



Sweetwater County School District #1 Head Start

Annual Report Fiscal Year 2011/2012

June Privitt, Director
February 2013
www.sweetwater1.org.hew



The soul is healed by being with children. English Proverb



Head Start is a bridge from poverty to future success. Our children and families cross it well prepared to enter the public school system.

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Our Mission

*Sweetwater County School District Number One
Head Start*

*is committed to empowering families by
providing opportunities for early childhood
development, family partnerships, and
community involvement
through quality, confidential services.*

Children & Families



"An aware parent loves all children he or she interacts with - for you are a caretaker for those moments in time."

- Doc Childre, founder of the nonprofit institute HeartMath, a research and education organization



We are federally funded to serve 120 children ages 3 & 4 and their families who meet the Federal Poverty Guidelines (FPG). A maximum of 10% may be over income.

- 📋 Actual 2011/2012 enrollment was 134 children (125 families).
- 📋 Average monthly enrollment was 118 (98% of funded enrollment).
- 📋 Demographics:
 - 49% Non-Hispanic/Non-Latino
 - 51% Hispanic/Latino
 - 98% (123) qualify with income at or below the FPG
 - 18% (22) were categorically eligible (15 verified homeless; 3 in foster/kinship care; 4 received SSI)
- 📋 1.6% (2) were over income.
- 📋 Children were served in five classrooms in Rock Springs and one classroom in Green River.

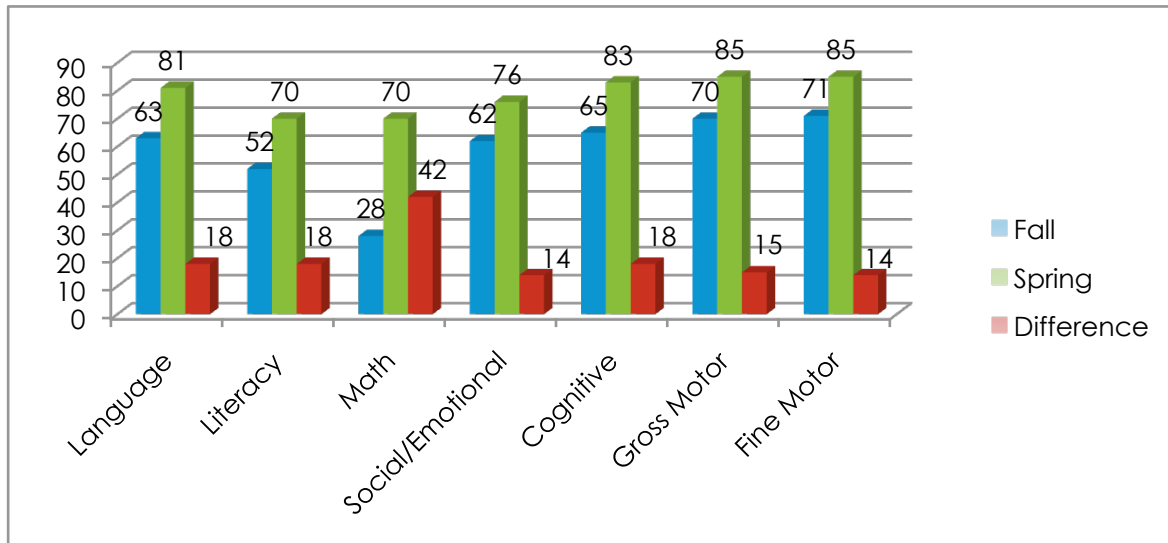


- 📋 Children and their male role models participated in activities planned by the 1825 Club.

[The club is so named because research has shown that the first 1825 days (5 years) are critically important to the social, emotional, and intellectual development of a child. Involvement of a positive male role model is also vital.]

- 📋 Parents were elected to the Policy Council.
- 📋 Parent Committee Leaders planned and helped carry out regular activities for all families to enjoy.
- 📋 Parents volunteered in classrooms.
- 📋 Parents as Policy Council members participated in our annual self assessment and the Tri-Annual Federal On-Site Review (see the last page of this report for details). Board members also participated.

School Readiness Outcomes



The Head Start Child Development & Early Learning Framework is intended to guide Head Start programs in their ongoing assessment of the developmental progress of children. The framework also guides our efforts to analyze and use data in program self-assessments and continuous improvement.

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

This chart reflects gains in all areas measured in the Teaching Strategies Gold assessment. Children were assessed three times: fall, winter, and spring. To simplify the chart we are illustrating the difference between the fall and spring assessments.

The blue bars represent the fall assessment and the number of 4 year old children who met or exceeded expectations. The green bars represent the same for the spring assessment. The red bars illustrate the difference between the two.

We assessed 88 four-year-old children in the fall and the same number in the spring. Twenty-two were on an IEP. Twenty-six of the children assessed identified Spanish as their first language. Seventeen of the children assessed were in their second year of Head Start.

Science, Social Studies, and The Arts are not shown in this chart because they were only measured in the winter and spring assessments due to technological issues.

Our program uses assessment data to inform parents about their child's progress, work with parents to set goals for their child, and as one tool to determine what areas of our education services could be strengthened. We use individual classroom outcomes to help us determine training needs for our staff.

Head Start Works!

LaGena

For many years LaGena has been a single mom who has always wanted the best for her children and worked hard to provide for them. When she was hired as a part-time driver for Head Start she had no idea how much that opportunity fifteen years ago would change her life and the lives of her children. She became a Head Start parent and was involved with her children's early education program activities. She is still very much involved with their education.

There have been many changes in the lives of this resilient family since they came to Head Start. With their mother's guidance using the skills and tools she learned at Head Start her children have grown into caring, committed young people. All three are excellent students.

LaGena was recently promoted to a full-time position with benefits as Family Advocate. This promotion gives her the opportunity to use the skills she has learned to assist other parents in achieving their own goals.

"Head Start gave my children the skills they needed to go into public school and those skills have continued into junior high and high school. It has also given me what I needed to lead my family out of poverty." -LaGena, former Head Start parent, current Head Start employee



Brianna



Brianna attended Head Start for two years beginning in the 1995/1996 school year. She attended schools in Sweetwater County School District #1 and recently graduated from Western Wyoming Community College with a degree in Early Childhood Education. She completed her practicum for her degree at Head Start.

Brianna is now an Early Childhood Educator teaching at a Montessori preschool in Montana. Her family is very proud of her and so are we. Brianna is one example of what Head Start can mean to a child, a family, and future generations of young minds she will help shape.

"As a single parent, Head Start provided opportunities for both my daughter, Brianna, and me. With me having to work, she was taken care of by my mom and had only interactions with adults. At 3 ½ years old, Head Start provided her with the social interaction with other children and a "head start" on her school career. I believe it helped form her in to the young successful woman she has become. Head Start is truly an amazing program!" – Diana, former Head Start parent





Robert (Bob)



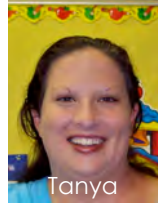
Kristen



Amanda



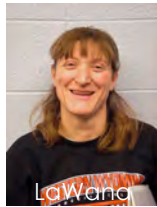
Jennifer



Tanya



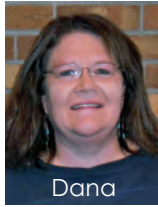
Laura



LaWana



Mariana



Dana



David

Head Start Program Governance

Board Chair – Robert J. Ramsey

Policy Council Chair – Jennifer Gerken

Board of Trustees

(January 2012)

Robert J. Ramsey

Brady Baldwin

Justin Spicer

Dr. LaWana Sweet

Robert Parton

Lenny Hay

Mindy Hixon

Policy Council

Jennifer Gerken

Laura Hawkes

David Martin

Amanda Nations

Mariana Chaverria

Tanya Sorrells

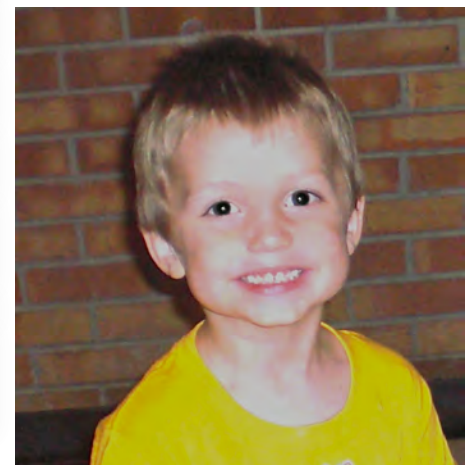
Kristen Sundberg

Dana Shineberg

Dr. LaWana Sweet –
Board Liaison

"We may not be able to prepare the future for our children, but we can at least prepare our children for the future."

-Franklin D. Roosevelt

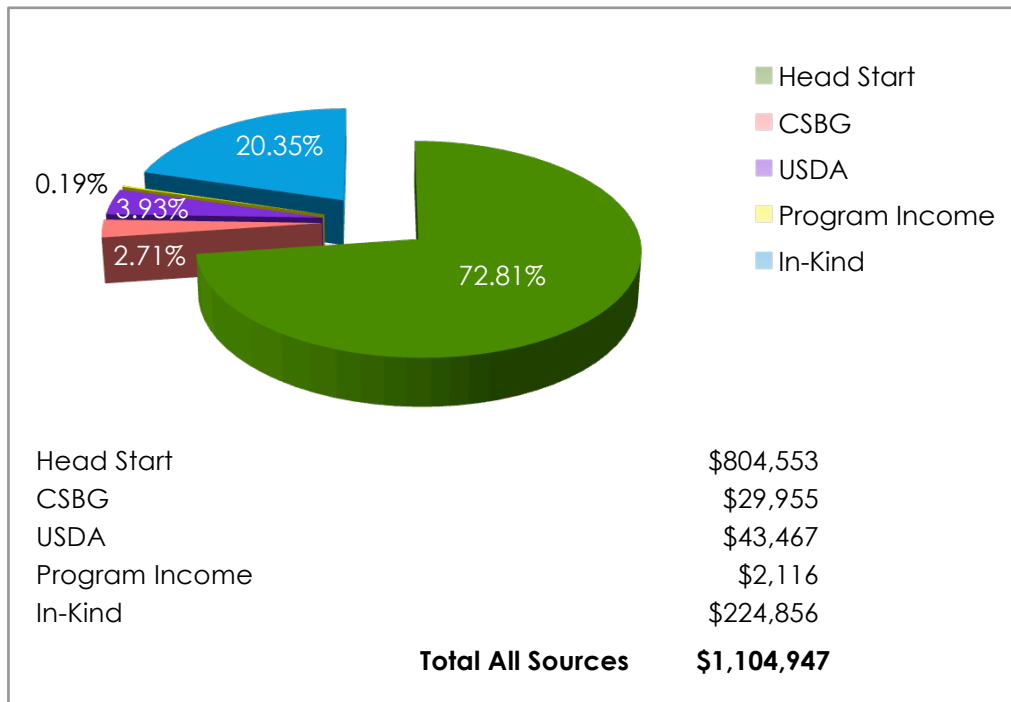


Superintendent: Paul Grube

Head Start Executive Director: Brent McMurtrey

Head Start Director: June Privitt

Funding Sources



Expense	Head Start Budgeted	Head Start Actual	USDA Expenditures	
Salaries	\$537,523	\$528,892	\$14,897	
Benefits	\$176,035	\$172,493	\$3,457	
Supplies	\$25,749	\$40,085	\$2,180	
Staff Travel	\$1,289	\$1,304		
Staff Training	\$9,443	\$13,302		
Communications/Copies	\$7,809	\$8,465		
Utilities	\$32,221	\$29,791		
Parent Activities	\$1,988	\$1,832		
Parent Training	\$6,636	\$3,355		
Maintenance	\$2,100	\$2,821		
Rent (Green River)	\$1,260	\$1,260		
Adult Meals (Green River)	\$2,500	\$2,527		
Meals (Rock Springs)			\$23,227	
Totals	\$804,553	\$806,127 *Includes \$997 Program Income	\$43,761	TOTAL ACTUAL \$849,888

Head Start Services

The Head Start team is a strong group of dedicated individuals committed to providing a wide array of services for all children and families enrolled in the program.

In addition to the education services highlighted on page three, the following paragraphs highlight other service accomplishments.

Health & Nutrition

The Health Services Manager utilizes a program she developed to help parents understand the importance and benefits of a schedule of well-child care for their children.

Several Community Partnerships were developed to assist uninsured or underinsured children with obtaining needed health and dental exams as well as any needed treatment.

Of the 134 children served during the year, 90% (120) of them were up to date on a schedule of well-child care during the year.

Twenty-two children were deemed in need of treatment. One hundred percent of them received the treatment needed.

Six additional children completed their well child exams but were not taken to the lab for their lead screening. Three children were not taken for their exams. Four others exited the program without completing the exams.

Dental exams were completed on 89% (119) of the enrolled children.

Fifty children needed dental treatment following their exams. Forty-eight (96%) received needed treatment.

Eight children were not taken to the dentist. Six children exited the program without completing their exam.

Our Health Services Manager who is an LPN completed some health screenings. They included hearing and vision, height and weight, and blood pressure.



Our nutrition program provided ample amounts of healthy foods for our children. The menus are reviewed frequently and our program makes frequent changes to ensure meals are as healthy as we can provide. The program is self-supporting.

“No one has yet fully realized the wealth of sympathy, kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.”

-Emma Goldman, author

Family & Community Partnerships

Head Start collaborates with other community organizations to benefit children and families through enhanced or added services.

Partnerships were completed with various Head Start departments and included: Southwest Counseling Services provided play therapy at our building for children in need of that service; the Totes of Hope food program provided food that was distributed at Head Start; parenting classes were provided at Head Start through a partnership with Best Beginnings; and the Sweetwater County Child Developmental Center provided most services for children on an IEP (Individual Education Plan) on site.

Every family received an orientation into Head Start. During their orientation parents were informed of opportunities to be involved in the program and engaged in their child's education. Parents were important to the progress made toward meeting our School Readiness Goals.



Services, continues

Family & Community Partnerships (continues)

Our Transition out of Head Start into the public school system continued to be effective and was conducted in partnership with Kindergarten Principals and Teachers as well as district administrators.

Families received advocacy and crisis intervention services and referrals to other community resources as needed. The majority of those services were provided through the Family Advocate funded through a Community Services Block Grant.

The Family & Community Partnership staff, parent group members, and community partners collaborated to offer a number of opportunities for parent education and parent/child activities: Annual Trunk or Treat; Family Literacy; Adult Education Opportunities; a Pinewood Derby; Annual Art Show; an 80's themed dance; Pirate Night Literacy; and Financial Literacy.



Staff and parents participated in the Flaming Gorge Days and Red Desert Parades.

Education Services

Head Start education staff meet educational requirements of the Head Start Act.

Professional Development Plans were established within ChildPlus, our data tracking software.

Several teachers and classroom aides completed Early Childhood Education coursework at WWCC. Teachers and their manager attended the Wyoming Department of Education Summer Camp. Teachers also attended You Are a Professional Play Technician.

The Classroom Assessment Scoring System (CLASS) was conducted in our classrooms. It was also used during our Federal On-Site Review. The scores were aggregated and all areas scored were above the minimum requirements for Head Start programs.

We utilized a number of technology resources to help our children learn. A Promethean Board was purchased and used weekly. We were able to purchase two iPads for our classrooms to

share.

Parents learned about Early Childhood development at home visits, through our Fall and Spring Programs where children demonstrated their growth and increased skill, and through Parent Teacher Conferences. Parents also helped establish developmental and academic goals for their children during visits and conferences. They also learned the value of play and how to use their home as a learning environment.

Play is the only way the highest intelligence of humankind can unfold.

-Joseph Chilton Pearce
Contemporary American scholar



Children & parents experimented with Bee Bots during the Curriculum Exhibition Night.

As astronauts and space travelers, children puzzle over the future; as dinosaurs and princesses they unearth the past. As weather reporters and restaurant workers they make sense of reality; as monsters and gremlins they make sense of the unreal.

-Gretchen Owocki
Contemporary American
early childhood educator



Federal Monitoring and Fiscal Accountability

The Triennial Federal On-Site Review

of SCSD #1 Head Start was conducted in April 2012 by a Danya International team serving 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 five elements of **one** area of the Head Start Act:

Section 642 Powers and Functions of Head Start Agencies.

(d) Program Governance Administration-

(2) CONDUCT OF RESPONSIBILITIES – Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including –

- (A) monthly financial statements, including credit card expenditures;
- (B) monthly program information summaries
- (C) program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (H) communication and guidance from the Secretary; and
- (I) the program information reports

A Corrective Action Plan to improve Head Start program communication with the Board of Trustees was developed and approved by the Board and Policy Council. The plan included a Board Liaison Report that includes all elements required to be communicated and a procedure to ensure future Head Start staff and School District #1 Board of Trustees understand the importance of the report.

Our noted strengths included: *“School district level support, male involvement, and community partnerships. School district-level support includes Human Resources, Fiscal administration and support, Technology Center staff, substitute Transportation staff, and other critical staff assigned to help the Head Start program.”* and *“The program was also situated in a state-of-the-art building provided by the school district.”*

Though any non-compliance is concerning and taken very seriously, the review reflected outstanding achievement for Head Start and other school district staff.

An Annual Financial Audit

was conducted for year ending June 30, 2012. There were no findings in the Head Start program.

“There can be no keener revelation of a society's soul than the way in which it treats its children.” —Nelson Mandela

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Parent & Child Events

We are grateful to all of our community partners & volunteers for their significant contributions that helped make this a great year!



Flaming Gorge Days Parade



Clifford in the Mountain Room



Fun Day



Derby Route

Red Desert Parade



Library Partners Trunk or Treat



Sock Hop



Local Head Start Information

If you or someone you know has a child that will be age 3 or 4 by September 15th and may be interested in participating in the most unique preschool program in America, please ask them to contact us at the numbers or address listed below.

Important information to know is that our program serves families whose annual income is at or below the Federal Poverty Guidelines and families who are categorically eligible. Applicants must also have a birth certificate or other acceptable birth record for their child, proof of all household income, and the child's immunization record. A brief discussion with our Family & Community Partnerships staff about the family's current situation and a review of the above documents will determine eligibility.

We hope you will call or stop by to learn more about us. Head Start works!



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Head Start Policy Council Approved February 20, 2013