a team compiled by the Administration for Children and Families.

The team reviewed program management, fiscal, and service area documents and interviewed staff, parents, members of the governing bodies, and community partners to determine our compliance with the more than 1750 Performance Standards, laws, regulations and policy requirements. Our program was found to be out of compliance with **four** of them. That is an outstanding achievement. The areas of non-compliance were in the following Head Start Performance Standards:

1304.53(a)(7): A light fixture cover was missing in one of the restrooms. The cover was replaced before the team closed the review and it was noted as corrected on site.

1304.52 (j): An annual performance evaluation was not conducted on one employee. No plan for improvement was required as it was deemed that the non-compliance was not a systemic problem. We elected to revise our Monitoring Procedure anyway.

1304.53(a)(10)(x): The walkway to the playground had not been cleared of all ice. Three running children slipped and fell while exiting the building for outdoor play. An outdoor play procedure was written and approved by the Policy Council.

1310.15(b): Backpacks were not adequately secured on the bus. Cargo nets were installed and a procedure was written prior to departure of the review team.

Areas of strength identified by the team included the training and involvement of parents, our community involvement and resulting partnerships for resources, including those for needed dental exams and treatment for children.

A Financial Audit was conducted for year ending June 30, 2011. There were no findings in the Head Start program.