

# Tacoma Public Schools Head Start

## Annual Report 2021 - 2022

**Head Start promotes the school readiness of young children from low-income families by enhancing their cognitive, social, and emotional development.**

**Learn & Play  
Every Child  
Every Day**



**Tacoma Public Schools  
Early Learning Administration  
3201 South D St.,  
Tacoma, WA 98418**

**[tacomaschools.org](http://tacomaschools.org)**

# Head Start Program Approach

The Head Start program is based on the premise that all children deserve a high quality, early childhood learning experience, and that children benefit from a comprehensive developmental program. The Head Start program approach is based on the philosophy that:

1. Children will benefit most from a comprehensive, interdisciplinary program that supports the development of social, emotional, and academic readiness skills.
2. Focus on the whole child, including their family and community. The family, which is the principal influence on the child's development, is asked to be a direct participant in all aspects of the Head Start program.

## Tacoma Head Start Program Operations

Tacoma Public Schools was awarded a five-year grant in July 2019 to serve 400 low-income students residing within the boundaries of Tacoma Public Schools. This grant remains in effect until 2024. The program is center-based and offers twenty full-day classrooms throughout 16 elementary schools and three Early Learning centers. Classrooms operate Monday through Friday with a start time of 8:50 a.m. and end time of 3:40 p.m. Each classroom has an associate teacher and two assistants. A family advocate is assigned to each classroom to support families with a wide variety of needs. Each classroom is supported by an instructional coach, health specialist, family-community specialist, and a mentor.

## Locations

### Arlington

7202 S Pine St.  
Tacoma, WA 98409

### Edison

5830 S Pine St.  
Tacoma, WA 98409

### Larchmont

8601 East B. St.  
Tacoma, WA 98445

### McCarver

2141 S J St.  
Tacoma, WA 98405

### Bay Terrace\*

2550 S G St.  
Tacoma, WA 98405

### Fern Hill

8442 S Park Ave.  
Tacoma, WA 98444

### Lister

2106 E 44th St.  
Tacoma, WA 98404

### Roosevelt

3550 E Roosevelt Ave  
Tacoma, WA 98404

### Blix

1302 E 38th St.  
Tacoma, WA 98404

### Franklin

1402 S Lawrence St.  
Tacoma, WA 98405

### Madison \*

3101 S 43rd St.  
Tacoma, WA 98409

### Whitman

1120 S39th St.  
Tacoma, WA 98418

### Birney

7627 S Sheridan  
Tacoma, WA 98408

### Geiger

7401 S 8th St.  
Tacoma, WA 98465

### Manitou

4330 S 66th St.  
Tacoma, WA 98409

### Willard \*

3201 South D St.  
Tacoma, WA 98418

### Downing

5130 N 26th St.  
Tacoma, WA 98406

### Jefferson

4302 N 13th St.  
Tacoma, WA 98406

### Mann

1002 S 52nd St.  
Tacoma, WA 98408

\*Early Learning Centers



Birney



Geiger



Downing

## Program Funding

The Congress of the United States authorizes the amount of federal spending for Head Start each year. The Head Start program is administered by the Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS). Federal grants are awarded directly to public agencies, private nonprofit and for-profit organizations, tribal governments, and school systems for the purpose of operating Head Start programs in local communities.

Tacoma Public Schools Head Start is funded by the Federal Head Start Grant and through In-kind contributions. The program's fiscal year dates are September 1 through August 31.

### Federal Grant Award = \$6,567,782

Funds all program expenses and operations

### In-Kind Required = \$0

In-kind contributions are non-cash donations which can be given a cash value. In-kind requirements were waived this program year due to Covid.

The district, as the grantee, takes 10.5% of the Federal grant award to cover indirect program costs. These indirect costs relate to services provided by the district such as custodial services, technology assistance, safety and security, purchasing and accounting oversight and assistance.



Budgeted Expenses vs. Actual Expenses September 1, 2021 - August 31, 2022		
Expenses	Budget	Spent
<b>Direct Costs (A)</b>		
Personnel	\$ 3,743,349	\$ 3,554,815
Fringe Benefits	\$ 1,708,454	\$ 1,860,763
Travel	\$ 26,760	\$ 32,864
Equipment	\$ 0	\$ 0
Supplies	\$ 120,357	\$ 146,400
Contractual	\$ 66,000	\$ 17,843
Facilities	\$ 0	\$ 0
Other	\$ 205,573	\$ 100,622
Subtotal	\$ 5,870,493	\$ 5,713,307
<b>Indirect Costs (B)</b>	\$ 697,289	\$ 599,897
<b>Totals (A&amp;B)</b>	<b>\$ 6,567,782</b>	<b>\$ 6,313,204</b>

## Program Governance

Tacoma Head Start operates under shared governance or shared decision-making. The School Board, Head Start Parent Policy Council, and Head Start program leadership all play a unique and complimentary role in the governance of the program. Each has a distinct role in the shared governance:

**Head Start Leadership:** This team consists of the Early Learning Director, Component Leads, Budget and Enrollment technicians, and administrative support. The team manages day to day operations; writes policies and procedures; monitors program implementation; prepares grant applications; creates service plans; program staffing.

**Parent Policy Council:** Policy Council is comprised of elected parents from each school. Policy Council reviews and provides input and/or approves program policies and procedures; program expenditures; grant applications; services plans; program self-assessment; Policy Council by-laws.

**School Board:** Legal and fiscal responsibility rests with the school board as well as final approval.



## Program Eligibility and Families Served

Tacoma Public Schools Head Start offers a no-cost preschool program for children between the ages of three and four. To qualify, families must reside within the boundaries of the Tacoma School District and have an income at or below 100% of the Federal Poverty Level. The program does accept a limited number of over-income families.

Like many Head Start grantees across the nation, program enrollment numbers were impacted by the pandemic. At the start of 21-22 school year the program returned to full in-person instruction with no hybrid option (which was offered the year before). Enrollment trended low in the beginning of the year as families were adjusting from the health and economic impacts of the pandemic.

The program operated 19 of the 20 classrooms for the 21-22 school year. The decision to close one of the two Madison classrooms was based on low enrollment numbers program wide. With an increased recruitment effort from classroom advocates, the number of enrolled children program wide grew steadily over the course of the year. The program will reopen the second Madison classroom for the 22-23 school year.

## Enrollment Demographic Data for the 21-22 School Year

Although both three and four year olds are eligible for the program, enrollment priority is given to eligible children who are four years of age as of August 31 (based on Washington state kindergarten eligibility date). Within each age range, selection criteria determines family eligibility with the lowest income and highest need for services given first consideration.

<b>Number of Enrolled Children</b>	<b>391</b>
Four-year olds	238
Three-year olds	153

<b>Return Students (prior enrollment)</b>	<b>104</b>
Second year enrollment in HS	104
Three (or more) in HS	0

<b>Children by Eligibility Type</b> (families are not exclusive to one category)	
Income eligible	206
Receipt of public assistance	69
Foster children	12
Homeless children	32
Over-income	19
Income 100-130% of poverty	53

<b>Education Levels (parents, highest in family)</b>	
BA or advanced degree	26
Some college, vocational, or AA	117
High School graduate or GED	201
Less than high school graduate	29



<b>Families Receiving Assistance</b>	<b>69</b>
TANF	40
SSI	29

<b>Number of Families Served</b>	<b>373</b>
Two parent families	157
Single parent families	216

<b>Employment Status</b>	
Parent employed	298
Parent not employed	75

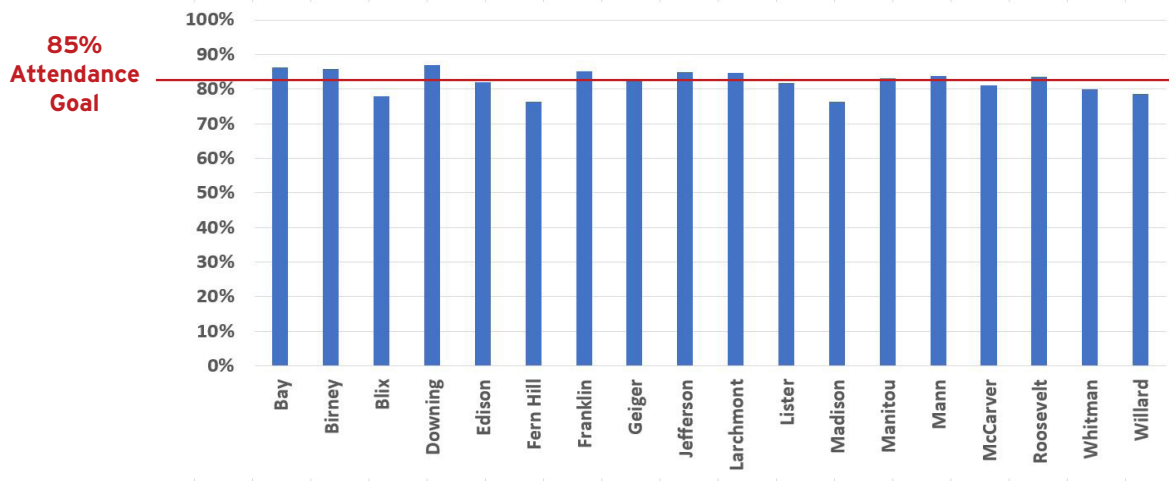
## Average Monthly Attendance

Daily and monthly attendance data is monitored to identify children who have an attendance pattern that puts them at risk of missing 10% or more of program days. For children identified as having attendance issues, the program implements strategies to improve individual attendance. Program wide attendance will be analyzed to ensure the attendance rate does not fall below 85%.

In the 21-22 school year, Covid-19 and other respiratory illnesses had an impact on attendance rates.

**82.2% = Program Wide Average Attendance Rate (Sept. 2021 - June 2022)**

**Average Attendance Rate by Classroom for September 2021 - June 2022**



## Focus on Health - Required Exams for Every Student

The Head Start advocate works with families to ensure that each enrolled child receives a physical and dental examination within 90 days of enrollment. For families without health insurance, the advocate assists with providing access to coverage and medical providers. The importance of annual physical exams and six-month dental exams is continually highlighted throughout the school year.

Head Start children are screened in the classroom for vision, hearing, eye muscle balance, height, and weight within 45 calendar days of the child's first day of school. If any concerns are found, the Head Start health specialist will inform the parents and provide assistance in addressing the issue with a medical provider if needed.



47% of students had an up-to-date physical exam

The Head Start Federal Performance Standards require programs to have 90% of all enrolled students to have a current physical and dental exam.

Families were encouraged to make well-child appointments and six-month dental exams throughout the year. The percentage of up-to-date exams for this program year is not reflective of program norms prior to the pandemic. The program anticipates a higher completion rate for the 22-23 school year.



43% of students had an up-to-date dental exam

# Child Assessments and Kindergarten Readiness

TPS Head Start gives preschoolers the tools and knowledge they need to be successful in kindergarten and beyond. To ensure that Head Start students are progressing, students are assessed three times during the year (fall, winter, spring) using Teaching Strategies GOLD Assessment System, which is the same tool used for children entering kindergarten.

**Social/Emotional:** Regulating emotions and behaviors; following limits and expectations; and taking care of own needs appropriately.

**Literacy:** Rhyming, matching sounds, identifying letters and sounds; using and comprehending stories; using writing and print to represent ideas.

**Math:** Counting; quantifying; connecting numerals with their quantities; spatial relationships and shapes; patterning; comparing and measuring.

**Language:** Listens to and understands increasingly complex language; uses language to express thoughts and needs; uses appropriate conversational and other communication skills.

**Cognitive:** Listens to and understands increasingly complex language; uses language to express thoughts and needs; uses appropriate conversational and other communication skills.

**Physical:** Demonstrates traveling skills; demonstrates balancing skills; demonstrates gross-motor manipulative skills; demonstrates fine-motor strength and coordination.

The following graphs represent student assessment data from the GOLD Widely Held Expectations reports. This report compares information for each child, class or group, and places children into three categories: Below, Meeting, and Exceeding widely held expectations. For reporting purposes, TPS Head Start has combined Meeting and Exceeding categories.

## Child Assessment Data - Fall vs. Spring Checkpoints for 2021-2022



## Classroom Assessment Scoring System (CLASS)

Classroom Assessment Scoring System or CLASS, assess the quality of teacher interactions in preschool classrooms. It assesses emotional support, classroom organization, and instructional support through the use of trained observers performing in-person observations twice a year. This system is used to meet the monitoring requirements in section 641A(c)(2)(f) of the Head Start Act.

There are quality threshold scores that represent the Office of Head Start's expectations for all grantees regarding the quality of classroom instruction. If a program's overall average in one of the three areas falls below the quality threshold, the Office of Head Start will provide support in improving that program's quality of teacher-child interactions in the classroom.

Due to preventative measures to reduce the spread of Covid, the Office of Head Start did not require grantees to perform CLASS assessments for the 21-22 school year nor were assessments required in the spring of 2020. The last CLASS assessments completed for TPS Head Start were in the fall of 2019. As operations continue to return to normal post pandemic, it is anticipated that the Office of Head Start will resume CLASS assessment requirements for 2022-2023.



## Parent Involvement

Parents are a child's first teacher and TPS Head Start encourages parents to take an active role in their child's education. Parents are offered numerous opportunities to participate and be part of the Head Start program.

### Classroom Volunteer

Due to an effort to contain the spread of Covid-19, the program was unable to offer classroom volunteer opportunities to families this year. When guidance from local health authorities allow, the program will resume having volunteers in the classroom.

Our Head Start teachers value the skills and experiences that parents bring into the classroom and parents are strongly encouraged to volunteer. Volunteers work with children in the various classroom centers, assist with transitions, special events, and can be guest readers in the classroom.

### Policy Council

Policy Council is a group of elected Head Start parents and community members that participate and share in the decision-making process in various areas of Head Start services. Each site elects a Policy Council Representative and an Alternate. Once a month, all Representatives, Alternates, and community members meet to discuss program operations, curriculum, child assessment data, program expenses, and available resources within the community. For the 21-22 school year, meetings in the fall and winter were held virtually. In the spring, meetings returned to in-person at Madison.

### Additional Opportunities for Head Start Families

- Parent center committee meetings
- School-sponsored events
- Field trips
- Classroom activities
- Program self-assessment teams
- Participate in interviews



*"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents"*

*-Jane D. Hull*