



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

Consent Agenda Item 7-i

Recommend approval of the Head Start 2017-2018 Continuation Grant Application and Annual Self Assessment.

Board of Trustees: The following is the narrative for the Head Start grant. The full narrative is lengthier so to make review a bit easier, I have abbreviated it to the extent I can. It is set up with the goal listed first (in the boxed area), the outcomes are next with solid bullets, under each of those (as applicable), is the progress, identified with open bullets. If you have any questions about any part of this application, please email me at privittj@sw1.k12.wy.us, or telephone 352-3430 or 350-5549. Thank you very much!

Section I. Program Design and Approach to Service Delivery

Sub-section A. Goals (Requirements for Continuation Applications)

Requirements 1 & 2. Additions, deletions or revisions to your program’s Long Term Goals, Short Term Objectives, and Expected Outcomes that have occurred since last year’s application.

Long and Short Range Goals

Goals were established in Year 1 through our strategic planning process, monitoring, community assessment analysis, parent surveys, and our self-assessment – the Annual Program Review (APR). Goals are reviewed and revised each year as necessary to improve or enhance services to children and families. Data on the goals supports outcomes. Our noted progress is reflective of the intended outcomes.

Strategic Planning: Six strategic priorities were identified in our planning session: Increased Family Engagement, Increased Program Visibility, Increased Funds, Strong Community Partnerships, Strong and Qualified Team, Alignment with School District.

Increased Family Engagement:

Create **a culture of engagement** thereby increasing attendance at family events, and the number of Family Partnership Agreements and in-kind contributions through volunteers.

Utilize the PFCE Framework, ECLKC, and other **resources to connect with parents and families** and to guide progress toward the following goals:

Years 1-5 Revised 2017/2018 Train staff to think in terms of how whole families can be engaged in experiences at Head Start and **to create an environment** that is progressive and

encouraging, and invites family engagement.

- At least 75% of all staff receive full training with follow up refreshers.
 - Training presented in Year 3 – all staff; refreshers and additional information at Team Meetings during Year 4

Years 4 and 5 Revised 2017/2018 Utilize additional resources to share information with families and invite them to be engaged at Head Start.

- Parent Orientation includes discussion of family engagement opportunities.
 - First, at application for enrollment; Parent Handbooks thoroughly reviewed at orientation.
- Parents are contacted with reminders of events or other opportunities using a variety of methods as desired by parents.
 - Utilized text messaging which has proven to be an effective means of communication with parents.
 - Reminders were posted on Facebook
 - SchoolWay app was used to communicate immediate information to parents
 - Printed flyers appear to be less effective
 - Will poll parents and ask if they want a paper flyer. A list will be used to ensure those who need or want them receive them.
- At least 80% of families participate in at least one program event by February each year.
 - 85% of our parents attended at least one program event.

Years 4 and 5 Revised 2017/2018 Increase the number of Family Partnership Agreements.

- At least 50% of families create at least 1 FPA/family goal by end of March each year.
 - 36% of families have created a total of 53 FPAs; 64% have been completed.

Years 4 and 5 Revised 2017/2018 Improved family engagement leads to increased volunteer hours in classrooms and other areas of the program.

- 80 parents contributed 305 volunteer hours in classrooms, leadership, home assignments, and other areas of the program.

Strengthen parent advocacy and leadership.

Years 1-5 Beginning with the application process, parents receive information about parent involvement through participation in leadership opportunities including Policy Council, 1825 Club, and Parent Committee Leadership.

- Total number of nominations made by teachers increase 5% each year.
 - Classroom staff nominated 15 parents to leadership positions. Total of 48 parents nominated for leadership roles.
- At least 75% of the parents elected to Policy Council fulfill their term.
 - 15 parents elected to Policy Council, 10 completed the necessary trainings to become regular members and all 10 continue to be active.
- By Year 5, at least 20% of our parents will have attended at least one Parent Committee Leadership planning meeting.
 - End of February, 13% attended at least one planning meeting.
- 30% of current parents participate in training by the end of Year 5.
 - So far this year, 43% of our families have attended at least one parent training
This is a 20% increase over Year 3.

Encourage and train parents to advocate for themselves and their family. [This is now integrated into other goals.]

Assist parents to participate in their community as stakeholders.

Years 2-5 Help parents identify opportunities based on their strengths and interests using a Parent Interest Survey and a Family Assessment/Plan.

- The Family Assessment/Plan modified.
 - Section regarding family literacy
 - Family Literacy Self Assessment

Years 2-5 Invite organizations that aren't necessarily resources for parents to be involved with school activities and to enter into partnerships with our program to help connect parents to the community.

- Three Community Partnership Agreements formed each year with organizations not tied to direct services for Head Start families.
 - Nine of this type of [Community Partnership Agreements](#)
- At least one additional Community Partnership Agreement developed each year.
 - 17 Community Partnership Agreements program wide, 3 new partners
- At least 10% of the Family Partnership Agreements (FPA) each year involve community participation or volunteer work.
 - 13% [Family Partnership Agreements](#) involve [community participation or volunteering](#).

Further promote general family well-being.

Years 1-5 General family well being is promoted daily through the supportive relationships formed with Head Start staff. The revised Parent Handbook includes a great deal of information to support this goal.

- 5% more parent posts will be added to the Parent Share Board.
 - The Parent Share Board will be eliminated due to lack of use.
- The Family Time Challenge activity will be sent home each month.
 - Family Time Challenge activity go home monthly
- (revised) Community Partnership Agreements with job-training organizations or adult education providers are developed each year. Our target is 7 per year.
 - Eight Community Partnership Agreements so far
- (revised) Community Partnership Agreements developed with parenting class providers target of at least 3 options for parents.
 - Love & Logic classes here
 - 3 CPAs with agencies that provide parenting classes.
- Approximately 30% of family activities include an element of financial education.
 - 28% included financial education or information.
 - Theme of 3 parent events/trainings was money management.

Years 3-5 (revised) Promote parents as their child's first and lifelong teacher. Encourage parents to be lifelong learners and to strengthen family literacy in their homes.

- At least 5% of all Family Partnership Agreements relate to literacy.
 - 25% of the Family Partnership Agreements include literacy.

Years 2-5 Encourage Family Partnership Agreements that foster lifelong learning.

- At least 10% of the Family Partnership Agreements developed include a lifelong learning aspect.
 - 40% of all FPAs include an aspect of lifelong learning.

Family literacy

Years 2-5 Literacy is emphasized and promoted through a variety of means including: family events, activities conducted in collaboration with community partners, and the revised Family Assessment/Plan that includes family literacy, parents' evaluation of literacy skills & interest in resources to support their child's literacy skills.

- At least one family event each year includes a strong focus on literacy.
 - To date, one family event (1825 Club Nature Walk)
 - Upcoming events with a strong focus on literacy are Bingo for Books and the Community Scavenger Hunt.
- At least one Head Start event each year is planned in collaboration with the Sweetwater County Public Library System.
 - We promote events and activities held at the public library.
 - Library personnel also assisted with our Community Scavenger Hunt.

Increased Program Visibility:

The goal established for Years 2-3 was met. Efforts to maintain and improve program visibility are on-going. Many program photos, flyers, parent education items, job openings, safety drill notices, community activities & collaborations, and parent activities are posted regularly on Facebook. Photos and stories of events are emailed to local newspapers and on-line news groups.

Increase Funds:

Years 2-5 Sweetwater One Public School Foundation for Head Start donations or research the possibility of establishing our own foundation and applying for 501(c)(3) status.

- We were able to determine that the School Foundation should be an option for public, tax deductible donations to Head Start. The Director will write a narrative for the Foundation Board and the district Accountant will take the proposal to them before the end of the program year.

Strong Community Partnerships:

[Several of the above family engagement goals involve community partnerships.]

Ensure on-going efforts to create community collaboration on Head Start projects and to participate in community efforts related to early childhood education, family well being, or other topics that directly relate to those we serve.

Years 1-5 Participate on the Child Protection Team (CPT) and in the Interagency Coordinating Council (ICC) meetings.

- Six team meetings attended each year by at least one CPT member from Head Start;
Three ICC meetings attended each year by at least one Head Start staff person.
 - Attended five monthly CPT meetings so far.

Year 1-5 Participate in community efforts as new opportunities arise.

- Head Start staff participate in at least two community efforts each year
 - Assisted with planning and attended the Community Baby Shower
 - Totes of Hope (food) are distributed each week
 - Packs of Giving (RSHS food project)
 - Local summer parades

Strong and Qualified Team:

Years 1-5 Complete Professional Development Plans in the performance appraisal system and monitor them through ChildPlus.

- At a minimum, all teacher and manager performance appraisals include goals for the next year.
 - Performance Appraisals were completed. Most were conducted using a new instrument from our Human Resources department.
 - We have begun work in ChildPlus to track all training and to set up the goals section.
 - Evaluation of staff performance is ongoing through program monitoring, supervision, and coaching.
 - Education staff performance in the areas of establishing learning environments and teacher/child interactions is evaluated using the Early Childhood Environmental Rating Scale (ECERS) and the CLASS (Classroom Assessment And Scoring System) instruments.

Years 1-5 Ensure budget contains a line item for continuing education of Teachers, Classroom Aides, and Assistant Teachers.

- Teachers, Assistant Teachers, and Classroom Aides meet minimum education requirements as prescribed in regulation.

Years 2-5 Develop and implement an incentive plan. Conduct teambuilding exercises at Team meetings.

- The team is observed working collaboratively and cohesively.
 - Teachers and aides share ideas and help each other.

- Office staff readily step in to cover each other or assist with projects.
- No incidences of conflict requiring supervisory intervention.
- Cards, notes, and thank you emails are sent frequently.
- Professional Learning Community (PLC) meetings for education are more staff driven.

Alignment With School District to Eliminate Gaps:

In the summer of 2016 we purchased the Eureka Math curriculum selected by K-4 Principals and Teachers in our district, and Board approved in March. We already use Foundations. A new English Language Arts curriculum will be adopted soon and if there is a preschool version we will research cost.

Other Goals

School Readiness

School Readiness Goals are being revised to be reflective of the Head Start Early Learning Outcomes Framework, revised Performance Standards and objectives in the Teaching Strategies Gold Assessment. Kindergarten teachers, elementary principals, and Head Start staff and parents will work to further develop and finalize the goals and measures that align with kindergarten expectations.

The revised goals will be presented to the Policy Council and the Board of Trustees for review and approval.

Years 1-5

GOAL 1: [Language, Communication, and Literacy]

Children will comprehend and use increasingly complex language to communicate needs and express ideas with adults and peers.

Language/Communication

- 47% of all 4 year olds demonstrated emerging abilities
- 53% were accomplished in the measurements

Literacy

- 75% of all 4 year olds demonstrated emerging abilities
- 25% were accomplished in the measurements

GOAL 2: [Mathematics and Scientific Reasoning]

Children will demonstrate increasing skill in their ability to apply logic and reason in their decision-making; increasing skill using math concepts; increasing curiosity of the natural and physical world; and increasing ability to use scientific skills and methods.

Mathematics

- 34% of all 4 year olds demonstrated emerging abilities
- 66% were accomplished in the measurements

Science

- 94% of all 4 year olds demonstrated emerging abilities
- 6% were accomplished in the measurements

GOAL 3: [Perceptual, Motor and Physical Development]

Children will demonstrate progress toward development of healthy practices, and sufficient motor skills that allow them to fully participate.

- 46% of all 4 year olds demonstrated emerging skills and 54% demonstrated accomplished skills at the winter checkpoint.

GOAL 4: [Social & Emotional Development]

Children will demonstrate increasing ability to self-regulate emotions, impulses and behavior, sustain interactions with peers, and sustain attention and engagement in activities.

- 65% of all 4 year olds demonstrated emerging skills, while 35% demonstrated accomplished skills at the winter checkpoint.

GOAL 5: [Approaches to Learning]

Children will demonstrate interest in varied topics and activities, a desire to learn and independence in learning.

- 23% of all 4 year olds demonstrated emerging skills, while 77% demonstrated accomplished skills at the winter checkpoint.

GOAL 6: [Parents as lifelong educators] DELETED It is covered thoroughly in Family

Engagement goals.

Years 3-5 Support the work and training in years 1 and 2 through review and individual assistance.

- Teachers are mentored to further improve assessment and analysis skills.
 - Greatly improved skills in documentation and recording of data
 - completed a 6-hour training in *Teaching Strategies Gold* and are certified as TSG Reliable Raters.

- School Readiness Goals will align with the Head Start Early Learning Outcomes Framework. Teaching Strategies Gold has integrated the Head Start Early Learning Outcomes Framework into its assessment system. Because of that integration, the alignment with the framework, and the efficiency of these changes, there is no longer a need for the checklist.

Years 3-5 Develop additional training as needed due to changes in School Readiness Goals, national initiatives or school district curricular changes.

- Education staff are up-to-date and trained to implement changes.
 - Preschool Math and Science CLASS Instructional Support
 - “*I Create What I Believe*” a teaching method used to help children gain self control and regulation
 - *Teaching Strategies Gold*, Interrater Reliability Certification
 - Suicide Prevention
 - Standard Response Protocol (SRP) training involving a live shooter drill
 - De-escalation of behaviors MANDT training

Year 5 training plan includes plans to improve CLASS skills, Eureka Math, increasing observation and assessment skills, Creative Curriculum and Coaching to Increase Fidelity of the Curriculum in the classroom, the IEP process, ELL, and other trainings identified through monitoring.

Program Governance Training

Years 1-5 Annual full-day governance training that includes detailed responsibilities outlined the Head Start Performance Standards and the Head Start Act.

- Elected Policy Council members and Board of Trustee members have specific

information about their governance role and responsibilities and about the Head Start program in general.

- Full-day training was held in November 2016. All required elements were included. We used the online governance training as a basis for additional training.

Years 1-5 Training continues at each meeting of the Policy Council through February or as needed. Members learn how to read fiscal reports, including budget vs. actual quarterly reports.

- Members are aware of their responsibilities and their role in the program. They can read and understand fiscal reports.
 - First training October 2016: confidentiality, Policy Council Bylaws, job description.
 - Budget vs Actual training occurred at the November meeting.
 - How to make a motion was covered at the December meeting.
 - The Final Rule on Eligibility training was presented in February 2017.

Fiscal

Years 1-5 Apply for Community Services Block Grant funds to support the Family Advocate Position.

- Our program has a Family Advocate.
 - The CSBG application was awarded with the proposed increase to meet the health insurance premium increase.

Staff Qualifications

Years 1-5 Education staff complete college coursework towards appropriate qualification level.

- Classroom Aides complete coursework towards an Associate in Early Childhood

Education degree.

- No Classroom Aides are currently enrolled in college. Two are enrolled in the CDA program.
- By Year 5, 50% of the teachers with an Associates degree retained from year 1 will have the appropriate Bachelor's degree.
 - Neither of the two retained from Year 1 have a bachelor's degree.
 - One is working towards hers and has recently taken the Praxis Test
- Teachers complete annual required continuing education hours as specified in the Head Start Act of 2007. Documentation of Training forms reflect 15 hours of continuing education completed by each teacher.
 - Used tracking form developed last year.
 - Now will use training tracking in ChildPlus

Child Development

Years 1-5 Review and revise as necessary our Community Partnership Agreement with the Sweetwater County Child Developmental Center (CDC) to provide disability services at Head Start.

- Head Start and CDC staff understand the responsibilities of each program. The document is current for reference.
 - The CPA reviewed by the CDC Executive Director.
 - Updating CPA to include the new Head Start Performance Standards

Child Health

Years 1-5, During the home visit, use our current system of determining each child's medical/dental home and insurance status. Assist in scheduling as needed.

- **Year 4**, 100% of the medical/dental home and insurance status information is documented.

- Complete.

Years 1-5 Utilize donated funds and services for the uninsured or underinsured children as they are available while pursuing new avenues to secure additional funds.

- Underinsured or uninsured (typically 2-3%) children receive needed health or dental care.
 - Memorial Hospital of Sweetwater County donated 10 wellness physicals
 - Local dentists, Dr. Clark Romney and Dr. Bryant Romney offer a \$20.00 dental screening.
 - Utilize the VSP coupons with local providers. A concern with VSP is that recipients must have a Social Security Number.

Years 1-5 Schedule dental screening and hemoglobin testing on site to meet the 90 day deadline if needed based on needs of families.

- 95% of our children have dental exams or screenings within the mandated 90 day deadline.
 - As of March 3, 2017, 80% completed dental exams.
 - 2 needing treatment,
 - 4 have completed treatment
 - 76% received a well child exam.
- 95% of our children have hemoglobin tests within the mandated 90 day deadline
 - 72% were complete at 90 days;
 - 5 completed late, 17 are past due, 8 exited without completing.
 -

Years 2-5 (revised) Review and revise the system used to obtain determination within 90 days, per Head Start Performance Standard 1302.42, obtain determination from medical and oral health care professionals as to whether or not child is up-to-date on a schedule of age appropriate preventative and primary medical and oral health care.

- The system is up-to-date and effective.
 - No revisions.

Child Mental Health

Years 1-5 Maintain Community Partnership Agreement (CPA) with Southwest Counseling Service (SCS) to provide play therapy services and a social skills group.

- Children with an intake receive mental health services at Head Start.
 - Six children receive play therapy at Head Start through our CPA.
- The Community Partnership Agreement (CPA) is reviewed and revised as needed.
 - CPA reviewed and continued
- Maintain a Social Skills group
 - Social skills group is held on Wednesdays

Year 4 Work with education staff to determine how the elements of the social skills group can shift to the classroom schedule and be altered appropriately to address the needs of the children in each classroom.

- Children learn skills dictated by the social skills group, classroom culture to increase social-emotional competence with their peers.
- The new Health Services Manager is working with the group's facilitator to develop a process for sharing information about the skills children are working on with education staff so that encouragement and practice can occur in the classroom. The process will

also include sharing the same information with children's parents so that practice can continue away from school.

Staff Health

Years 1-5 Within 30 days of hire, staff who work more than 24 hours per month are required to have a signed physician statement that meets the initial health exam requirements specified in Head Start regulation, including TB testing or assessment. We offer staff assistance with applying for health coverage as needed.

- All staff meet health requirements.
 - 100% of staff meet the health requirements.
- Staff have health coverage.
 - Twelve full-time people have coverage through our program.
 - Nine part-time staff have private coverage.
 - Two part-time staff receive Medicaid.
 - One part-time staff person is covered through the Affordable Care Act.
 - Two others have no insurance coverage.
- Staff receive TB testing or screening using a protocol and procedure that align with State recommendations.
 - All staff received TB testing or screening.

Child Nutrition

Years 2-5 Update menus to ensure an increase in the percentage of fresh, whole foods served, tracked on the menu and calculated for each month. We are researching the possibility of small herb gardens in each classroom. The herbs will be used to enhance flavor of meals served.

- **Year 4**, 47% fresh, whole foods served;

- As of this date, our fresh food percentages are: breakfast 63%, lunch, 73%.

Years 3-4 Develop additional recipes that will increase the use of fruits and vegetables and can be prepared from scratch on-site.

- **Year 4, (revised)** One new recipe is found or developed each quarter.
 - Three salad recipes have been developed using fresh fruits and vegetables.
 - Continue to expose children to new foods, fresh fruits and vegetables that may be unusual to them (e.g. radishes and kiwi)
 - Have decreased the amount of sugar children receive in foods at school.

Year 4 DELETED – contact unavailable. Enlist the guidance of a master gardener to determine if an indoor garden or plant beds for fruits, vegetables and herbs for use in meals is feasible for children to plant, tend and harvest.

Year 5 Create a pumpkin patch in small garden area in front of building. Children can plant in the spring and harvest for activities in the fall as well as monitor their growth.

- Children participate in hands-on learning about outdoor gardening and measuring.

Requirement 3. Discuss Progress Toward Program Impacts

The goals of our Head Start program and the progress toward meeting them reflect our work to continually improve methods of instruction and to ensure reliable assessment of children. Education staff receive training, coaching, and support to these ends. As a result, children transitioning from our program are well prepared to enter Kindergarten.

Our goals also illustrate our commitment to providing families many opportunities to strengthen their parenting skills, learn to advocate for themselves and their children, understand the importance of literacy, learn skills that will help them secure a more stable financial future, the value of education (for themselves and their children), and to understand

their role as their child's lifelong teacher. Our families feel welcome to observe and participate in their child's classroom.

Our parents participate in activities that enhance their child's learning, including Home Assignments, Family Time Challenges, Home Visits, and Parent Teacher Conferences.

Parents assist on Field Trips.

Our staff understand the power of relationships and they work to build relationships that support the parents/guardians where they are and where they want to be. Families who transition out of our Head Start program leave with a healthy set of expectations for communication between school and home, for future involvement in their child's education, and for their voices to be heard as they advocate for themselves, their children, and their community.

Community partnerships formed with Head Start are another platform for local agencies, programs, services, and businesses to share what they have to offer, and in some cases to reach out to residents they would not ordinarily meet. Partners gain a greater understanding of the strengths, resourcefulness, devotion to family, and capacity of the families we serve. Our progress toward meeting the goals and the measurement of their impact is reported in a variety of ways. The Policy Council receives monthly updates from the managers, fiscal areas, and administrators. The Board receives reports that meet the requirements for Board communication as outlined in the Head Start Act of 2007.

The measurement data in Year 4 is derived from the Teaching Strategies Gold Assessment System using the preschool assessment tools. Children are observed throughout the year with data documented into the TSG system and recorded at specific checkpoints three times a year: fall, winter and spring.

Other statistical and measurement data is entered into our child and family data tracking system, *ChildPlus*. Additional fields can be added to the system for specialized tracking of progress.

When systems no longer effectively accomplish what is needed to monitor progress, revisions are made, or additional systems are developed. Each service area manager is responsible to report on the progress of the goals they have established. In some cases, those are monthly reports, others are more useful quarterly, while others require an annual review.

4. Additions, Deletions, or Revisions to your program's School Readiness Goals

School Readiness Goals are being revised to be reflective of the Head Start Early Learning Outcomes Framework, revised Performance Standards and objectives in the Teaching Strategies Gold Assessment. Kindergarten teachers, elementary principals, and Head Start staff and parents will work to further develop and finalize the goals and measures that align with kindergarten expectations.

The revised goals will be presented to the Policy Council and the Board of Trustees for review and approval.

GOAL 6 [Parents as lifelong educators] is DELETED. It is part of several *Increased Family Involvement* goals & redundant.

Sub-section B. **Service Delivery (Updates only)**
Requirements for Continuation Applications

1. **Needs of Children and Families:** There are no significant changes.
2. **Service Area:** We are not proposing any changes to our service area.
3. **Justification of Proposed Funded Enrollment and Program Options:**
 - a. **Program Schedule:** Completed in HSES
 - b. **Special Situation:** None
 - c. **Special Conversion:** None
4. **Centers and Facilities:** We are not proposing any facility changes.
5. **Recruitment and Selection:** No proposed changes.
6. **Transportation:** No proposed changes.
7. **Educational Services:** To support transition and to strengthen school readiness we will research a preschool version of the English Language Arts curriculum that will be adopted by our school district. A Foundations (a literacy and reading preparation curriculum) training will be scheduled for four staff who joined us this year. Required education staff trainings will now be tracked in ChildPlus which will facilitate efficient monitoring.
8. **Health:** To address the lag time between referrals and intakes with our mental health partner, we will set March 1st as the deadline for referrals for play therapy at Head Start. This deadline should allow at least six sessions of therapy before the end of the school year. Our partner's intake process has changed to a "Walk In" appointment system. The appointments are scheduled Monday – Thursday from 1:00 PM – 4:00 PM. The Health Services manager will meet the referred family at the agency to assist with the process. The Health Services Manager will meet with our mental health partner, whose staff also facilitates our Social Skills Group, to generate a parent letter describing what the group is

working on and suggesting ways for parents to support that work with their children at home. The same information will be shared with education staff for the same purpose in the classroom.

A school district nurse wrote a health care plan for a child in our Green River center who has a rare disorder that requires knowing specific ingredients in foods. The plan includes a list of foods he must never consume. The list is posted in the classroom. We were very concerned about being able to ensure his safety since we do not have access to ingredient lists for the foods delivered by that school district's food service department. The mother suggested that she bring his meals in. We reimburse her what we pay the food service department per meal.

9. Family Services: No changes are expected.

10. Early Head Start Specific: N/A

11. Transition: No changes expected.

12. Coordination: There are no planned changes to our community partnerships process.

However, we plan to make some internal coordination changes. Instead of using the Achievement Monitoring Process, we elected to establish Case Management meetings which include the director, service area managers, teachers, and key agency (disability services, mental health providers, etc.) personnel as relevant. We still plan to revise our planning procedure though little headway was made this year. The Education Services Manager initiated monthly meetings with each classroom. Staff have been receptive.

Sub-section C. Approach to School Readiness
Requirements for Continuation Applications

1. Updates to Approach in School Readiness

a. Discuss any change in child assessments used by your program since last year's application.

No change in our assessment tool. All teachers completed 6 hours of training and are now Reliable Raters with Teaching Strategies Gold (TSG). We have already seen the benefits of the training through more comprehensive and reliable data. Education staff are now utilizing many opportunities in the daily schedule and routine to observe, and assess children. The Head Start Early Learning Outcomes Framework has been integrated into Teaching Strategies Gold. This saves staff time and effort and will improve monitoring of the implementation of our School Readiness Goals as the goals are being revised to align with the framework. Revisions to the goals and outcomes and the noted progress reflect the new framework and are a result of the integration into TSG.

b. Discuss any change in curriculum (a) used by your program since last year's application.

Training to implement the Eureka Math curriculum purchased last spring will be planned for our August annual inservice.

c. Discuss any change in staff-child interaction observation tools (i.e. CLASS...) used by your program since last year's application.

CLASS scores are now recorded in *ChildPlus* so that areas of strengths and weakness in each classroom can be tracked throughout the year.

2. Report on the progress of children and the program towards achieving school readiness in each of the five domains. Provide specific examples as appropriate.

Sixty-three percent of the school year had elapsed at the time of the winter checkpoint.

Following the integration of the Head Start Early Learning Outcomes Framework, the language of assessment results changed as reflected below. Children no longer “meet or exceed expectations”, they are instead “emerging or accomplished”. We are pleased with the

developmental growth of our children at the winter checkpoint. Assessment results indicate that the training and coaching the teachers received over the past two years is having a positive affect on outcomes for children. The results of regular day Head Start and Extended Duration Head Start will be shown separately in our next progress report.

Approaches to Learning: 23% of all 4 year olds demonstrated emerging skills, while 77% demonstrated accomplished skills at the winter checkpoint.

Social and Emotional Development: 65% of all 4 year olds demonstrated emerging skills, while 35% demonstrated accomplished skills at the winter checkpoint.

Children who act out often do so because of trauma or chronic stress in their lives. This causes them to think with the cerebellum part of the brain, which is their "alarm center", rather than with the frontal cortex, which controls abstract thought and/or reasoning. All Head Start staff participated in the four-part I Create What I Believe workshop where they learned techniques to engage the frontal cortex, to "reset" the brain. Using the specific breathing and drawing techniques (especially circles) can help children regain control. The techniques have been successfully used with our children. One example is a second year child on an IEP for speech, social skills, and play therapy who had frequent outbursts. We had implemented a wide variety of strategies to try to help him, but most were ineffective overall. The Education Services Manager introduced him to the I Create What I Believe techniques and after a few times he requested a bigger piece of paper and said "ah, I feel better". Each time the technique was used, the child was more receptive to talking with staff and he could focus on the social skills we were trying to teach in those moments. Today, even though the child is still having some outbursts, they are less frequent, less violent, and he able to calm himself.

Language and Literacy:

Language/Communication

- 47% of all 4 year olds demonstrated emerging abilities
- 53% were accomplished in the measurements

Literacy

- 75% of all 4 year olds demonstrated emerging abilities
- 25% were accomplished in the measurements

Cognition:

Mathematics

- 34% of all 4 year olds demonstrated emerging abilities
- 66% were accomplished in the measurements

Science

- 94% of all 4 year olds demonstrated emerging abilities
- 6% were accomplished in the measurements

Perceptual, Motor, and Physical Development: 46% of all 4 year olds demonstrated emerging skills and 54% demonstrated accomplished skills at the winter checkpoint.

One of the extended duration classrooms has been so successful with the Foundations curriculum, that the children have already finished the alphabet and are now learning to use a variety of letters to make words by sounding them out.

3. Describe program improvements implemented in response to the analysis of child assessment and other data. Provide specific examples as appropriate.

Teachers and Assistant Teachers successfully completed the Teaching Strategies Gold Interrater Reliability training. The training and individual coaching has made a significant difference in the quantity of observation and assessment entries and the reliability of their data.

At the end of each day, classroom teams meet to review observations, record data, and discuss lesson plans for the following week that reflect children's interests and individual developmental skill levels.

The monthly classroom team/manager meetings were implemented to review progress and discuss any individualization changes or environmental changes needed.

Sub-section D. Parent, Family and Community Engagement (PFCE)

Requirements for Continuation Applications

1. Did changes in Sub-Section A involve program goals and/or objectives related to family outcomes? If so, describe the reasons and process for making changes. If no updates or changes have occurred, include a sentence to that effect.

Some revisions were made to condense goals.

2. If applicable, describe any new data sources since last year's application to support the implementation and evaluation of PFCE goals/objectives. If no updates or changes have occurred, include a sentence to that effect.

A parent self-assessment that is based on the PFCE objectives was developed. The document helps parents realize their areas of strength, need, and growth and gives staff important information to develop an approach to assist parents.

3. Describe program data related to family progress that also supports children's school readiness. Provide specific examples as appropriate.

- Forty-eight parents were nominated for Policy Council, Parent Committee Leadership, or as the Wyoming Head Start Association Representative.
- Families feel welcome to observe and participate in their child's classroom.
- Parents assist on field trips.
- Parents participate in activities that enhance their child's learning:
 - 70 parents submitted completed Home Assignments
 - 17 families returned participation tickets for the monthly Family Time Challenge sheets
- Parent/Teacher Conference and Home Visit participation
- Families guide the family partnership process
 - So far this year 36 families created Family Partnership Agreements

4. Describe how program progress toward PFCE goals and/or objectives is communicated to families. Provide specific examples as appropriate.

- A new Parent Self-Assessment invites the parents mark their progress toward the PFCE goals and objectives so they have a visual of how far they have come.

In addition:

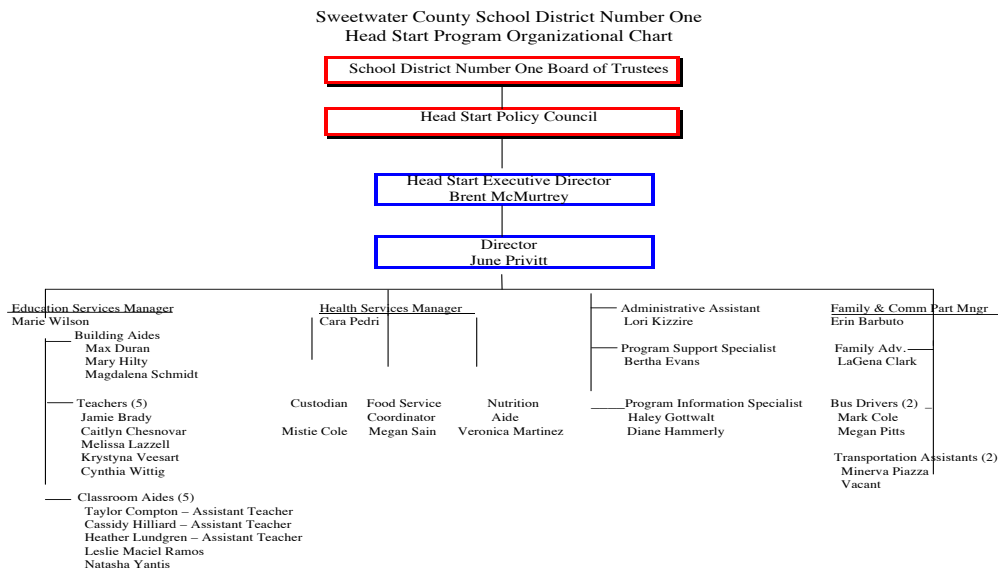
- Parent Policy Council members receive monthly updates
- The purpose of each parent/child activity (which are part of our goals/objectives) is communicated in information sent home and at the event.
- Staff, especially PFCE staff, consistently note that we support parents as their child's first and lifelong teacher.
- When parents accomplish something or ask for help we point out that they are advocating for their child or family.
- Many events include a literacy component and we like to note that while very young children *learn to read*; when they get a little older they *read to learn*; and if they can read they can experience and learn just about anything.

Sub-section E. Governance, Organizational and Management Structures, and Ongoing Oversight

Requirements for Continuation Applications

In this section, describe the governance, organizational, and management structures that provide ongoing oversight to support quality services and maintain accountability, efficiency, and leadership within the program.

- 1. Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable. If no updates or changes have occurred, include a sentence to that effect.**
There were no changes.
- 2. Include a current organizational chart.**



3. Provide updates of staff qualifications or competencies.

- The Director has been CLASS certified for two years and will recertify this spring.
- The Education Services Manager will attend a CLASS training to become re-certified.

There are no other updates to staff qualifications or competencies.

4. Describe changes to the management systems: planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of the results of the most recent self-assessment.

Communication system updates:

- Our Facebook page and the SchoolWay application are frequently used to communicate with parents and others who subscribe. SchoolWay is a free application that allows

parents to receive program updates and information via cell phone or computer. They also receive safety notifications. In the event of an emergency, our protocol is to send a SchoolWay message as appropriate. Subscribers are notified of the beginning and end of safety drills, including what kind of drill we had. Once we set up individual classrooms in the application, teachers can remind parents about home assignments, classroom activities, or tell them something about what the children are studying.

Planning Update: Management Team meetings are now held every two weeks instead of weekly. Events and activities planning and general program concerns are discussed at Management Team meetings. Case Management Team meetings are held in the weeks between to allow us to focus on the needs of individual children and/or their families with relevant staff and partners in attendance. These changes have begun to improve communication and our responsiveness to children and families.

There are no other changes to the systems noted above.

There was one health service finding in the self-assessment. Annual Program Review (self-assessment) Summary & Responses: Uploaded to HSES

- 5. Upload, in the application Documents folder in HSES for “Training & Technical Assistance Plan,” a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.**

Uploaded to HSES

Sweetwater County School District #1 Head Start Continuation Grant

Operational Line Item Budget

July 1, 2017 through June 30, 2018

PERSONNEL:

	Federal Head Start	USDA	CSBG
Program Design and Management	\$97,508		
Family and Community Partnerships	\$65,279		\$27,881
Child Health and Development Services	\$344,070		
Nutrition Services	\$5,345	\$18,180	
Other Personnel	\$59,602		

Total Salaries	\$571,804	\$18,180	\$27,881
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BENEFITS:

Worker's Comp 5.79%	\$3,670	\$1,053	
Wy Retirement 14.565%	\$83,283	\$2,648	\$4,061
FICA 6.2%	\$35,452	\$1,127	\$1,719
Medicare 1.45%	\$8,291	\$264	\$404
Health/Dental/Vision/Life/Disability Insurances (15% projected increase)	\$168,054		\$8,979
Total Benefits	\$298,750	\$5,092	\$15,163

Total Salaries & Benefits	\$870,554	\$23,272	\$43,044
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	Federal Head Start	USDA	CSBG
<u>TRAVEL:</u>			
<i>Staff Travel Out of town</i>			
Travel to Lander for 3 State Association meetings:			
hotel, \$89/night, approximately 3 nights	\$267		
per diem 6 days x \$51/day	\$306		
Other out of town meetings that have potential impact to our program & relevance to early childhood education and/or services, approx. 3 times/year x 2 staff, \$51/day (per diem only)	\$306		
Total Travel	\$879		
 <u>SUPPLIES:</u>			
<i>Office</i>			
Office (25% admin, 500; 27% FCP, 550; 48% CHD, 1500)	\$2,450		
Postage (\$300), BW Copies (70,000 @ .0198 = \$1,386), Color copies (\$218)	\$1,904		
 <i>Child & Family Services</i>			
Classroom (\$300 each) (all consummables including bid sheet & laminating film)	\$1,500		
Teaching Strategies Gold assessment 15.95/child	\$1,611		
Transportation	\$400		
Health	\$1,300		
Toothbrushes/paste, vinyl gloves, facial tissue, thermometer covers, fluoride, etc.			
 <i>Food Service</i>			
Food for nutrition program		\$24,500	
Nutrition supplies		\$1,500	
Non-qualifying nutrition (condiments e.g. ketchup and salad dressing)	\$531		
 <i>Other</i>			
Custodial (including repair to custodial equipment)	\$2,800		
Total Supplies	\$12,496	\$26,000	
	Federal	USDA	CSBG

Head Start

OTHER:

Rent

Green River classroom room 246 at Green River High School, 1615 Hitching Post Drive \$1,529

Utilities/Telephone

water	\$3,000
sewer	\$2,500
garbage	\$1,200
fuel	\$10,000
electric	\$14,000
alarms	\$605
telephone (all classrm, office, cellular)	\$6,840

Building Maintenance & Repair

Maintenance supplies and repair of facilities \$500

Parent Services

Parent Activity

Parent Activity supplies/fees for events/meetings, requested and planned by parents, and \$6.00/child \$1,000

Parent Travel - out of town

Travel to Lander for 3 State Association meetings:

hotel, \$89/night, approximately 3 nights	\$267
per diem 6 days x \$51/day	\$306

Parent Travel - local

Mileage reimbursement to attend local meetings and events (incl. Policy Council) \$135
 approximately 250 miles within Sweetwater County, .54/mile

Publications/Advertising/Printing

Printing (ROI forms, authorization for release of child) \$1,000

Federal	USDA	CSBG
Head Start		

OTHER: (continued)

Training & Staff Development

National Head Start Conference - location and duration unknown	
Registration: 2 staff and 1 parent @ \$600 each (estimated)	\$1,800
Lodging: \$250 per night x 3 rooms x 4 nights	\$3,000
Per diem: \$70 per day x 5 people x 5 days (Washington, DC rate)	\$1,750

put this here so we would know actual deficit since training HAS to be this much

Tuition, books, etc. to meet education requirements	\$2,646
Tuition: \$101 per credit hour. Eligibility for these funds is contingent upon application for and denial of Federal Financial Aid	
Other training & staff development (see Training Plan)	\$3,472
Parent Meetings/Training, variety of required and non-required training. (see training plan for specifics)	\$3,033

Total Training & Technical Assistance \$15,701.00

Local Travel

Fuel for Green River bus	\$900
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Nutrition Services

Adult meals in Green River Center	\$2,500
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Federal Head Start	USDA	CSBG
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OTHER: (continued)

Other

Child Plus Tracking system	\$1,982
Health purchased services for staff	\$1,830
Hepatitis B vaccinations, \$165 x 3 staff; Staff TB tests, \$15 x 3 (new staff only)	
DOT physicals, 2 drivers, 1 sub @ \$80 ea.	
Dues (State, National, Regional)	\$1,400
Wyoming Head Start Assoc. \$800; National Head Start Assoc. \$400; Region VIII Head Start Assoc. \$200	
Employee health and welfare costs	\$800
To improve employee-employers relations, employee health (exercise, mental health), and improve employee performance as allowed by policy and/or regulation.	
Child purchased services	
Health/dental screenings, assessment, care	\$200
Disability services & supplies	\$1,000
Mental health assessment/care	\$200
Total Other	\$69,395

TOTAL FEDERAL REQUEST	\$953,324
NON-FEDERAL SHARE	\$238,331
TOTAL OPERATIONAL LINE ITEM BUDGET, FEDERAL REQUEST	\$1,191,655
TOTAL CSBG	\$43,044
TOTAL USDA	\$49,272

TOTAL OPERATIONAL BUDGET, ALL FUNDING SOURCES	\$1,283,971
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**SWEETWATER COUNTY SCHOOL DISTRICT #1 HEAD START
 PROJECTED FEDERAL and NON-FEDERAL MATCH
 July 1, 2017 through June 30, 2018**

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE

PERSONNEL:

OTHER:

PROGRAM DESIGN & MANAGEMENT BENEFITS:

Executive Director health, dental, vision, life, disability insurance	\$932.00
Percentage of benefits based on percentage of salary that Head Start pays	
Maintenance labor costs (based on 2015/2016 amount)	\$16,156.00
Total Other Personnel	\$17,088.00

OTHER:

RENT:

Difference between market value of Green River classroom and the amount paid for rent.	\$14,851.00
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DEPRECIATION/BUILDING INSURANCE/REPAIRS:

Depreciation on Washington Elementary 625 Ahsay RS (depreciation schedule attached)	\$16,537.00
Depreciation value of new roof	\$8,450.00
Depreciation value of new boilers	\$11,600.00
Property & Liability Insurance (based on 2015/2016 rate)	\$10,621.00
Building Supplies & Repairs (based on 2015/2016 rate)	\$2,768.00
Total Other	\$64,827.00

LOCAL TRAVEL:

CHILD TRAVEL:

Fuel for operation of vehicles: approx. 1277 gallons buses for child transportation	\$2,311.00
Total Child Travel	\$2,311.00

OTHER TRAVEL:

Fuel to operate program vehicles (excludes buses) approx. 170 gallons	\$307.00
Maintenance of all vehicles 4 buses, 4 cars (personnel, parts, supplies):	\$3,287.00
Includes: Oil/filter changes and other lubricating fluids; coolant;	
Wiper blades; batteries; brakes; spark plugs; tires;	
Miscellaneous bulbs, belts, hoses	
Insurance on program vehicles, 8 vehicles x \$778.33/yr (fleet rate)	\$6,226.00
#104 Impala, #105 Durango, #117 Subaru, #118 Taurus,	
#141, #142, #143, #116 Mini bus	
Total Other Travel	\$9,820.00

ROCK SPRINGS AND GREEN RIVER

PARENTS/VOLUNTEERS:

Approximately 290 hours volunteered by Life Skills student and para professional in the classroom assisting staff with all children at \$10.18/hour (they are there almost everyday for 1.25 hours)	\$2,952.00
Approximately 130 hours volunteered by parents and community members on Policy Council valued at \$48.00/hr. (average district Administrator hourly rate in 2017)	\$6,240.00
Parent Committee Leadership meetings, approx. 40 hours @ \$10.18/hour	\$407.00
Male Involvement planning meetings, approx. 30 hours @ \$10.18/hour	\$305.00
Parents and other family members completing assigned home activities, approx. 80 hrs. @ \$10.18/hour	\$814.00
Parents and others volunteering in the classroom assisting staff with all children, approx. 40 hrs. @ \$10.18/hour	\$407.00
Parents helping with Packs of Giving (backpack food program) & setting up for program events approx. 100 hrs. @ 10.18/hour	\$1,018.00
Parents and community member's participation on HSAC, approx. 12 hrs @ \$20.00/hr (step 2 administrator's salary schedule)	\$240.00
Annual Program Review volunteer hours, 10 @ \$20, 10 @ \$10.18	\$301.00
Total Parent/Volunteer Hours	\$12,684.00

Benefits for Parents/Volunteers Hours

FICA/Medicare, 7.65%	\$970.00
Retirement, 14.565%	\$1,847.00

Total Benefits **\$2,817.00**

CHILD SERVICES CONSULTANTS:

Disability services by CDC (<u>non-federal only</u>), \$8,318.00/child, 15 children	\$124,770.00
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We do not pay for any services to children with disabilities; the CDC staff come here to provide those services. The amount we claim as in-kind is per child State money received by CDC. This year's amount came from Gale Thiemke, Business Manager at CDC.

Play therapy and social skills group by Southwest Counseling Services (based on 2015/2016 amount)	\$4,014.00
Staff hours paid from a non-federal source	

Total Child Services Consultants **\$128,784.00**

TOTAL NON-FEDERAL BUDGET **\$238,331.00**

***Sweetwater County School District #1 Head Start
Self-Assessment Report
February 2017***

The Self-Assessment process involves the collection of information from a variety of sources to determine if systems and services have been implemented and are working effectively. It is our goal to not only meet, but exceed Program Performance Standards. The guidebook, Head Start Self Assessment, Your Foundation for Building Program Excellence was used in this assessment. A group of community partners, policy council members, and Head Start staff and parents were assembled to conduct the review of the procedures and protocols in place for the Sweetwater County School District #1 Head Start program.

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Program Governance	Paul Kauchich SCSD#1 Head Start <i>Board Liaison to Policy Council</i>	<ul style="list-style-type: none"> • Policy Council meets monthly • Program governance training is provided • Policy Council vote on the hiring/termination of staff. • The Director provides program reports, treasurer's reports, and monthly program updates. • The grant application is presented to policy council** for review and approval. • The governing body members receive training specific to their oversight responsibilities. • Parents are encouraged and given an opportunity to participate and serve as Policy Council members. <p>**Note: the question only asked if Policy Council reviews and approves the grant application. The Board also reviews and approves it.</p>	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Planning	Haley Gottwalt SCSD#1 Head Start <i>Program Information Specialist</i>	<ul style="list-style-type: none"> • The program conducts an annual self-assessment. • Team meetings are held regularly for planning. • Prior to submitting the annual continuation grant application, meetings to discuss the effectiveness of the current program design and implementation are held with staff, parents, and interested community members. • A Community Assessment is completed every five years and an update is completed each year thereafter to analyze the needs and services of eligible children and families. Results are included in the program application for refunding. 	
Communication	Ashley Heward SCSD#1 Head Start <i>Policy Council Member Head Start Parent</i>	<ul style="list-style-type: none"> • Parent communication strategies include phone calls, handouts, home visits, conferences, bulletin boards, Facebook, and monthly calendars. • A yearly calendar is maintained for planning and to facilitate internal communication. • Each enrolled family receives a parent handbook during orientation. • Each parent completes a parent interest survey to identify interests. 	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Recordkeeping and Reporting	Diane Hammerly SCSD#1 Head Start <i>Program Information Specialist</i>	<ul style="list-style-type: none"> • Children's files are kept in a locked cabinet and only viewed by appropriate staff. • Electronic records are maintained using ChildPlus. • Policies and procedures are in place to report observations of child abuse and neglect and staff receive training annually. • Information regarding the Head Start program is made available to the public through the Annual Report, news releases, Facebook, the school website and the SchoolWay app. • Job descriptions for each staff position are in place and include qualifications. • Opportunities are available for ongoing training and improvement for all staff. 	<ul style="list-style-type: none"> • Out of the 12 files reviewed, 4 had no dental exam. <p style="color: red;">Response: The Health Services Manager has been in frequent communication with the parents of three of the children and has offered assistance to complete the exams. One of those has an appointment on 5/9/17.</p> <p style="color: red;">One child exited two months after entry and did not complete.</p>
Ongoing Monitoring	Haley Gottwalt SCSD#1 Head Start <i>Program Information Specialist</i>	<ul style="list-style-type: none"> • All staff are supervised regularly • All staff receive an annual performance evaluation. • Services for children with confirmed or suspected disabilities are tracked and monitored. • Teachers perform daily observations and enter the data into Teaching Strategies GOLD. • The program uses secure, web-based program management systems (ChildPlus, Teaching Strategies GOLD) to collect and track data. • Child outcome data is collected and analyzed three times annually to monitor the progress of School Readiness goals and identify areas to strengthen. 	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Human Resources	LaGena Clark SCSD#1 Head Start <i>Family Advocate</i>	<ul style="list-style-type: none"> • All staff receive annual Child Abuse and Neglect training. • Job descriptions for each staff position are in place and include qualifications. • There is a procedure for recruitment, selection and termination of staff. • All staff receive an annual performance evaluation, which include goals and professional development plans. • Criminal and other background checks are conducted on all employees prior to employment. 	
Fiscal Management	Gina Harvey SCSD#1 <i>District Accountant</i>	<ul style="list-style-type: none"> • There continues to be a good system of checks and balances to ensure fiscal and program accountability. • There is an excellent separation of duties and management review and oversight within the fiscal operations of Head Start. • Job descriptions are in place and include qualifications. • Policy Council** meets monthly and they review the Treasurer's report. They are notified of any communication from the Regional Office and program service updates. • If Head Start receives COLA, all employees receive the same percentage. <p>**Note: the question only asked if Policy Council reviews and approves the grant application. The Board also reviews and approves it.</p>	<ul style="list-style-type: none"> • The main concern is the ability to hire and retain staff because current compensation packages are not competitive with other jobs within the district and community. <p>Response: Through COLA awards we are able to make adjustments to bring us closer to comparable jobs in our community. Though it happens with ELL and transportation staff too, this is of particular concerns with teachers as we often help them obtain their degrees and they move on to teaching positions elsewhere in the district and it is difficult to find teachers who meet our qualifications.</p>

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Prevention and Early Intervention	Lexa Comstock SCSD#1 Head Start <i>Policy Council Chair</i>	<ul style="list-style-type: none"> • Preventive health services are obtained through a local provider. In order for them to receive the services we assist in scheduling appointments after a release of information has been completed. If a family does not have insurance we assist in applying for Medicaid or utilizing a free appointment with a local provider at the hospital. • All meals meet USDA requirements. • A play therapist works with children on a weekly basis. Social skills groups are also offered. 	
Tracking and Follow-up	Marie Wilson SCSD#1 Head Start <i>Education Services Manager</i>	<ul style="list-style-type: none"> • The program partners with local health care providers to identify individual health needs and link children and families with needed services. The program works with the hospital to receive 10 free wellness appointments. VSP coupons for eye care. A local dentist will complete a dental screening for \$20. • Each child has a health care plan with parent and provider input to track the provision of health care services. • A record of medications administered is maintained. Policies and procedures are in place and followed when medication is administered. • Follow-up plans are developed and implemented for health conditions that have been identified. • Once accepted, families complete a health inventory form and receive an explanation of health requirements. The family is asked about wellness, dental and vision exams. If current, it is documented in ChildPlus. 	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Individualization	Cara Pedri SCSD#1 Head Start <i>Health Services Manager</i>	<ul style="list-style-type: none"> • The curriculum supports individual needs • Teachers effectively plan and interact with children on a consistent basis including individual, small group, and large group activities. • School readiness goals are acknowledged in lesson plans and follow closely with the Head Start Early Learning Framework and Teaching Strategies GOLD. Transition times, groups, story and learning centers all support oral language and literacy. • Teaching Strategies GOLD checkpoints are looked at by the teachers to determine the child's individual needs and then they are used in lesson planning. 	
Disabilities Services	Lu Kasper Sweetwater County Child Developmental Center <i>Director</i>	<ul style="list-style-type: none"> • Families participate in all aspects of the disabilities services process, including the development of IEP's where they are provided information and assistance in understanding and advocating for services and supports needed to address their child's special needs. • The program has a Community Partnership Agreement with the Child Developmental Center to enable the effective participation of children with disabilities. They screen all children (Child Find) at Head Start by their annual deadline. Any child needing further testing is assessed for possible special education services. • The Child Developmental Center tracks the provision of disabilities services. 	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Curriculum and Assessment	Kathy Fetch <i>Community Member</i>	<ul style="list-style-type: none"> • The curriculum is consistent with the performance standards and based on sound child development and learning principles. • The teachers are all reliable raters in Teaching Strategies GOLD. • Parents are involved in curriculum development and reporting child progress with home visits, P/T Conferences and monthly activities sent home. • Creative curriculum, daily lesson plans, school readiness goals and teaching strategies are used for curriculum planning. Individual goals are included in planning. • Observations are collected on all students. Children are assessed through Teaching Strategies GOLD 3 times a year. Information is shared with parents and goals are set. 	
Family Partnership Building	Jennifer Clerkin SCSD#1 Head Start <i>Parent</i> ----- Joanna Perez SCSD#1 Head Start <i>Policy Council Member</i> <i>Head Start Parent</i>	<ul style="list-style-type: none"> • The program documents the family partnership activity with the Family Partnership Agreements. We use the family assessment to determine needs. They are monitored using a spreadsheet and ChildPlus. • Families are referred to the appropriate resources in the community when needed, such as, counseling services, education and employment training, and emergency or crisis assistance. • The family partnership agreements include family goals, timelines, strategies for achieving the goals, and progress in achieving goals. 	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Parent Involvement	Breanne Fernandez SCSD#1 Head Start <i>Policy Council Secretary/Treasurer Head Start Parent</i>	<ul style="list-style-type: none"> • The parent interest survey is completed during the first home visit to ensure that opportunities for involvement are responsive to the needs and interests of individual parents. • The program reaches out to both mothers and fathers. Fathers who do not live in the home, if interested, are given a separate folder with flyers and activities in the program. They are also put on an email list for all program flyers and activities. 	
Community and Child Care Partnerships	Haley Gottwalt SCSD#1 Head Start <i>Program Information Specialist</i>	<ul style="list-style-type: none"> • A local dentist offers \$20 dental screenings to children who do not have dental services. • The program always encourages volunteers to participate in Head Start. • Partnerships are in place with agencies in the community to access needed services for children and families. 	
Eligibility, Recruitment, Selection, Enrollment and Attendance	Caralyn Johnston SCSD#1 Head Start <i>Policy Council Member Head Start Parent</i>	<ul style="list-style-type: none"> • Absences are investigated immediately by the Family Advocate. • Procedures for selecting families, determining eligibility, and prioritizing families are established and are approved by the Policy Council. • The program maintains full funded enrollment throughout the year. • Program enrollment includes 10% of children with disabilities. 	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Facilities, Materials, Equipment and Transportation	Gloria Gonzales <i>Community Member</i>	<ul style="list-style-type: none"> • Children receive developmentally appropriate safety training for riding the bus, crossing the street, danger zones, and emergency evacuation procedures. • A transportation application has been revised and updated to insure that the most in need receive transportation. • Emergency procedures and exit plans are posted throughout the building. • Toys, materials and furniture are safe, durable and are kept in good condition. Staff clean and sanitize classrooms regularly. • Signs are posted in the bathrooms to encourage good hygiene. • Facilities, materials and equipment are accessible and useful to children with disabilities. • Inspections, maintenance and repairs are maintained using yearly inspections, daily inspections and a work order system. • Building inspections, playground checks, first aid kit checks are completed regularly. 	

AREA	REVIEWER	STRENGTHS	FINDINGS AND/OR RECOMMENDATIONS
Using Child Outcomes in Program Self-Assessment	Erin Barbuto SCSD#1 Head Start <i>Family & Community Partnership Manager</i>	<ul style="list-style-type: none"> • Teachers observe children in their classroom environments and document them in the Teaching Strategies GOLD system. Checkpoints are determined using this data to develop the assessments for each child's development. • The Teaching Strategies GOLD reports are reviewed periodically by the Education Services Manager. • The child outcome data analysis is shared with Policy Council. • Teaching Strategies GOLD is now being used to individualize lesson plans. • Trainings are created for areas that show deficiencies. • Lesson plans are individualized. Children with disabilities have CDC staff here to provide services and staff work closely with CDC to ensure IEP goals are met. 	<ul style="list-style-type: none"> • Share periodic reports with the Director. <p>Response: The director and the service area manager will discuss and agree on the frequency.</p>