



# IMPACT REPORT

## 2024

A summary of 2022-2023  
Early Learning Programs

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# Message from the Superintendent

The 2022-2023 program year marked a pivotal transition following the COVID-19 shutdown. Embracing the post-pandemic era, we continued to deliver our services in person, upholding the lessons learned during the pandemic to ensure the ongoing safety and well-being of our community. Our team was unwavering in their commitment to fostering secure, nurturing, and inclusive environments for children and families. We emphasized social-emotional learning, recognizing its importance in helping children develop crucial social skills in a rapidly changing world. This included offering resources and training for parents to support social-emotional growth at home and providing specialized training for our staff.

This year, while moving beyond the immediate challenges of the pandemic, we remained steadfast in our dedication to serving our children, families, and community. Our efforts were geared towards retaining our valuable staff and welcoming new professionals who share our passion for making a positive difference in the lives of our community's children and families.

Our work benefited immensely from the support of key community partners, such as EPIC, Catholic Charities, Child Care Aware, Comprehensive Healthcare, Yakima Valley Farmworkers Clinic, Children's Village, Investing in Children Coalition, and the school districts in Yakima, Kittitas, and Chelan-Douglas Counties. These partnerships have been instrumental in providing our families with the necessary services and resources.

We extend our heartfelt thanks to our community partners and stakeholders for their unwavering support of our mission. As this report will illustrate, our collaborative efforts are creating meaningful impact and driving positive change.

Warm regards,  
**Kevin Chase**

“...commitment to fostering secure, nurturing, and inclusive environments for children and families.”



# Head Start Programs and Locations

## Head Start, Early Head Start & Migrant Seasonal Head Start Attendance

Head Start programs must have an overall attendance rate of 85%, while children must have a 90% individual attendance rate. In this program year, the main reason for absences was children being out with COVID-19 symptoms. We continued to follow state and local health district guidelines regarding isolation periods relating to COVID-19.

### Head Start

Castlevale - Yakima (main site)	76 full-day slots, 17 part-day slots
West Valley	34 part-day slots
Jefferson - Yakima (main site)	76 full-day slots
East Valley	19 full-day slots
East Yakima	76 full-day slots
Kittitas County - Ellensburg	72 full-day slots

### Early Head Start

Castlevale - Yakima	80 home-based slots
Kittitas County - Ellensburg	20 home-based slots, 16 center-based slots

### Migrant Seasonal Head Start

Bridgeport	42 slots (15 Migrant, 27 Seasonal)
East Wenatchee	70 slots (All Migrant)
Castlevale - Yakima	72 slots (15 Migrant, 57 Seasonal)

# Head Start Programs

Head Start is a federally funded program that has been in operation since 1965, followed by the Migrant and Seasonal Head Start program, established in 1969, with the Early Head Start program established in 1994. Head Start programs are designed to serve at-risk children and their families by implementing approaches and practices necessary to help young children grow up safe, healthy, and ready to learn. Head Start programs provide education, health, mental health, disability, nutrition, and family support services to engage families and ensure children enter school ready to learn and succeed.

ESD 105, with its contracted partner EPIC, provides comprehensive early childhood education programming at the Seedlings Head Start Centers, combining age-appropriate learning, social interaction, health screenings, nutrition education, strong parent involvement, and family development through combined program efforts.

## Program Goals



### School Readiness

Children of ESD 105 Head Start, Early Head Start, and Migrant Seasonal Programs will have maximized their potential upon entering kindergarten with skills and mindset that provide the foundation for success throughout their educational trajectory as measured by annual last checkpoint TS GOLD data that indicates all six TS GOLD domain averages (program averages) at 90% or above each program year.



### Family Engagement

ESD 105 Head Start, Early Head Start, and Migrant Seasonal Head Start will empower parents as advocates and leaders to support their children and lead rich lives within their community as measured by having at least 75% of families report an increase in their overall family strengths on the ChildPlus Family Outcomes Assessment.



### Community Partners

ESD 105 Head Start, Early Head Start, and Migrant Seasonal Head Start will have an established network of community partners and stakeholders that support comprehensive services to children and families by increasing formal engagements (five additional) with key stakeholders (school districts and community service agencies) as measured by the community engagement plan and MOUs.



# '22-23 School Readiness Goals



**Social-Emotional Development**



**Language & Literacy, Including Dual-Language Learners**



**Cognition and General Knowledge**



**Approaches to Learning**



**Physical Wellbeing and Motor Development**

## Kindergarten Preparedness

- Kindergarten preparedness in the classrooms all program year
- Kindergarten registration events with school districts
- Kindergarten assessment information & transition plans
- Support to families with kindergarten enrollment packets
- Support on completing health and dental exams
- Transition meetings for children who are receiving special services

## Curricula

- Creative Curriculum for Preschool, 6th Edition (Including the studies)
- Creative Curriculum for Infant & Toddlers, 3rd Edition
- Parent as Teachers
- IMIL (I Am Moving, I Am Learning)
- Oral Health Dental Curriculum
- Second Step: Anti-Violence Curriculum
- Child Protection Unit
- Transportation Safety Education Curriculum
- Early Learning Math Pathways
- Hatch Ignite System
- Ready Rosie
- Conscious Discipline

## Assessments & Screenings

- ASQ-3 & ASQ: SE 2 (developmental and social-emotional parent questionnaire)
- Teaching Strategies GOLD (ongoing assessment system)
- CLASS (Classroom Assessment Scoring System for preschool, infant, and toddler)
- HOVERS (EHS Home Visiting Rating System)
- Ready Rosie (Family Engagement Curriculum)
- Ignite by Hatch



# Policy Council Members

2022-2023

**Aurelio Padilla**

TREASURER

**Edith Lopez**

HEAD START / EARLY HEAD START CO-CHAIR

**Kristen Cyrus**

VICE CHAIR

**Maria Garcia**

POLICY COUNCIL REPRESENTATIVE

**Alaina Finley**

POLICY COUNCIL REPRESENTATIVE

**Balbina Hernandez**

POLICY COUNCIL REPRESENTATIVE

**Veronica Sanchez**

POLICY COUNCIL REPRESENTATIVE

**Cecilia Garcia**

MIGRANT SEASONAL HEAD START REPRESENTATIVE

**Bertha Carlon**

POLICY COUNCIL REPRESENTATIVE

**Julia Cendejas**

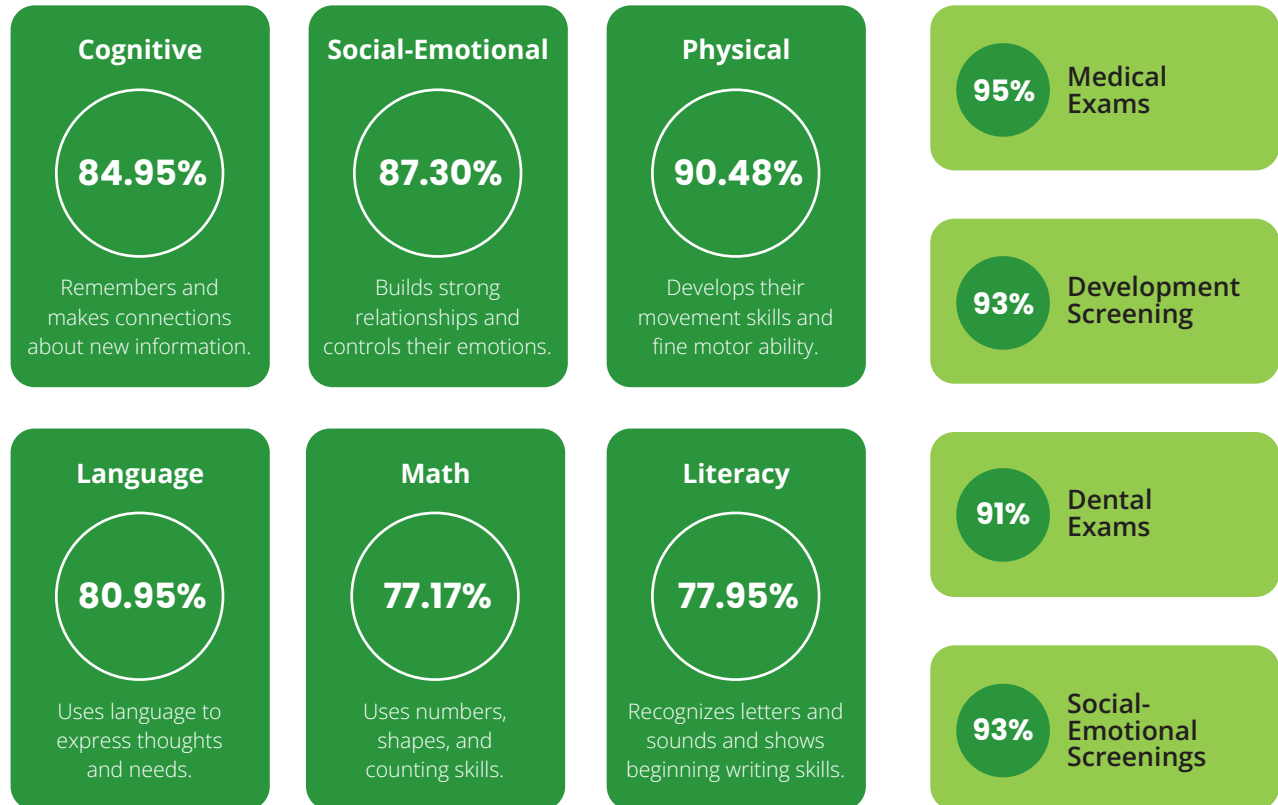
POLICY COUNCIL REPRESENTATIVE

# Child Outcome Data 2022-2023

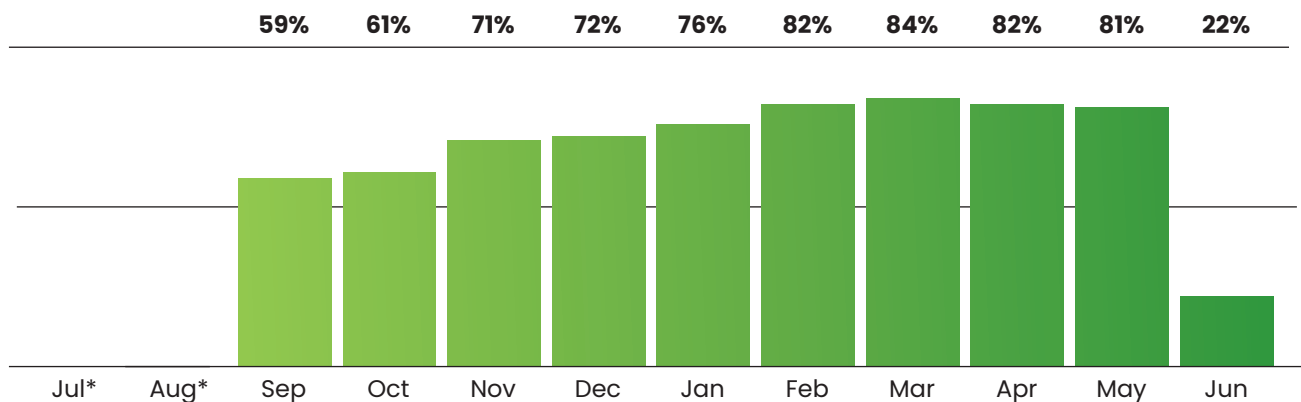
## Head Start

### Meeting and Exceeding Expectations

Percentage of children who met or exceeded age-appropriate expectations in each learning domain.



### Monthly Enrollment - 370 Funded Enrollments

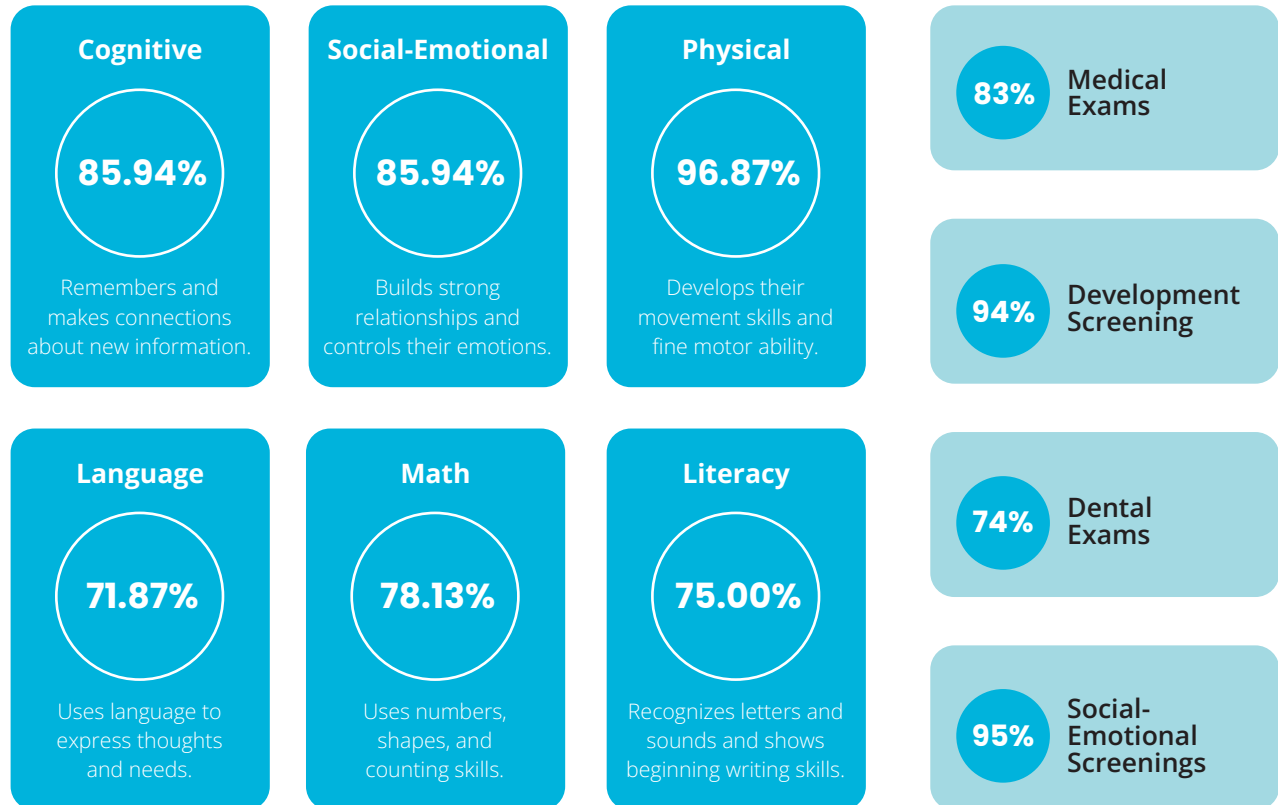


\*Programs were not operating during these months.

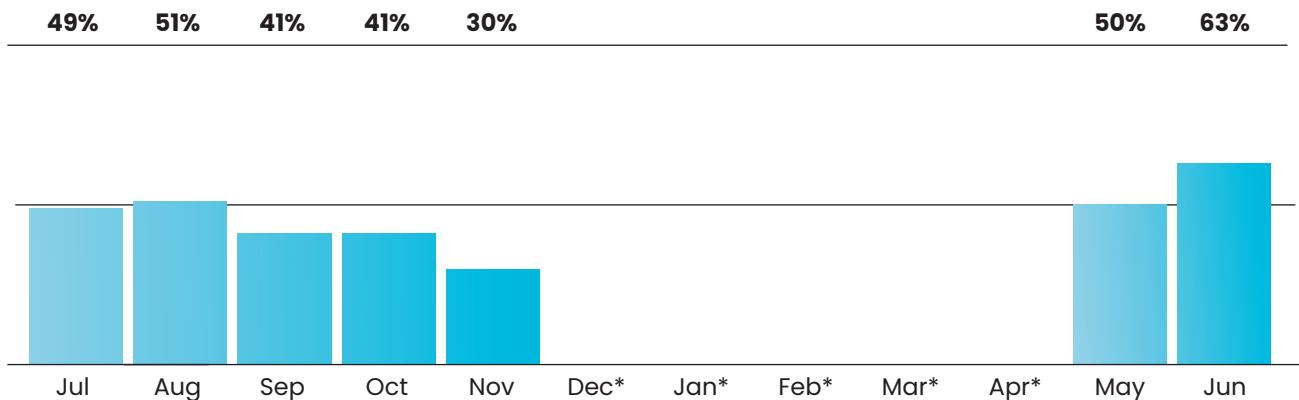
# Migrant & Seasonal Head Start

## Meeting and Exceeding Expectations

Migrant or Seasonal Head Start, Fall 2023 08/21/2023-10/13/2023, Children served: 137



## Monthly Enrollment - 137 Funded Enrollments



\*Programs were not operating during these months.

# Early Head Start

## Meeting and Exceeding Expectations (Home Based)

**85.28%**

### Cognitive

Remembers and makes connections about new information.

**57.80%**

### Social-Emotional

Builds strong relationships and controls their emotions.

**69.48%**

### Physical

Develops their movement skills and fine motor ability.

**63.42%**

### Language

Uses language to express thoughts and needs.

**66.45%**

### Math

Uses numbers, shapes, and counting skills.

**88.31%**

### Literacy

Recognizes letters and sounds and shows beginning writing skills.

## Meeting and Exceeding Expectations (Center Based)

**85.71%**

### Cognitive

Remembers and makes connections about new information.

**85.71%**

### Social-Emotional

Builds strong relationships and controls their emotions.

**85.71%**

### Physical

Develops their movement skills and fine motor ability.

**85.71%**

### Language

Uses language to express thoughts and needs.

**85.71%**

### Math

Uses numbers, shapes, and counting skills.

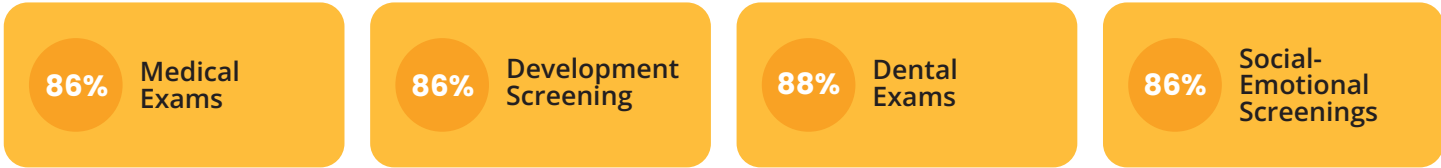
**85.71%**

### Literacy

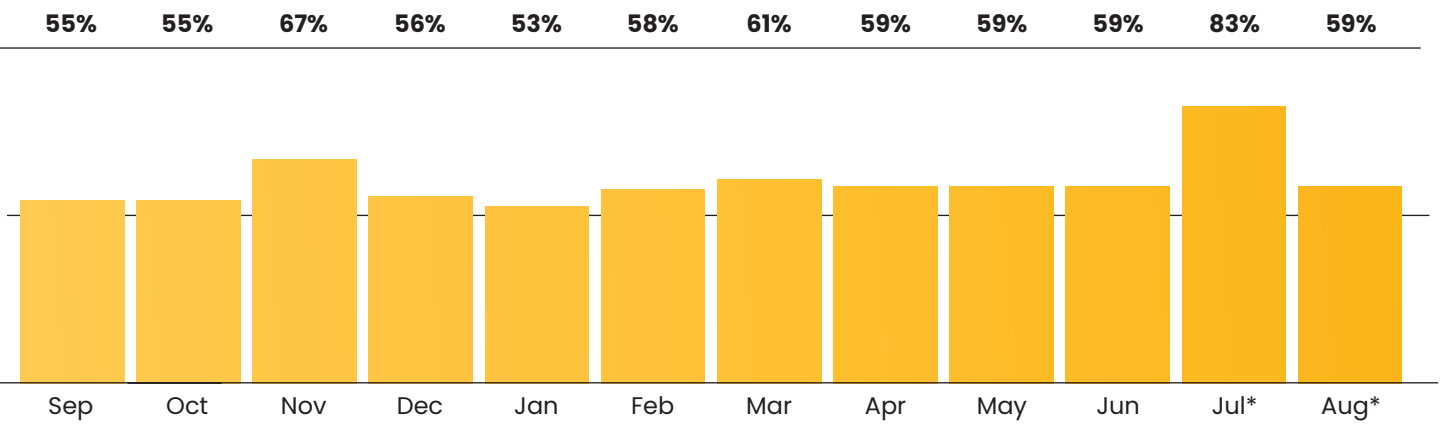
Recognizes letters and sounds and shows beginning writing skills.

Head Start programs focus on supporting children's learning and preparing them for kindergarten by focusing on the six domains of learning: Physical, Cognitive, Social and Emotional, Math, Literacy, and Language. Teachers utilize observations, parent input, screening tools, and assessments to capture children's skill levels and plan for learning. The results of these assessments help determine our individualized focus for each child.

All EHS Enrolled children



Monthly Enrollment - 116 Funded Enrollments



\*76 Funded Enrollments



# Health Coordination Services

Health coordination is an important part of a comprehensive early learning service program. Children who enter kindergarten with their basic and specialized health needs met are more ready to learn and thrive.

Early learning program staff work closely with families, healthcare providers, and community partners to screen children for health needs and support families through the referral and assessment process for specialized services.

Children in our programs receive regular screenings including:

- Medical
- Dental
- Hearing
- Vision
- Nutrition
- Review of well-child exams and health history documentation



The Health Nutrition Specialist II and the ESD 105 Registered Nurse assist with the creation, implementation, and monitoring of child health plans to ensure child safety and support staff and families in caring for children with special health care needs.



# Developmental Screenings

Children receive regular developmental screenings using parent-completed Ages & Stages Questionnaires: Developmental (ASQ-3) and Ages & Stages Questionnaires: Social-Emotional (ASQ:SE-2) to determine where children are in the different developmental areas and to inform lesson planning and instruction.

Developmental screening results inform whether a student is on track for their age, requires assistance and additional experiences to support development in a particular area, or requires a referral for assessment through the regional Early Support for Infants & Toddlers (ESIT) provider or their home school district.

Reference: <https://agesandstages.com/>



# Health & Nutrition Services

The Head Start programs work closely with community health partners to ensure all children receive recommended services on the Early and Periodic Screening Diagnosis and Treatment (EPSDT) schedule. Staff perform hearing and vision screenings and growth assessments within the first 30 to 45 days from the first date of child attendance.

Within 90 days, we work with the family and community partners to ensure the child has a complete well-child exam, dental exam, lead screening, and nutrition assessment. At any point within the first 90 days, if a child is flagged as needing additional resources or screening, we will work with the family to obtain the services needed.

The program has partnered with Yakima Valley Farm Workers Clinic to contract a nurse consultant who will conduct lead screenings for children as needed and will complete infant nurse consults in both our Early Head Start and Migrant Seasonal Head Start infant classrooms. We also have a local dental provider come into the program to screen children if there is a great need. An Early Learning and Migrant Education Nurse was hired at the ESD 105 during the '23-'24 program year to address children's health needs, including lead screenings, consultations, and medical support.

## Special Services & Mental Health

- Special Services are being provided in person at centers for children.
- Mental Health and Behavioral Health services are being provided in person and at centers for children.
- Recruitment and referrals occur through collaborations with School Districts (Part B), Children's Village, and North Central ESD (Part C), which are IDEA partners.
- Children identified with possible developmental concerns are referred to Part C, Early Intervention, or Local Education Agency partners for further evaluation.
- Classroom environments & experiences are coordinated to meet individual children's needs.
- We provide inclusive environments that help support presenting diagnoses or to accommodate specialized needs.
- Services prioritize positive social and emotional learning environments where children learn, practice, and apply skills that support positive relationships, self-regulation, and adaptability.
- Staff teach and model skills that promote identifying, expressing, and managing emotions.
- Staff receive continued coaching to support children with individualized positive behavior plans.
- Services are provided for pregnant moms until the child transitions into kindergarten.
- Families-parents are included in the process of identifying needs, the referral process, identifying goals, and accepting services with the partnering agencies.
- The center staff was provided training throughout the program year on creating and maintaining positive learning environments, promoting positive relationships, self-regulation, and social-emotional growth.
- All developmental screenings ASQ & ASQ:SE were completed for children enrolled in the program for 30 days or more.



## Other Services

- In-person services were offered at all centers and all programs.
- The program continued to use the Zoom virtual platform to support families who need flexibility for events like the policy council.
- The program continued to utilize the Hatch Ignite system for children 28 months and older for all programs at the centers and in homes.
- Families were connected to the Family Engagement Curriculum Ready Rosie.
- Classroom environments reflect and welcome the diverse backgrounds of our families.
- A high focus on supporting children's home language in the classroom.



## Head Start Program Family Testimonials

"My son can count to ten, and he knows his ABCs. He's become very vocal with his vocabulary and misses his friends when he isn't at school." – **Maricela V.**

"I like the program a lot. My daughter is happy when she's in school and when she comes home from school. She is learning a lot of good life skills, such as cutting paper. She's learning to be independent. I love being part of the Policy Council and also volunteering at my child's center. It is good that they provide resources for the children and the parents as well." – **Esperanza G.**

”

# ECEAP

## Early Childhood Education and Assistance Program

ECEAP (pronounced “E-Cap”) is the Early Childhood Education and Assistance Program funded by Washington State for children ages three and four.

ESD 105 ECEAP offers free early learning preschool services to qualified families in a variety of settings, including licensed childcare homes, licensed childcare centers, and school district preschool sites.

### Program Goals

#### Kindergarten Readiness

- Provide high-quality educational experiences
- Ensure families have access to health care and specialized services
- Conduct screenings to identify barriers to school readiness

#### Family Engagement

- Center parent/caregiver voice in the program
- Provide leadership opportunities
- Provide school participation activities to encourage long-term involvement in school

#### Workforce Development

- Train, coach, and support early learning professionals to gain knowledge and skills in early learning
- Provide access to higher education opportunities

#### Community Partnerships

- Work with early learning partners and supporting organizations to ensure alignment of services, ease of access for families, and implementation of best practices



We work with parents/caregivers as their child’s first and most important teachers to support healthy child development and kindergarten readiness. As early learning educators, our mission is to provide safe, nurturing, and developmentally appropriate learning environments that foster children’s natural desires to explore, discover, create, and continue as lifelong learners.

## ECEAP includes

- Family support and parent involvement.
- Child health coordination and nutrition.
- Services responsive and appropriate to each child's and family's heritage and experience.
- Children who attend ECEAP learn to manage their feelings, get along with others, and follow classroom procedures. They build the beginning skills for reading, math, and science. The programs work closely with parents to support their children's health and education and to meet family goals. They help families access medical and dental care and social services.

## Curricula

- **Creative Curriculum**  
Foundational curriculum in English and/or Spanish
- **Second Step**  
Social-Emotional Learning
- **Theraplay Sunshine Circles**  
Social-Emotional Learning
- **Guided Language Strategies**  
Language and Literacy
- **Mobility Mentoring**  
Family Support Framework
- **Families Moving Forward**  
Parent/Caregiver Education Series
- **Ready Rosie**  
Family Engagement Curriculum

## Areas of development

- Social-Emotional
- Physical-Fine and Gross Motor
- Language
- Literacy
- Cognitive
- Mathematics
- Science & Technology
- Social Studies
- The Arts
- English Language Acquisition

## ECEAP supports child development and learning by ensuring

- High-quality classroom experiences with qualified and dedicated teachers
- Family support and parent involvement
- Child health coordination and nutrition
- Services responsive and appropriate to each child's and family's heritage and experience

## ECEAP Models

Part Day	School Year Calendar	2.5 or more hours/day	360+ hours/year
School Day	School Year Calendar	5.5-6.5 hours/day	1,000+ hours/year
Working Day	Year-Round	6.5-10 hours/day	2,370+ hours/year

## ECEAP Sites



### Direct Service Site

Blossoms Early Learning Center, operated by ESD 105      19 school day, 59 working day

### Childcare Partners

Bloom Early Learning	6 working day
Bright Beginnings Early Learning	6 working day
Heritage University Early Learning Center	15 school day, 15 working day
Navarro Early Learning	9 working day
Rainbow Kids Yakima	13 working day
Rainbow Kid Union Gap	20 working day
Taylor Tots Yakima	20 working day
Taylor Tots GleeD	8 working day

### School District Partners

Cle Elum-Roslyn School District	18 part day
Ellensburg School District	11 part day
Toppenish School District	72 part day, 80 school day

# Family Engagement

Families are the first and most important teachers for their children. Head Start utilizes a multi-faceted approach to ensure families have what they need to support their children and get kindergarten ready.

## Areas Where Families Make Goals

### Personal Growth

- Help to identify potential
- School readiness
- Volunteering
- Leadership and advocacy
- Computer skills

### Safety and Security

- Physical safety
- Emotional well-being
- Financial security
- Support networks
- Mental health

### Love and Belonging

- Maintain family connections
- Friendships
- Sense of belonging
- Access to community

### Basic Needs

- Housing
- Nutrition
- Clothing
- Water
- Sleep



## Program Data for Family Goals

Program	Families Served	Families with Family Partnerships	Family Goals Established	Family Goals Completed
MSHS 2022	83	83	83	42
EHS 2022	117	117	117	109
HS 2022	261	261	261	215
Total for 3 Programs	461	461	461	366

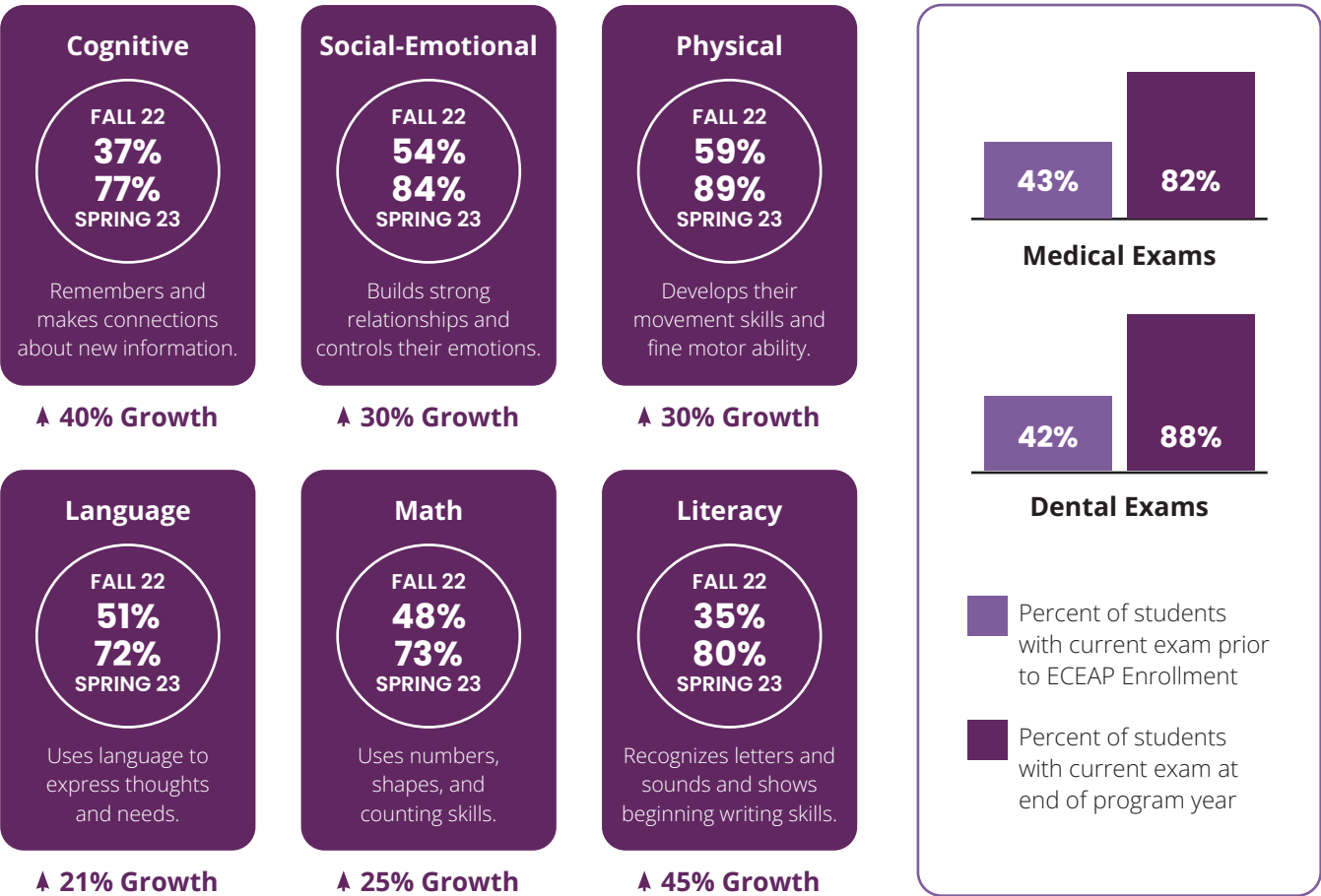
Every family enrolled in our program, in collaboration with staff, establishes a family goal to be worked on throughout the year. Families are encouraged to complete the goal during the school year. If families complete the goal before the end of the school year, they can choose to make another goal. Sometimes, the family does not complete the goal by the end of the program year, which is why some goals are marked as incomplete or ongoing.

# Child Outcome Data 2022-2023

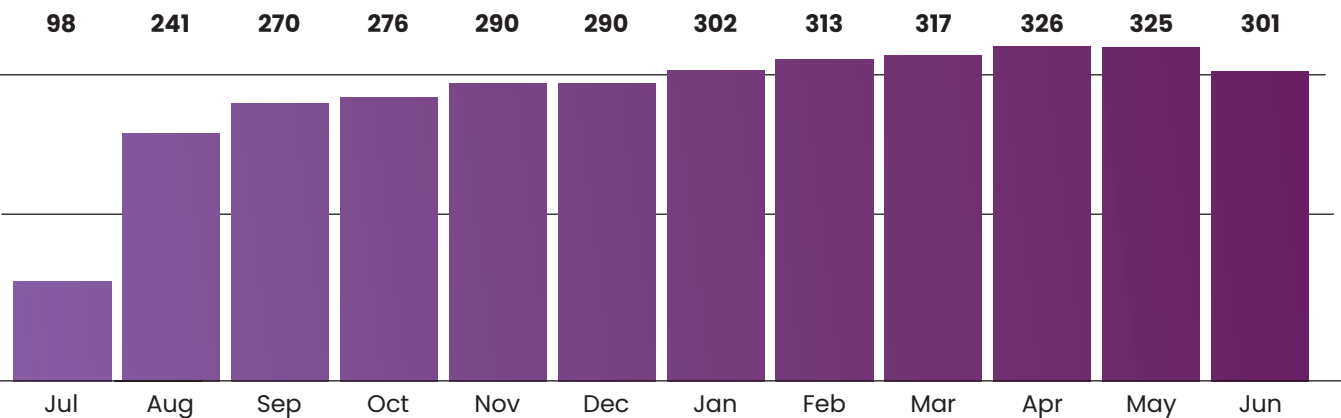
## ECEAP

### Meeting and Exceeding Expectations

Percentage of children who met or exceeded age-appropriate expectations in each learning domain.



### Monthly Enrollment



## Family Partnerships

“As an early learning program, ECEAP understands that parents, staff, and community partners are essential to understanding needs, making policy decisions, evaluating services, and planning for continuous improvement.

ECEAP uses a framework called Mobility Mentoring®—a family engagement approach that uses coaching methods rooted in the latest brain science. Mobility Mentoring® aims to overcome the extreme stresses of poverty by improving focus, planning, and decision-making. It is designed to help people set and achieve future-oriented goals despite the immediate challenges and weight of poverty.” — EMPATH

## Mobility Mentoring® Approach

Based on neuroscience and executive function research, Mobility Mentoring® has five underlying principles:

- **Individualization:** There is no “one size fits all” path to economic independence.
- **Horizontality:** The path to economic independence cannot be found in any one health or human service silo; effective service delivery must “bridge” silos.
- **Time:** There is no quick journey from poverty to economic independence.
- **Co-investment:** An individual can only fully achieve success when they are invested in that success.
- **Networking:** No one gets to economic independence alone.

Source: [https://www.dcyf.wa.gov/sites/default/files/pubs/EL\\_0013.pdf](https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0013.pdf)

## Community Partnerships

ESD 105, in partnership with other ECEAP Contractors in the Yakima Valley, participates in a shared Health Advisory Committee called Yakima Valley ECEAP Partners (YVEP). In addition to health coordination services, YVEP plans and delivers training to families and staff on topics selected by parents and caregivers. Topics include kindergarten readiness, kindergarten enrollment and transition, social-emotional learning, at-home learning tips, tricks, resources, and more.

### YVEP Members:



# DCYF Bridge to Child and Family Self-Reliance

## Family Stability

- **HOUSING**

Having a safe, affordable, and stable place to call home.

- **FAMILY AND DEPENDENTS**

Making sure your family's needs are met so you can focus on your goals.

## Wellbeing

- **PHYSICAL AND MENTAL HEALTH**

Feeling physically and emotionally healthy so you can participate fully in work, school, or family.

- **PERSONAL AND PROFESSIONAL NETWORKS**

Having people in your life who give personal support and who have knowledge and connections to help you achieve your goals.

## Financial Management

- **DEBT**

Being up-to-date on any debt payments.

- **SAVINGS**

Having enough money in the bank to meet your family's needs and afford more than the basics.

## Education and Training

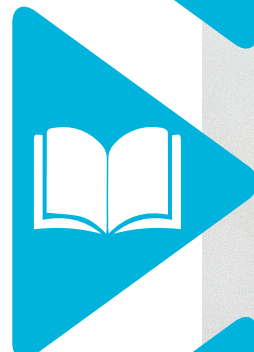
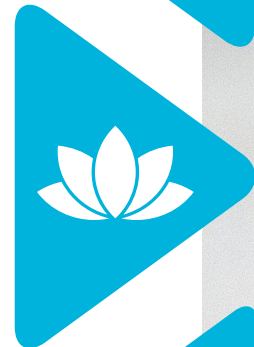
- **EDUCATIONAL ATTAINMENT**

Having enough education and training so you can choose a well-paying and satisfying career.

## Employment and Career Management

- **EARNING LEVELS**

Being employed in a career that pays enough so you can support your family.







# ECEAP Partner Testimonials

## Juli Hamilton

DIRECTOR OF EARLY LEARNING & ELEMENTARY SUCCESS  
ELLENSBURG SCHOOL DISTRICT  
PRINCIPAL, ELLENSBURG SCHOOL DISTRICT EARLY LEARNING CENTER/ECEAP

"We at the Ellensburg School District Early Learning Center are incredibly grateful for our partnership with the ESD 105 ECEAP Team.

Their team is positive, knowledgeable, and super responsive. We are currently in our 3rd year of operation with ESD 105, and we would not be so successful without their consistent and reliable support. Whether we need clarification on a guideline, a quick answer, consideration for a unique situation, or to problem-solve an issue, we never hesitate to turn to any member of their professional team. They truly have helped us in every aspect, from staff training and professional development to compliance and recruitment of eligible students.

As a school district, we have leaned on ESD 105 in multiple capacities for our P-12 system. The ESD 105 ECEAP team is truly one of the best that I have ever had the pleasure to work with. I'm grateful for their support, and our program has grown so much with their help."



# ECEAP Family Testimonials



"I am a second-time returning parent of Blossoms Early Learning services, and my first experience went so well back in 2020. My son loved being at Blossoms so much. Very friendly and helpful staff members. They really do make you feel like family. I was so impressed with how much my son grew and learned while being at Blossoms for two years of preschool before graduating on to kindergarten. Now, in 2023, I unenrolled my other son from a different preschool program to enroll him at Blossoms because of my very first experience with them. And we will be a part of the Blossoms family for the next few years all the way up till 2027. When my last baby completed his two years of preschool. I was referred by a family friend back in 2020, and I highly recommend Blossoms Early Learning Center. I could rant all day about all the amazing things about Blossoms, but I'll go ahead and end it here. Thank you so much. A very satisfied parent." - **Alexis M.**

"I would love to acknowledge how amazing this ECEAP program has been for our family and especially our daughter. We enrolled our five-year-old to prepare for kindergarten and have been more than satisfied! The program is greatly effective, and the teachers are so friendly and loving. I have no doubt in my mind that they really care for the education and well-being of the students. Overall, this program and staff have had a huge impact on our life, and we will always recommend families looking into enrolling." - **Lilianna E.**

"My son started preschool when he was three years old, Blossoms helped me enroll my child in services he needed such as the speech program. This really helped him in his speech, and being at school also helped with his speech as he was around other kids. They got my son prepared for kindergarten, and he was ready to start kindergarten once he was enrolled. He got a head start and was ahead once he started. They really helped me and worked with me on what my son needed help on. I like how they keep you in the loop with your child. They are also there to help with other resources if needed. My son really enjoyed being here, and I enjoyed him going there. I really like how they work with the working parents." - **Margarita M.**

"Bloom Early Learning Childcare has been a blessing to our family. Teachers at Bloom are professionals who have supported my son's overall growth and development as well as his social, emotional, and physical development. Staff are all very kind and genuine. They maintain constant communication with parents about their child's day-to-day well-being. They also assist with referrals to families for dentists, optometrists, mental health services, and many more services where they deem necessary. They go above and beyond to support our kiddos as well as the families. Love how they encourage independence but also model family values in their childcare. Bloom is more than just an early learning childcare; it is a family with a safe and fun environment that I am grateful to have my son be a part of." - **Yasmin G.**



# Fiscal - Audit, Revenue, and Expenditures

The 2022-2023 ESD 105 Audit Report had no findings. View the report at: [bit.ly/3UXMKPz](https://bit.ly/3UXMKPz).

## 2022-2023 Revenue Funding Source

Head Start	\$6,134,239
Early Head Start	\$2,004,982
Migrant & Seasonal Head Start	\$5,026,516
ECEAP	\$5,177,710

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**\$18,343,447**

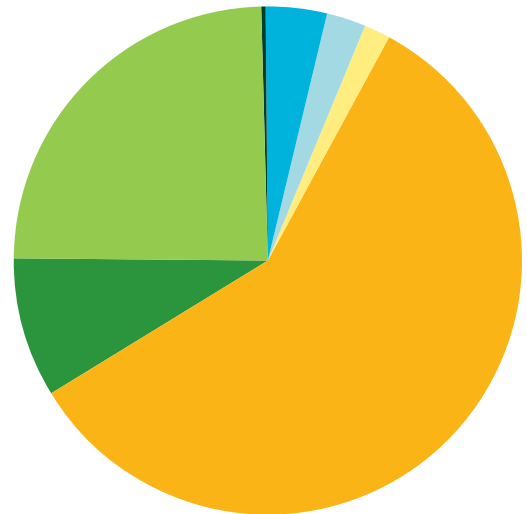


## 2022-2023 Expenditures Expense Category

Wages & Benefits	\$4,466,160
Travel	\$64,292
Equipment	\$712,294
Supplies	\$476,184
Copying	\$280,373
Contractual	\$10,704,677
Administrative Indirect Costs	\$1,639,467

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**\$18,343,447**



Examples of items purchased with CRRSA Act, and ARP funding: Take-home educational material; Seedling centers security cameras; Personal Protective Equipment (PPE) for children and staff; IT equipment to facilitate remote services for staff, children, and families; COVID health & safety facility improvements; and COVID incentive pay for direct line staff.

# Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act Funding & American Rescue Plan (ARP) Funding



## 2022–2023 CRRSA Act & ARP Revenue Funding Source

Head Start/Early Head Start CRRSA	\$73,901
Head Start/Early Head Start ARP	\$264,469
Migrant & Seasonal Head Start CRRSA	\$6,480
Migrant & Seasonal Head Start ARP	\$101,642

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**\$446,492**

## 2022–2023 CRRSA Act & ARP Expenditure

Equipment	\$128,824
Supplies	\$100,922
Contractual	\$174,766
Administrative Indirect Costs	\$41,980

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**\$446,492**



# In-Kind

## What is Non-Federal Share?

The federal government funds up to 80% of the Head Start program budget. ESD 105 and its partner EPIC are required to come up with the remaining 20% from locally donated time, services, or supplies. These donations are called “in-kind”. Meeting the in-kind requirement is essential to ensuring grant funding will not be reduced in the future. The in-kind requirement is approximately \$2,000,000 per year! Head Start parents and community members must participate as full partners in the operation of the program. If the agency fails to obtain and document the required 20% of in-kind, the program may lose federal funding, resulting in a reduction in services offered to the community.

Community involvement is crucial for the program as it gives community members and families the opportunity to be actively involved. This support can take different forms, including volunteering time, recruitment, goods & services gifts-in-kind, and cash donations.

## 2022-2023 In-Kind Totals

### ESD 105 + EPIC (By Program)

Head Start	\$971,241
Early Head Start	\$47,114
Migrant & Seasonal Head Start	\$138,256

**\$1,156,611**



## Community Partners

<b>Yakima School District</b>	<b>Yakima Valley Farm Workers Clinic</b>	<b>La Casa Hogar</b>
<b>Children’s Village</b>	<b>Eastmont School District</b>	<b>Bridgeport School District</b>
<b>Kittitas School District</b>	<b>West Valley School District</b>	<b>East Valley School District</b>



# Bus Service



## Heritage ECEAP

One bus route.

Total mileage: 14,107

Student trips: 1,446

## Migrant Bridgeport 2022

This was the first year that ESD 105 took over the bus service for Bridgeport Center. It had also been a couple of years of not having a driver for this center. A driver was hired from the Bridgeport school district to work during the summertime and drove from June 2022 to August 2022 until returning to their position with the Bridgeport school district.

One bus route.

Total mileage: 1,581

Student trips: 542

## Migrant East Wenatchee 2022

This was the first year that ESD 105 took over the bus service for East Wenatchee Center. We hired two drivers and had two bus routes from May-Nov 2022:

### ROUTE # 1

Total mileage: 5,681

Student trips: 1,977

### ROUTE # 2

Total mileage: 4,492

Student trips: 1,831

## Kittitas Center 2022-2023 EHS & HS

We have two bus routes.

### ROUTE # 8

Total mileage: 6,969

Student trips: 3,945

### ROUTE # 9

Total mileage: 9,557

Student trips: 7,474

## Migrant Bridgeport 2023

We had limited transportation due to staffing but had a bus route from June-August 2023. During this short time, we ran two routes in the morning and two routes in the afternoon that helped families with their work schedules.

Total mileage: 2,740

Student trips: 1,127

## Migrant East Wenatchee 2023

Two drivers and two bus routes ran from May-Nov 2023.

### ROUTE # 2

Total mileage: 4,561

Student trips: 1,281

### ROUTE # 4

Total mileage: 5,667

Student trips: 1,448

# Yakima Head Start Seedlings Centers 2022-2023

This was the first year that ESD 105 provided transportation for our Yakima area centers.



## East Valley Center

One bus route.

Total mileage: 9,928

Student trips: 1,428

## Jefferson Center

Two bus routes.

### ROUTE # 11

Total mileage: 5,242

Student trips: 5,687

### ROUTE # 22

Total mileage: 4,873

Student trips: 5,016

## Castlevale Center

Two bus routes.

### ROUTE # 30

Total mileage: 6,745

Student trips: 3,457

### ROUTE # 50

Total mileage: 6,588

Student trips: 4,413

## East Yakima Center

Two bus routes.

### ROUTE # 27

Total mileage: 4,340

Student trips: 4,393

### ROUTE # 7

Total mileage: 4,190

Student trips: 3,946

## West Valley Center

We offered a morning & afternoon class and one bus route.

Total mileage: 9,277

Student trips: 1,713



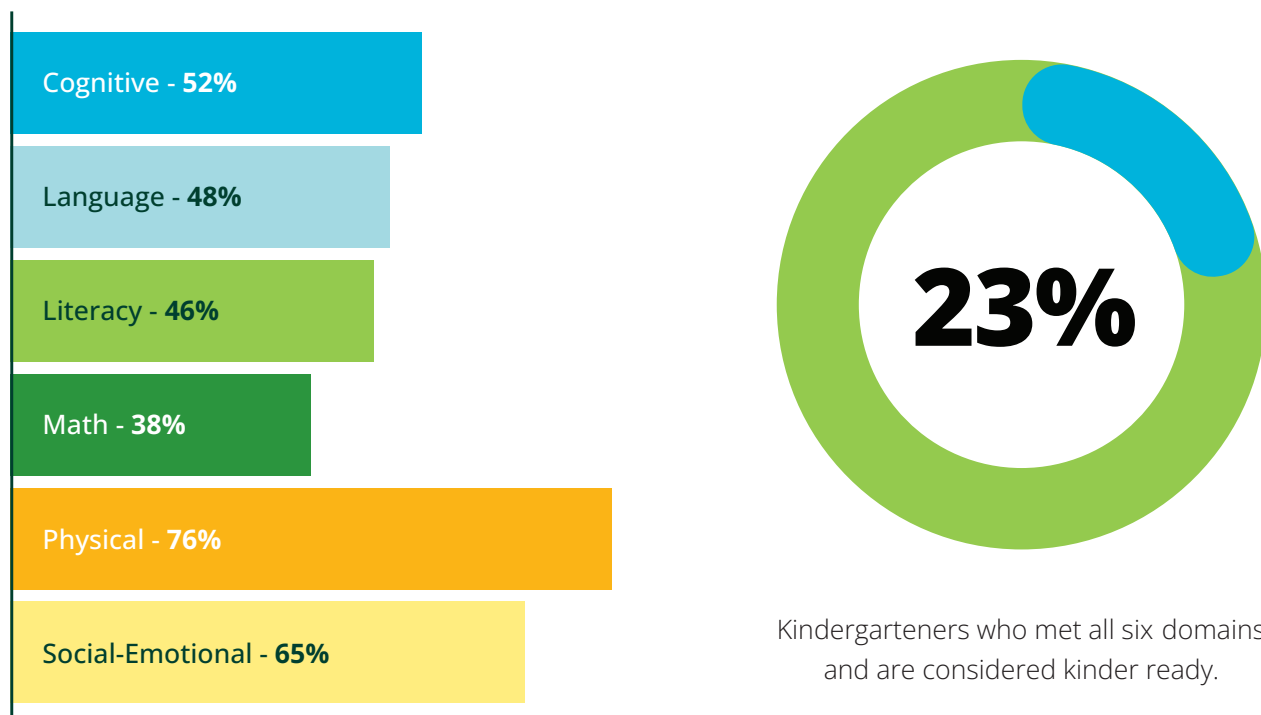
# Migrant Education Program - Preschool

The federally funded Washington State Migrant Education Program (MEP) is dedicated to ensuring migratory children receive high-quality education programs and additional support services. Currently, Washington ranks as the second state in the nation with the largest number of migrant students aged 3 to 21, according to the U.S. Department of Education. Within the ESD 105 region, we offer support to 35% of the state's 29,486 migrant student population. Despite consistent identification and recruitment efforts, there has been a statewide decrease in preschool enrollment compared to previous years.

Our objective is to enhance services for migrant children aged three to five, with a particular focus on achieving significant and measurable educational progress.

The provided chart illustrates that 23% of our migrant kindergarteners exhibit readiness in all six domains of development and learning (cognitive, language, literacy, math, physical, social/emotional) based on our kindergarten entry assessment. The MEP Team at ESD 105 offers professional development, technical assistance, and coaching to school districts and early learning partners to enhance access to current services, create high-quality early learning programs, foster collaboration with early learning partners, and identify and enroll preschool children eligible for migrant support.

## School Readiness – Six Domains

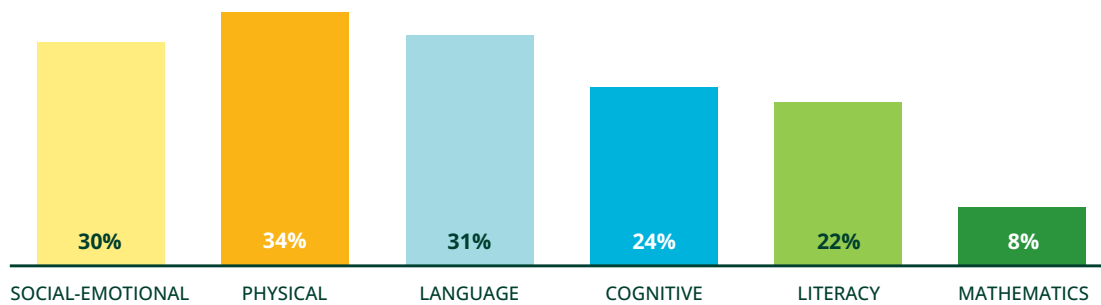


# WaKIDS

## Washington Kindergarten Inventory of Developing Skills

WaKIDS is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child's life.

- Of the districts who submitted their 22-23 Fall Checkpoint Data, the following percentages are of the students who met expectations in the six assessed areas in our ESD 105 region. Included are 21 of 25 districts in ESD 105.



- Our staff provided professional development on best practices to teachers in our region in topics that included instructional strategies in English language arts, math, and science for preschool and kindergarten students, and effective strategies for addressing social-emotional development, inclusive environments, and UDL (Universal Design for Learning).



# Transitional Kindergarten (TK)

TK is a kindergarten program for children under five who do not have access to high-quality early learning experiences before kindergarten. Additionally, they have been deemed by a school district, through a screening process and/or other instruments to need additional preparation to be successful in kindergarten the following year.

- In our region, 17 of 25 districts have TK classrooms  
Cle Elum/Roslyn, East Valley, Ellensburg, Highland, Kittitas, Mabton, Naches, Royal, Selah, Sunnyside, Union Gap, Wapato, West Valley, Yakima, Zillah

## Inclusive Transitional Kindergarten (ITK)

ITK adheres to all the same program expectations as TK with the exception that ITK districts are applying for grant funds that can be used toward creating a more inclusive environment that meets the needs of all learners.

- In our region, of the TK districts, seven were granted ITK funds to support inclusion in their TK classrooms (Highland, Thorp, Wapato, West Valley, Cle Elum, Ellensburg, and Kittitas)
- Four of the seven districts (Highland, Thorp, Wapato, and West Valley) engaged in building district-wide leadership teams, created a vision/mission for their program, and used two program assessment tools pre- and post-implementation to guide action planning toward program improvement efforts.
- The three districts that completed the planning process the previous year (Cle Elum/Roslyn, Ellensburg, and Kittitas) were awarded additional grant funds to evaluate readiness to continue the process of implementation and initiate participation in the WA Pyramid Model Framework Training for all team members.



# Early Learning Fellows

The Washington State Fellows' Network is a group of instructional leaders convened by the OSPI and the Association of Educational Service Districts to support district and community implementation of state learning standards in mathematics, English Language Arts, and the Early Learning Guidelines. Last year, we trained 27 preschool teachers from the Wahluke School District. The purpose of Fellows is:

- **Leadership of Self** - Grow instructional practice and take risks to facilitate high quality, developmentally appropriate, and culturally responsive teaching.
- **Leadership of Others** - Be part of a community of learners that focuses on shifting practices around culturally responsive teaching, equity, and inclusion.
- **Leadership in the Extended Community** - Be part of and support a system that focuses on high-quality early learning experiences for all students.

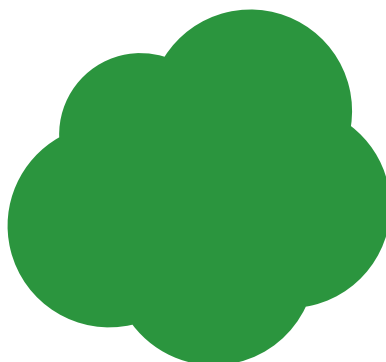
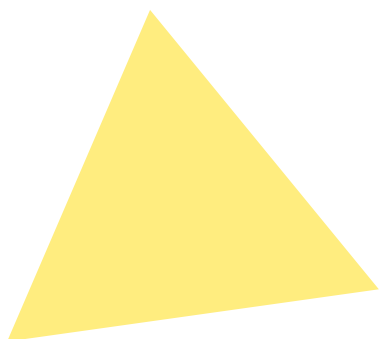
For the 2022-2023 school year, there was a focus on the following learning outcomes:

## Content Strand

- Deepen our understanding of the Universal Design for Learning (UDL) framework
- Develop strategies for high-quality early learning instruction for all students
- Consider how this work can be implemented for a larger audience

## Leadership Strand

- Form a community of learners focused on equity
- Identify and understand personal leadership skills to build adult capacity
- Utilize the Action Plan tool to outline a plan for creation and implementation



# School Improvement (OSSI)

The Office of System and School Improvement (OSSI) is a space for P-3 coordinators to partner and support ESD content specialists and continuous improvement partners with closing gaps early by prioritizing and measuring early learning strategies in system and school improvement efforts. Coordinated effort to provide a continuum of support for school system improvement.

The Office of Superintendent of Public Instruction, in partnership with the Association of Educational Service Districts and The National P-3 Center, launched the first year of the PreK-3rd Grade Leadership Network for administrator teams seeking to identify and develop district-level improvement strategies focused on the early years. Participants learned about key strategies related to early learning to ensure elementary schools are organized and supported to provide high-quality learning opportunities across the early grades and networked with other districts across the state.

The PreK-3rd Grade Leadership Network supports Washington school districts to self-reflect on their central office priorities and strategies as they develop inclusive, anti-biased, asset-based strategies to support young learners of PreK-3rd Grade. This includes the expansion of inclusive preschool programs, Transitional Kindergarten, and district-level structures, routines, and investments that ensure best practices across K-3.

- All districts in our region were invited to participate in the statewide P-3 Leadership Network, where districts were spotlighted for their outstanding efforts in improving their P-3 systems that aligned with the National P-3 Center Framework
- We had a total of 23 participants express interest and register for participation from the 25 districts in our region



# Special Projects - Grants



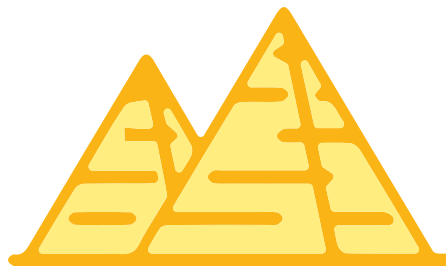
To prioritize the intersectionality of social-emotional development and embedded inclusionary practices in early childhood programs, OSPI's Special Education division has funded the following initiatives to increase positive outcomes of young children (3–5 years) with disabilities with coordinated intensive technical assistance and systems-level coaching for early childhood staff in integrated early learning environments.

ESD 105's Special Services Department is engaged in the following:

- PreK Inclusion Champions (7 districts)
- State Systematic Improvement Plan (3 districts)
- Washington Pyramid Model Initiative (PIC and SSIP teams)
- Learning Experience and Alternative Program (1 district)



# Washington State Pyramid Model



The OSPI Early Childhood Special Education initiatives are implementation stages supporting districts with the inclusion of students with disabilities in high-quality early learning environments through the Washington Pyramid Model.

ESD 105 was invited to participate in the PreK Inclusion Champions work in 2019, the State Systemic Improvement Plan in 2021, and the Learning Experiences and Alternative Program project in 2023. Districts across our region ready to benefit are invited to participate on a rolling basis. The PIC districts working in various stages of implementation science around providing rich environments for students with disabilities alongside their typically developing peers this year are:

- Granger School District
- Kittitas School District
- Mt. Adams School District
- Royal School District
- Wapato School District
- Yakima School District
- Zillah School District

## Self-Assessments

Teams complete two ECTA self-assessments twice a year to gather data on their progress toward systemic and classroom environmental practices to support inclusive programs. The Local District Preschool Inclusion Self-Assessment and the Benchmarks of Quality are used to inform their action plans. All teams develop action planning goals which are updated throughout the year to improve each child's access to integrated, inclusive preschool classrooms (more than 50% typically developing peers to a class).



## State Systemic Improvement Plan (SSIP)

The ESD 105 State Systemic Improvement Plan has three districts working on full implementation of the Washington Pyramid Model to address program and classroom practices to support challenging behaviors for more inclusive classrooms. Teams complete the two ECTA self-assessments twice yearly to gather data on their progress toward systemic and classroom environmental practices to support inclusive programs.

The three ESD 105 districts participating this year are:

- Highland School District
- Selah School District
- Yakima School District


The SSIP teams complete a highly vetted professional development series and collect implementation data including program self-assessments, coaching cycles, behavior incident reports, TPOT observations, and program data meetings using the National Center for the Pyramid Model Data System. This is the first time OSPI has had district preschool data around the implementation of inclusionary practices for students with disabilities.

## Learning Experience and Alternative Program

The ESD 105 Learning Experience and Alternative Program reflects both a behavioral and developmentally appropriate approach for teaching children with and without disabilities within an inclusive early childhood environment.

The ESD 105 district selected this year is:

- Yakima  
The LEAP classroom site working with the PELE Center focuses on the key components of inclusion, high-quality classroom environment, peer-mediated intervention, data-based decision-making, program intensity, use of evidenced-based strategies, and parent skill training.



The ESD 105 has one program that has earned the distinction as a demonstration site for the University of Washington Haring Center.

The ESD 105 demonstration site is:

- Selah School District Robert Lince Early Learning Center

# Early Learning System

This illustration shows how expansive and complex the system of early learning is within our region. ESD 105 acknowledges the critical role each of these partners play in contributing to our collective goals of helping young children grow and develop to their fullest potential.

