

Edmonds Community College –
Snohomish County Head Start & Early Head Start
PY 2008 Annual Report: August 1, 2008 – July 31, 2009

SNOHOMISH COUNTY, WASHINGTON



Snohomish County lies in Western Washington State on the east shore of Puget Sound just north of King County and Seattle metropolitan area. It covers a total land area of 2,098 square miles making it the 13th largest county in total land in Washington. Though it encompasses an area greater than either the states of Rhode Island or Delaware, most of the county's development and residents reside in the narrow, western most Puget Sound lowlands known as the I-5 corridor. The eastern half of the county is primarily uninhabited forest and mountain terrain bordered by the Cascade Range. Overall Snohomish County land is 68% forest, 18% rural, 9% urban/city and 5% agricultural.

PROGRAM PROFILE

Snohomish County Head Start & Early Head Start's (SCHS/EHS) grantee is Edmonds Community College (EdCC), a state funded community and technical college. EdCC became the Head Start grantee in 1983 and Early Head Start grantee in 2002. Employees are state civil service employees who are represented by an employee association.

Snohomish County Head Start & Early Head Start operated the following program options:

- Center based – Head Start: class size 15 – 19; total 510 children ages 3 and 4 years old
 - 24 classes 3 ½ hours/day 4 days/week 128 days/year
 - 1 class 5 hours/day 4 days/week 128 days/year
 - 1 class 4 hours/day 5 days/week 160 days/year
 - 2 classes 6+ hours/day 5 days/week 240 days/year – contract with 2 licensed child care centers
- Home-based–Early Head Start: group size 10; total 30 infants/toddlers birth to 3 years old
 - 3 groups 43 – 90 minute weekly home visits 22 – 2 hour group socializations twice a month

The service and recruitment area is the same for SCHS/EHS's Early Head Start program, incorporated and unincorporated City of Everett. Head Start service area is all of Snohomish County but SCHS/EHS has chosen to recruit from Edmonds, Mukilteo, Everett and Monroe School Districts. Snohomish County has both Head Start and ECEAP (a state funded pre-school program) programs providing same/similar services to Snohomish County low-income families.

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PY 2008 Budget Report			Reporting Period	8/1/08	7/31/09	% PY left	0.0%	
<u>REVENUES</u>	<u>Head Start</u>	<u>Early HS</u>	<u>Food/ USDA</u>	<u>HS Training</u>	<u>EHS Training</u>	<u>DEL/ State Funds</u>	REVENUE TOTAL	NFS Total (In-Kind Match)

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- Education – Children
 - Both Head Start and Early Head Start used the Creative Curriculum in developing class, group and home visit lesson plans. Head Start's assessment tool was the Developmental Continuum.
 - SCHS & EHS has been charting the results from 19 (13 Head Start required plus 6 additional educational outcomes) selected educational outcomes for the last 5 years. Each program year we work to achieve the outcome of 100% of the children achieves 100% target/mastery. The following are the PY 2008 Education Outcome results.

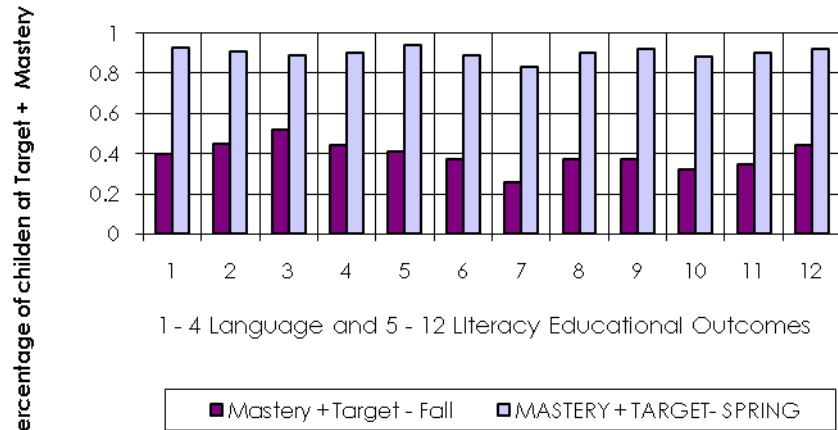
Snohomish County Head Start and and Early Head Start Program Year 2008		<u>Enrollment demographics</u>		PY 2007		PY 2008											
		Total # of 4 year old children	Hispanic	English	Other languages	Fall	Spring*	Fall	Spring								
		295	54%	30%	16%	265	55%	27%	18%	293	271	55%	57%	23%	21%	22%	22%
		* Data includes only those children scores who were present Fall and Spring.															
LANGUAGE		Spring % at Target + Mastery															
	<u>All 4s</u>	<u>Hispanic</u>	<u>All 4s</u>	<u>Hispanic</u>													
1	Language development	97%	96%	93%	92%												
2	Understands an increasingly complex new words	97%	96%	91%	91%												
3	Uses an increasingly complex and varied words	95%	94%	89%	86%												
4	Increase abilities to understand and use verbal expression to share information, experiences, ideas, feelings, opinions, needs, questions and for other purposes.	96%	95%	90%	89%												
LITERACY		<u>All 4s</u>	<u>Hispanic</u>	<u>All 4s</u>	<u>Hispanic</u>												
5	Literacy	96%	97%	94%	89%												
6	Awareness of the sounds of words and letters	94%	92%	89%	87%												

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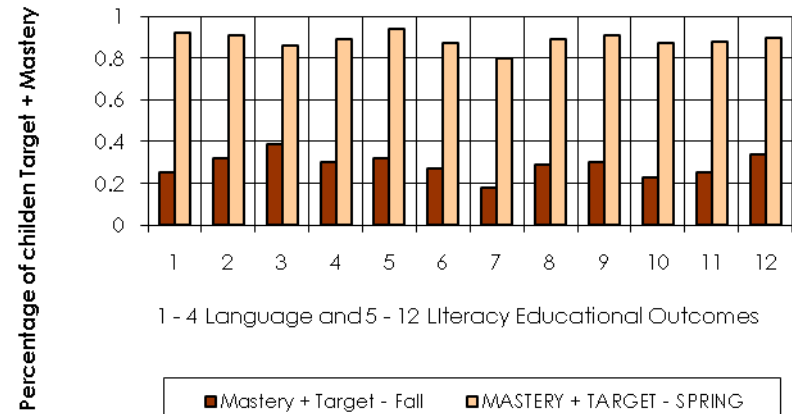
Total 4 year old children: Fall 293 Spring 271

PY 2008 Language & Literacy Educational Outcomes - ALL 4 year olds



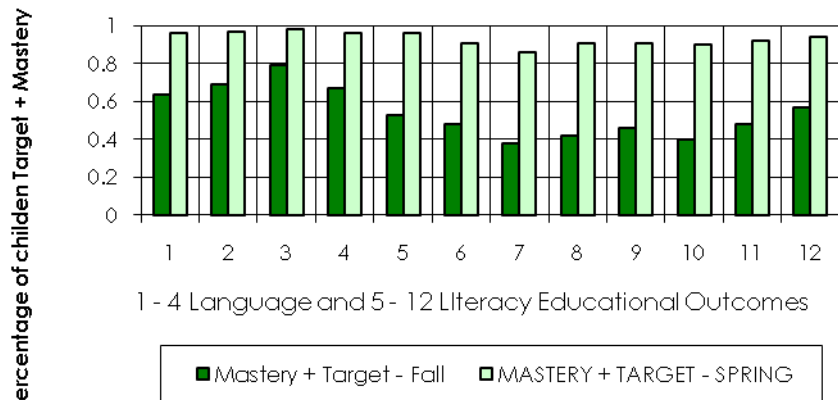
% Spanish speakers: Fall 55% Spring 57%

PY 2008 Language & Literacy Educational Outcomes - HISPANIC 4 year olds



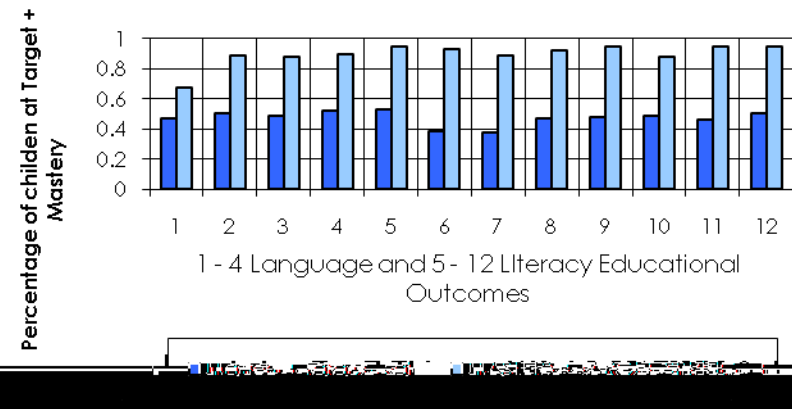
% English speakers: Fall 23% Spring 21%

PY 2008 Language & Literacy Educational Outcomes - ENGLISH 4 year olds



% Other languages speakers: Fall 22% Spring 22%

PY 2008 Language & Literacy Educational Outcomes - OTHER 4 year olds



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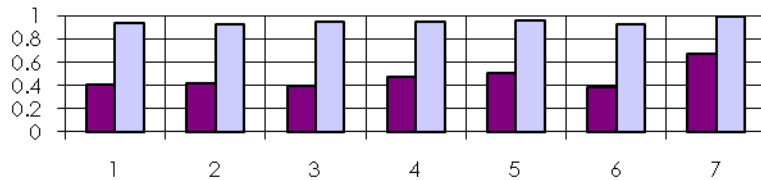
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Total 4 year old children: Fall 293 Spring 271

% Spanish speakers: Fall 55% Spring 57%

PY 2008 Math-Science-Soc/Emo Educational Outcomes - ALL 4 year olds

Percentage of children Target + Mastery

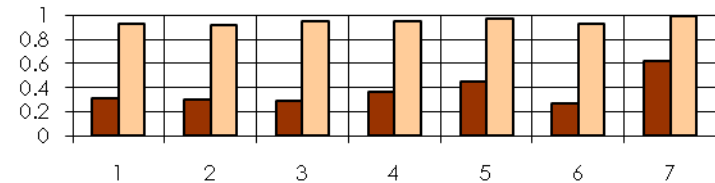


1-2 Math, 3 Science, 4 Creative Arts, 5 Social/Emotional, 6 Learning approaches, and 7 Physical health/Well being Educational Outcomes

■ Mastery + Target - Fall ■ MASTERY + TARGET - SPRING

PY 2008 Math-Science-Soc/Emo Educational Outcomes - HISPANIC 4 year olds

Percentage of children Target + Mastery



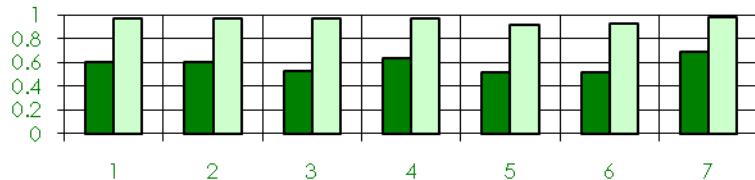
1-2 Math, 3 Science, 4 Creative Arts, 5 Social/Emotional, 6 Learning approaches, and 7 Physical health/Well being Educational Outcomes

■ Mastery + Target - Fall ■ MASTERY + TARGET - SPRING

% English speakers Fall 23% Spring 21%

PY 2008 Math-Science-Soc/Emo Educational Outcomes - ENGLISH 4 year olds

Percentage of children Target + Mastery

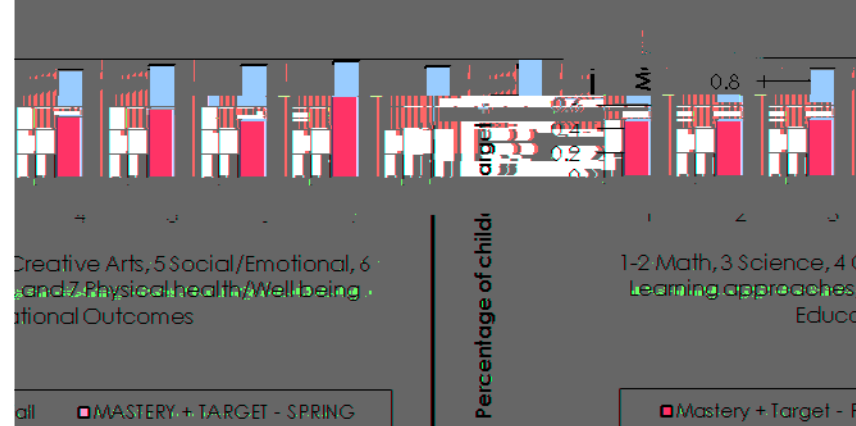


1-2 Math, 3 Science, 4 Creative Arts, 5 Social/Emotional, 6 Learning approaches, and 7 Physical health/Well being Educational Outcomes

■ Mastery + Target - Fall ■ MASTERY + TARGET - SPRING

% Other languages speakers: Fall 22% Spring 22%

PY 2008 Math-Science-Soc/Emo Educational Outcomes - OTHER LANGUAGES 4 year olds



1-2 Math, 3 Science, 4 Creative Arts, 5 Social/Emotional, 6 Learning approaches, and 7 Physical health/Well being Educational Outcomes

■ Mastery + Target - Fall ■ MASTERY + TARGET - SPRING

Percentage of children

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- Education – Children, continued

- 54 children who did not achieve Target by spring of 2009 and who were going to kindergarten in the fall were invited to attend summer 2009 Kindergarten Readiness Group (KRG). KRG was an intensive 2 ½ hour learning group that met 4 days a week starting one week after the end of Head Start and went through to the end of July 2009. The KRG curriculum focused on language and literacy development. The parents of the children attending KRG met weekly to learn how they could extend their child's learning experience into their home.

On the first day of KRG, the Speed Dial was administered focusing on copying, writing name, colors, rote counting, meaningful counting, positions, letter-names and letter sounds. The results created a baseline for these 8 skill areas. On KRG's last day, the Speed Dial was administered again by the same individual following the same procedures. The following chart reflects the percentage of change (or increase in skills) from the first to last day of KRG.

Copying	Write name	Know colors	Rote counting	Meaningful counting	Positions	Letter – name	Letter - sounds
8%	6%	3%	6%	6%	3%	11%	8%

- Implemented collaboration with Little Red Schoolhouse to team teach Early Head Start group socializations resulting in 16 Little Red Schoolhouse (LRSH) infants and toddlers and their parents joining EHS infants and toddlers and their parents in group socializations providing both LRSH and EHS the experience on an inclusive learning environment.

- Education - Parents

In addition to parent activities required by Head Start Performance Standards, SCHS & EHS

- Staffed a new position at 0.5 FTE dedicated to increase Dad/Male involvement during school year resulting in 77 Dads volunteering of which 53 became classroom regulars; 10 centers planned Dad activities with a total of 138 attending.
- Implemented English as a Second Language Class in collaboration with EdCC-Family Literacy with SCHS & EHS providing adult classroom and child care spaces plus staffing the on-site childcare. Over 260 HS and EHS parents attended 1½ hour class sessions (130 morning, 130 afternoon) over 3 quarters (fall, winter, spring). Maximum enrollment was 22/class or 44/quarter or 132/school year. Parents who attended were from Mexico, India, Sudan and Iran.
- Enrolled parents in EdCC-Family Life Education classes designed for Head Start Parents and earned college credits for their HS participation and attending FLED workshops. Total enrollment was over 600 parents enrolled for FLED credits over the 3 quarters.
- Increased work with families supporting their efforts on reaching their goals in the areas of health, family literacy, child development by the Parent Service Specialists (PSS). By the end of April, PSSs had completed over 2,200 home visits with Head Start parents.
- Implemented collaboration with EdCC-Center for Families childcare to team teach a 4 hour/day, 5 day a week class. 15 out of 20 children were also enrolled in HS and whose parents were attending EdCC.

- Health – Children

Head Start

- Percent of children who had continuous accessible medical care (medical home) – 98.1%
- Percent of children who received a medical exam – 99.3%
 - Of those who received a medical exam, those needing treatment – 9.45%
 - Of those diagnosed as needing treatment, those received/completed treatment – 100%

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- Health – Children continued

- Head Start

- Percent of children who had continuous accessible dental care (dental home) – 94.2%
 - Percent of children who received a dental exam – 93.9%
 - Of those who received a dental exam, those needing treatment – 36.7%
 - Of those needing treatment, those who received/completed treatment – 85.6%
 - Percent of children who are
 - Up to date on all immunizations – 94.9%
 - Received all possible immunizations – 5.1%

- Early Head Start

- Percent of children who had continuous accessible medical care (medical home) – 100%
 - Percent of children who received a medical exam – 100%
 - Of those who received a medical exam, those needing treatment – 8.9%
 - Of those diagnosed as needing treatment, those receive/completed treatment – 100%
 - Percent of children who had continuous accessible dental care – 80%
 - Percent of children who are
 - Up to date on all immunizations – 86.7%
 - Received all possible immunizations – 8.9%
 - SCHS/EHS implemented a new summer position – a 0.8 FTE dedicated to working with families to complete their children's dental treatment plans. After Head Start closed, the position worked from 6/22/09 through 7/31/09 with 52 children. By July 31st 37 children had completed their dental treatment. The remaining 15 children were incomplete due to dentists' appointment schedules.

ORGANIZATION

- Established in-house interpreter/translator pool to increase service quality and continuity and to decrease costs. Outside vendors cost per hour was \$38-\$50 and in-house cost \$20-\$25 an hour. In PY 2007 SCHS & EHS spent \$114,695 on interpreters and translation services. PY 2008 spent \$74,507 on interpreters and translation services with the implementation of in-house pool January 2009.
- Established a unified, consistent visual image in the community with the development of SCHS & EHS logo and website www.edcc.edu/birthtofive. The next step is standardized signage on all SCHS & EHS facilities.

FEDERAL REVIEW

- PY 2007 - April 13-18, 2008 – no findings