Edmonds Community College –
Snohomish County Head Start & Early Head Start

		PA 22	PA 25	Contract	PA 20	PA 1126	DEL/ State Funds	REVENUE TOTAL	NFS Total (In-Kind Match)
Reporting Period	0 01 !					04 01 !	% PY left	0.0%	
		4,718,928	368,915	188,824	44,250	9,178		5,330,095	1,285,318
					5,273		25,000	30,273	1,318
			368,915	188,824			25,000		
								TOTALS	
			253,236	45,483			25,000		
			254,483	45,483			25,000		ADM %
		35,492	-1,247	0	3,820	0	0	38,065	Pers
		323,703	25,910	0	0	0	0	349,613	5.3%
		993,380	114,434	143,341	24,437	9,178	0	1,284,770	Ops
		280,896	19,194	0	0	0	0	300,090	4.5%
							0		
		331,896	38,730					370,626	
			19,296						
		51,633	367	143,341				195,341	
			200	0			DNA		

Program Year 2008	Head Start- Part year	Head Start- Full year	Early Head Start	TOTALS
• Funded slots	480	30	30	540
• Total enrollment served	664	55	49	768

- Education - Children

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. The outcome we are working towards is 100% of children at 100% target/mastery. The following are the PY 2008 Education Outcome results.

Enrollment demographics	Fall	Spring*	Fall	Spring
Total # of 4 year old children	295	265	293	271
Hispanic	54%	55%	55%	57%
English	30%	27%	23%	21%
Other languages	16%	18%	22%	22%

* Data includes only those children scores who were present Fall and Spring.

		%		
		All 4s	Hispanic	All 4s	Hispanic
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%
		All 4s	Hispanic	All 4s	Hispanic
5	Literacy	96%	97%	94%	89%
6	Awareness of the sounds of words and letters	94%	92%	89%	87%
7	Associates sounds with written words.	88%	82%	83%	80%
8	Identifies at least 10 letters of the alphabet, especially those in own name.	94%	93%	90%	89%
9	Knows letters of the alphabet are a special category of visual graphics that can be individually named.	95%	95%	92%	91%
10	Recognizes word as a unit of print.	92%	91%	88%	87%
11	Print awareness and concepts	95%	94%	90%	88%
12	Book knowledge and appreciation	95%	95%	92%	90%
		All 4s	Hispanic	All 4s	Hispanic
1	Mathematics	96%	98%	94%	93%
2	Numbers and operations	97%	98%	93%	92%
3	Science	96%	94%	95%	95%
4	Creative arts	99%	98%	95%	95%
5	Social/emotional development	98%	97%	96%	97%
6	Approaches to learning	96%	95%	93%	93%
7	Physical health and well being	100%	100%	99%	99%

Changes and Variables

1   PY 2007 classes were 4 hrs/d increasing learning time by 2 hrs a week. PY 2008 classes were 3.5 hr/d to accommodate Associate Teachers required CDA classes, decreasing learning time by 2 hours a week.

2   Decrease in the number of children who spoke English with continued increase in Spanish speakers with greatest increase in Other Language speakers specifically from Africa who presented greater challenges.
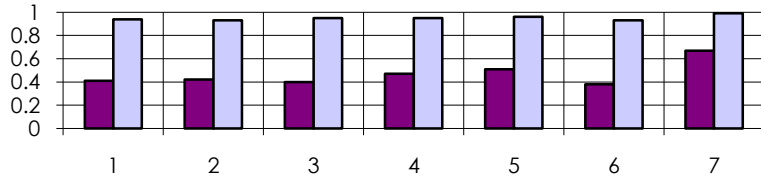
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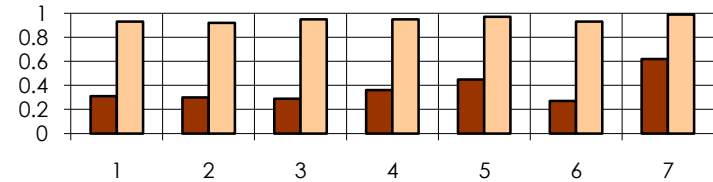## Snohomish County Head Start & Early Head Start

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Total 4 year old children: Fall   293   Spring   271

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
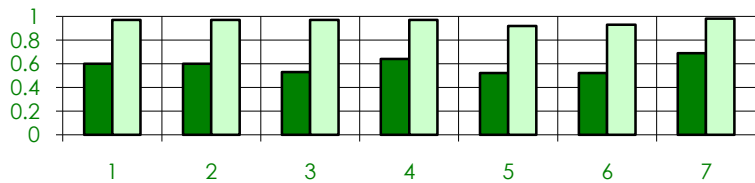
% Spanish speakers: Fall 55%   Spring   57%

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
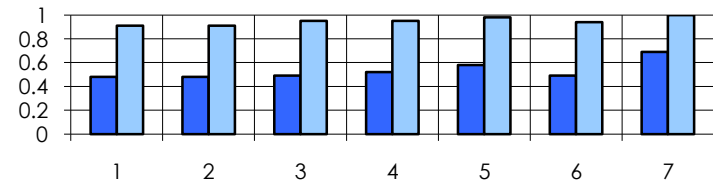
% English speakers   Fall   23%   Spring   21%

Percentage of childen 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%

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

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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 in these 8 skill areas. On the last day of KRG, 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%			

- Health – Children continued
  - 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%

  o 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
  o Established in-house interpreter/translator pool to Increase quality and continuity of service and to decrease costs. Outside vendors cost per hour was $38-$50 and in-house cost $20-$25 an hour. PY 2007 SCHS/EHS spent $114,695 on interpreters and translation services. PY 2008 spent $74,507 on interpreters and translation services with implementation of in-house pool January 2009.

  o Establish a unified, consistent visual image in the community with the development of SCHS/EHS logo. Next we developed our website www.edcc.edu\birthtofive . Next step is standardizing signage on all SCHS/EHS facilities.

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