



Olathe Head Start

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LETTER FROM THE DIRECTOR

Dear Friends,

Thank you for taking the time to read the Olathe Head Start 2024-2025 Annual Report. Our program provides the highest quality services to children and families. We recognize that parents are the primary educators of their children. As Head Start staff, we support families by creating opportunities for them to participate in their child's education and help families set achievable goals.

As Director, I am pleased to present the 2024-2025 Annual Report to our families and community. This year has brought many reasons to celebrate our accomplishments. What an amazing position we hold to witness change happen. We stand committed to our mission to promote comprehensive early learning educational services and meet the needs of all the families that we serve.



I am just wrapping up my 26th year as the Olathe Head Start Director. I feel grateful to be a part of such a fantastic program. I feel privileged to have a team of dedicated and outstanding staff who are committed to the Head Start Mission and Philosophy. Our team works hard to provide safe and positive early learning environments that ensure our children gain the necessary knowledge and skills essential for meeting school readiness goals. I am thankful for the support from families, the Policy Council, our community partners, and the Olathe School Board. Working together is key to our ongoing success.

Sincerely,

Kimberly D. Gill

Olathe Head Start Director

OLATHE SCHOOL DISTRICT 2024-2025 BOARD OF EDUCATION



Our Vision: Their Future is Our Future

Olathe Public Schools has seven board members, each representing different areas across the three districts, plus one at-large member ([view the board district boundaries map](#), adopted in June 2022). The board president for 2024-25 is Dr. Stacey Yurkovich and Julie Steele is the vice president. The goals of the Olathe School Board are to:

-  Engage and Involve All District Stakeholders
-  Improve Student Achievement
-  Recruit, Develop, Retain a Quality Staff
-  Use Resources Responsibly

POLICY COUNCIL

2024-2025 Policy Council Officers

President: Sherissa Strother

Vice President: Samantha Wray

Secretary: Sarah Lightwine

Harmony Representatives

At Harmony, we offer one full-day classroom, one morning classroom, and one afternoon classroom. Brandy Stewart and Leah Panchy are the Head Start parent representatives for Harmony.

Heartland Representatives

At Heartland, we have three full-day classrooms, three morning classrooms, and three afternoon classrooms. The parent representatives are Samantha Wray, Nicolle Colon, KeMesha Denard, Djafar Aroun, and Dywan Barnes.

Community Representatives

We have many dedicated and valued community representatives:

- Claire Reagan - Olathe School District Board Member
- Ashlee Denton- Division of Children and Families (DCF)
- Marielle Halicki – WIC program
- Emily Diehl - City of Olathe
- Kelley Ross – Johnson County Mental Health
- Prysha Bedell - USD #231, Gardner Early Childhood Education
- Rita Carr – Johnson County UCC
- Robb Black - All Nations

GOVERNING BODY

Policy Council meetings are held monthly, giving parents a chance to help make decisions that improve our program. Olathe School District Board representatives are actively involved with the Policy Council to ensure that the program staff, parents, and governing body fulfill their responsibilities.

The Olathe Public Schools Head Start Program maintains a formal structure of shared governance for parent participation in program policy and decision-making.

Required Structure Groups

- Governing Body – The Olathe School Board
- Policy Council – Including Parents and Community Representatives
- Parent Committee – Established at each school that offers Head Start services

Since its inception in 1965, Head Start has valued parents as FULL PARTNERS in decision-making about their children and the program. Shared decision-making encourages everyone to take responsibility together, ensures



everyone's views on children's health, education, and well-being are included, and allows everyone's opinions to be heard and considered. Our program conducts Policy Council meetings virtually to make it easier for more parents and community members to join and take part.

HEAD START MISSION

The mission of Olathe Head Start is to enhance the quality of life for families through education and support services in a safe, caring environment. We are a federally funded, center-based program that provides services to low-income children, ages 3-5, and their families.

Program Locations

Heartland Early Childhood Center

1700 West Sheridan

Olathe, KS 66061

Harmony Early Childhood Center

14030 South Black Bob Road

Olathe, KS 66062



Community Needs Assessment

This section includes a summary of our community's **needs**. The Olathe School District receives the Head Start grant, which supports 180 children and families in Olathe, Blue Valley, Spring Hill, De Soto, and Gardner/Edgerton School Districts. Our community needs assessment shows that Johnson County, where we recruit children,



is the most populous county in Kansas and is the second fastest growing county in Kansas, having grown by 9.51% since 2010. While Johnson County is known for its wealth, the poverty rate has stayed about the same over the past decade and is now 5.4%. About 5.2% of children live in families with incomes below the federal poverty level, and 2.4% of Johnson County residents live in extreme poverty (i.e., family income is less than 50% of the federal poverty level). This means that even in a prosperous community, some children and families have basic needs that aren't met.

This highlights how essential our services are for their growth and school readiness.

Most people in Johnson County are U.S. citizens (95.8%), but 8.63% - or 52,700 residents - were born outside the country. In recent years, the county has welcomed a growing Algerian community, with around 10,000 Algerian immigrants living here.

The number of families experiencing homelessness is on the rise, with 250 people identified as homeless (January 2024 point-in-time snapshot), a 6% increase since 2023 and a 44% increase since 2015. The Department of Education uses a broader definition of



Commented [SB1]: Is your Community Needs Assessment online? If so, you could include a link to it here.

homelessness, which includes those who are "doubled up" with family or friends in addition to those who are in shelters or on the streets. According to local school districts, there were 380 homeless children in Olathe, 98 in Blue Valley, 48 in Spring Hill, 31 in Gardner Edgerton, and 16 in DeSoto School Districts in the 2022-2023 school year.

Johnson County faces several health challenges. About 12% of residents smoke, 21% drink excessively, and 12% report poor or fair health. Around 3.42% of children do not



have health insurance. Obesity is also a concern, with 66% of people being overweight or obese.

We rely on our community needs assessment to help us offer services that give children and families the best chance to succeed in school and beyond.



Family Data 2024 2025

Check out these fast facts about Olathe Head Start

46% of families speak English as their primary language

27% of families speak Spanish as their primary language



64%
of children are dual
language learners



44%
of children are
Hispanic or Latino



55%
of children lived in 2-
parent families

Primary home languages of families:

- 46% English
- 27% Spanish
- 18% African languages
- 5% Middle Eastern/South Asian languages
- 3% Native Central/South American/Mexican languages
- 1% European/Slavic languages
- 1% American Sign Language (ASL)

193 children were served

79% of families had 1 or more
parents employed or in
training/school

Race & Ethnicity of Families Served:

- | | |
|-----------------------------|-------------------------------------|
| 16% Black Non-Hispanic | 2% Black Hispanic |
| 39% White Hispanic | 1.5% American Indian/Alaskan Native |
| 31% White Non-Hispanic | 1.5% Multiracial Hispanic |
| 5% Multiracial Non-Hispanic | |
| 4% Asian | |



Head Start Eligibility

- 99 Income at or below 100% of federal poverty level
- 2 TANF
- 6 SSI
- 63 SNAP
- 3 Foster Care
- 20 Homeless

Family Education

- 31% of families had some college, an AA, BA, or a higher degree
- 15% of families had less than a high school diploma



Health Data

2024 - 2025

Check out these fast facts about Olathe Head Start

19%

of children were diagnosed with a chronic health condition

95%

of children were screened within 45 days



86%

of children enrolled in Medicaid or CHIP



6%

of children with no health insurance



14%

of children with state-only, private, or other health insurance

93% of children were up-to-date on immunizations

87% of children were up-to-date on EPSDT schedule

96% of children received dental exams

97%

of children had a medical home

94%

of children had health insurance

- 36% of children were chronically absent (missed 10% of classes for any reason) and 56% of chronically absent children were absent due to illness
- 65% of children were of healthy weight, while 32% of children were obese or overweight, and 3% of children were underweight



- 36 children had a chronic health condition
- 26 children received an IDEA eligibility evaluation
 - 23 of the 26 children were diagnosed with a disability under IDEA
- 43 children had an IEP



Family Services Data

2024-2025

Check out these fast facts about Olathe Head Start

82%

of families received
emergency/crisis
intervention services

15%

of families received
housing assistance



52%

of families received
parenting education



35%

of families received
medical or oral
health education



26%

of families received
nutrition education

121 families received support for transitioning to kindergarten
30 families received English as a Second Language (ESL) training

185

families served

55%

of families were two-
parent families

53 fathers completed family assessments
52 fathers participated in goal setting
86 fathers were involved in parent-teacher conferences, home visits,
and/or volunteering

4% of families received cash assistance (TANF)
28% of families received WIC (Special Supplemental Nutrition Services
for Women, Infants, and Children)
35% of families received Supplemental Nutrition Assistance (SNAP)



Staff Data

2024 - 2025

Check out these fast facts about Olathe Head Start

265 Volunteers

151 Parent Volunteers



100%

of teachers had an
AA or BA



69%

of teaching assistants
hold a CDA or are
enrolled in a CDA
program

25% education staff were Hispanic

75% education staff were non-Hispanic

34 Head Start Staff

5 Staff were current or
former Head Start parents

- 8 staff are proficient in a language other than English
- 2 staff are proficient in 3 or more languages
- 6 staff are proficient in Spanish
- 2 staff are proficient in African languages
- 1 staff is proficient in a European/Slavic language
- 1 staff is proficient in a Middle Eastern or South Asian language

EARLY LEARNING FRAMEWORK

Olathe Head Start uses the Frog Street Curriculum, a play-based program aligned with the Kansas Early Learning Standards and the Head Start Early Learning Outcomes Framework. Frog Street Pre-K (FSPK) is a high-quality, research-based curriculum that covers all learning areas and helps children build essential life skills, such as focus and empathy. Through play, children learn to concentrate, be patient, and connect with others – skills that are important for future success in school and life. This approach also helps families understand the lasting benefits of early learning.

Curriculum Committee

Our program's curriculum committee met this year to review the curriculum and recommend changes. The committee included two parents, Claire Reagan and Leah Panchy, and the program's curriculum coach, Susan Hershberger. The committee overwhelmingly recommended that our program continue to use Frog Street Curriculum as it has excellent support for teachers, integrates Conscious Discipline within its lessons, supports family engagement, and aligns with both the Kansas Early Learning Framework and the Head Start Early Learning Outcomes Framework.

Frog Street Curriculum Cornerstones

- Integrated lessons with a defined scope and sequence of instruction
- Social-emotional development using Conscious Discipline® strategies
- Differentiated instruction to meet the needs of all learners, including English Language Learners and children with special needs
- A joyful approach to learning



Family Engagement

Frog Street's Empowering Families program helps parents support the learning that starts in the classroom and continues at home. This program gives parents actual curriculum content to reinforce learning after school and offers professional learning courses for educators on how to engage families.



Frog Street's Early Literacy Take-Home Books give families simple tools to support their child's learning at home. The Empowering Families Professional Learning Courses help integrate family engagement into Head Start's overall mission.

Education

At Olathe Head Start, we use the research-based, ongoing child assessment tool Work Sampling. This tool lets teachers use real classroom experiences, activities, and materials to see how children are growing in their skills and knowledge. Throughout the year, teachers collect examples of children's work to show their work. Developmental guidelines cover the following major developmental domains:

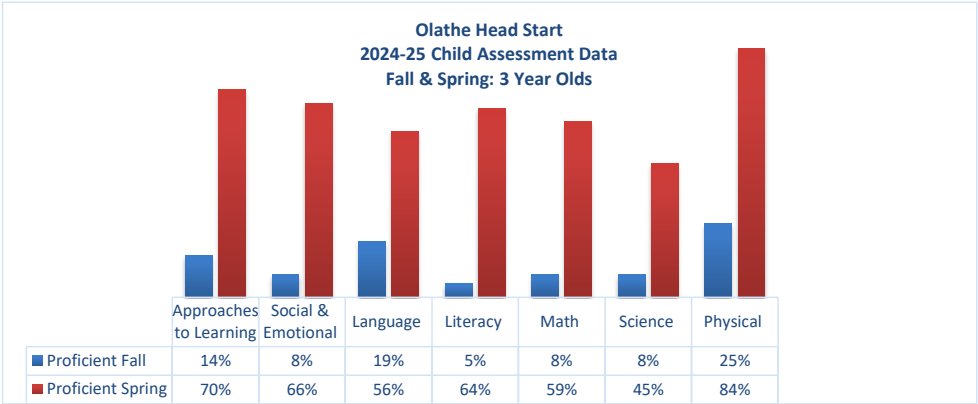


- Approaches to Learning
- Social and emotional development
- Language development
- Literacy knowledge
- Mathematics
- Scientific thinking
- Physical development

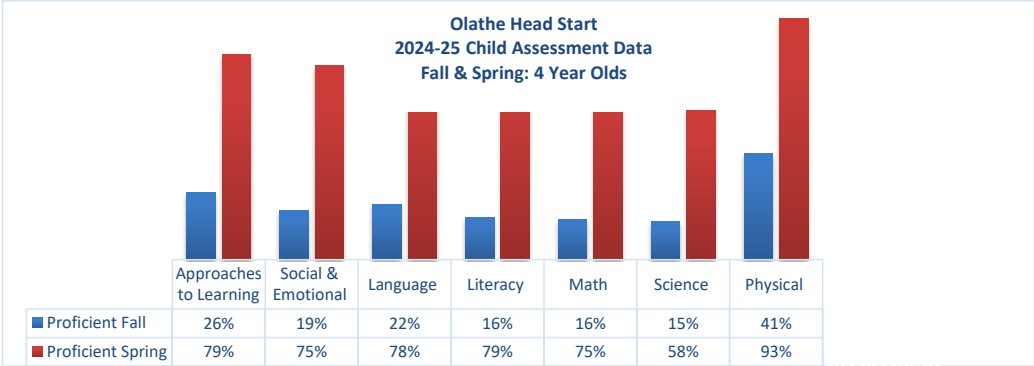
The Work Sampling assessment tool uses three ratings: not yet, in process, and proficient. “Not yet” means a child hasn’t learned that skill. “In process” means skills are starting to develop, but aren’t consistent yet. As children learn and grow, more move from “not yet” to “in process,” and some children will move to the final category: “proficient.” “Proficient” means the child meets the expectations for the end of the year. Over the school year, we see fewer children in the first two categories and more reaching proficiency.



Our 3-year-old children made significant progress this year. In the fall of 2024, only 8% of children were proficient in the Science developmental domain, but by spring 2025, that number grew to 45%. Literacy proficiency started at 5% and rose to 64%. In math, we saw a jump from 8% to 59%. These gains show not just academic growth, but also that our children are building a strong foundation for future learning and success.



Our 4-year-old children also made significant progress. In science, proficiency grew from 15% in the fall to 58% by spring 2025. Literacy proficiency went from 16% to 79%, and math improved from 16% to 75% These results show how ready our children are for the next steps in their education.



Mental Health Services

Olathe Head Start partners with Johnson County Mental Health and the USD 233 Behavior and Social Emotional Learning department to offer in-school play therapy and outside counseling for students and their families. The program employs a Mental Health Coordinator, Special Services Coordinator, and teams consisting of behavior



coaches and an early childhood special education support teacher. We believe this partnership has contributed to the enormous growth in social and emotional development.

Olathe Head Start and our community work together to meet the changing needs of children and families. We offer activities and events that respond to what families need right now. Social-emotional development is always a priority in our classrooms, and we give families many ways to be engaged and support their child's growth.

Olathe School District and Olathe Head Start foster children's behavioral and social-emotional development. By the end of the school year, 66% of our 3-year-olds and 75% of our 4-year-olds were rated as proficient in social and emotional development. Children are more self-confident, managing transitions, and following classroom expectations and routines. Using Conscious Discipline and Positive Behavior Supports in our classrooms has helped these improvements. One helpful routine is the "Greeting Circle" each morning, which helps children feel safe and ready to learn. We have taught parents to use the "Emotion Check-In" at home to ask their child about feelings, building a stronger connection between home and school.



PROFESSIONAL DEVELOPMENT

All Head Start staff need the proper knowledge, training, experience, and competencies to do their jobs well. Ongoing professional development is especially important for childhood educators, so they can keep their skills up to date in this ever-changing field.



Professional development helps staff provide the best services to children and families. Olathe Head Start offered many training opportunities. Eleven staff members attended Conscious Discipline training and four teachers took part in CLASS training through The Family Conservancy. Staff also joined district-wide Positive Behavioral Interventions and Support (PBIS) training, and both Heartland and Harmony centers



have PBIS teams. Staff attended Frog Street Curriculum training as well. Many staff are also working toward their higher education goals - three teacher's assistants earned their CDAs, one renewed her CDA, and one teacher obtained a Bachelor of Arts degree.

PARENT & FAMILY ENGAGEMENT

Head Start family advocates and other staff connect parents with social service assistance, job training, employment assistance, medical and dental services, vision and hearing screenings, nutrition assistance, counseling, and support for children with special needs.



Our Head Start program encourages families to become advocates and leaders by promoting engagement in Parent Committees and Policy Council. We also support families to build relationships that support family well-being, closer parent-child bonds, and learning for everyone. Some of the ways that we do this are with family fun events such as:

- Game Days in the classrooms
- Block Play
- Rainbow of the Heartland Playgrounds
- Sneak-a-Peak Back to School Night
- Virtual Reading Night

Olathe Head Start engages parents with a rich variety of parent training opportunities, such as:

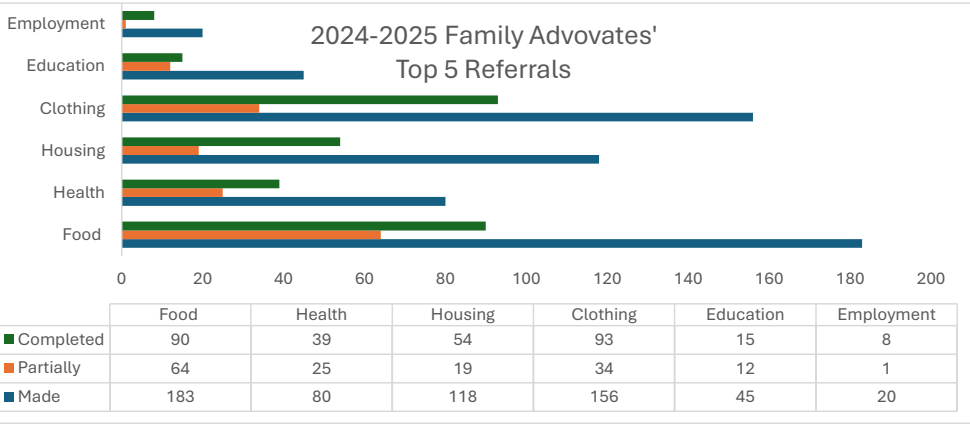
- “How to Potty Train your Child” Training
- Child Abuse & Neglect Training
- Budgeting
- Health Fair
- Conscious Discipline® Training

Family Advocates play a key role in connecting families with community resources to meet their unique needs.

As shown in Figure 3, many families asked for help in six primary areas: housing, food, clothing, health, education, and employment. For



example, family advocates made 183 referrals for food¹. Of these, 90 were completed and 64 were partially completed. A completed referral means that the family received the help they needed. A partially completed referral means the family started the process but did not finish it. For instance, a family might begin to apply for SNAP benefits but not turn in all the necessary paperwork, so they do not get the benefits.



Most referrals were made for physiological needs, such as food, clothing, and housing. Fewer referrals were sought for education and employment help. Research shows that people need to have their basic physiological needs, such as food, shelter, and clothing, met before they can focus on things like jobs and education.



¹ One family may have received more than one referral for a resource. For example, one family may have received a referral for the food bank and a referral for SNAP benefits.

Sharing family stories helps show the important work our staff do every day. Here are two examples that highlight the challenges and successes our families experience. We have changed the names to protect their privacy.

The Flores Family

The Flores family faced significant housing challenges due to frequent flooding in their apartment, which was caused by issues with the sewer system. Despite multiple maintenance requests, the landlord failed to address the problem, leaving the family in unhealthy living conditions. With housing costs in the community being so high, relocating to a new apartment was not a viable option for them.

During a home visit with their family advocate, the Flores family expressed their concerns and frustrations, particularly about how the situation affected their children's health. In response, their advocate contacted the Olathe Health Department, which prompted an inspection of their apartment. The city issued a compliance plan outlining a clear timeline for the landlord to resolve the issues.

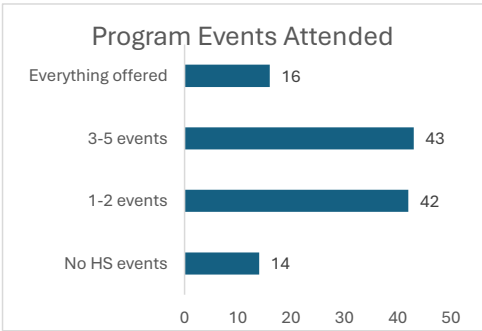
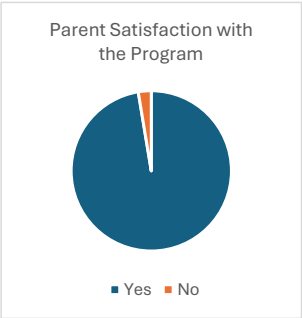
While repairs were being conducted, the landlord temporarily relocated the family to another apartment. After the repairs were completed, the Flores family reported significant improvements in their living conditions, and their concerns about their children's health were alleviated.

The Kateeb Family

Daina, a single mother, has been part of our program for the past two years. Daina is recovering from addiction and is raising her three young children. She credits Head Start with helping her obtain the necessary support to continue her recovery journey, enhance her parenting skills, and further her education. As Head Start enabled her to access critical resources, she became empowered to successfully pursue the expungement of her criminal record and reinstate her driver's license. This helped her to take significant steps towards stability and independence. Daina has demonstrated unwavering commitment and perseverance as she has actively worked towards her goals, securing significant milestones that positively impact her future as well as the future of her children. The achievements that she has attained in the past two years have afforded her new opportunities and reshaped the trajectory of her family's future, opening doors to greater stability and success.

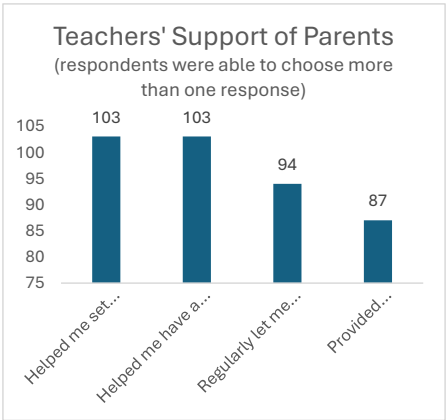
Parent Survey Results

At the end of the 2024-2025 school year, we surveyed parents to learn about their satisfaction with the program. Of the 115 parents who responded, 76 were from Heartland and 39 were from Harmony. To measure overall satisfaction, we asked parents if they were happy with their experience at Olathe Head Start this year. An overwhelming 98% said yes, which is just slightly lower than last year's 100%.



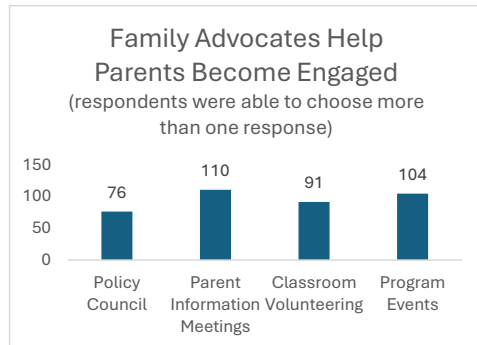
In our end-of-year survey, we asked parents if they took part in parent engagement activities. Sixteen parents said they attended every event we offered. Overall, 88% of parents went to at least one event and 37% attended three or more events. We also asked parents about the support they received

from their child's teacher. Ninety percent said teachers helped them set educational goals. Ninety percent of parents also reported that their child's teacher helped them to have a better understanding of their child's social and emotional learning, and 82% of parents reported that teachers regularly let them know how their child was doing in class. And, 76% of parents reported that their child's teacher encouraged their role as the primary educator of their child.



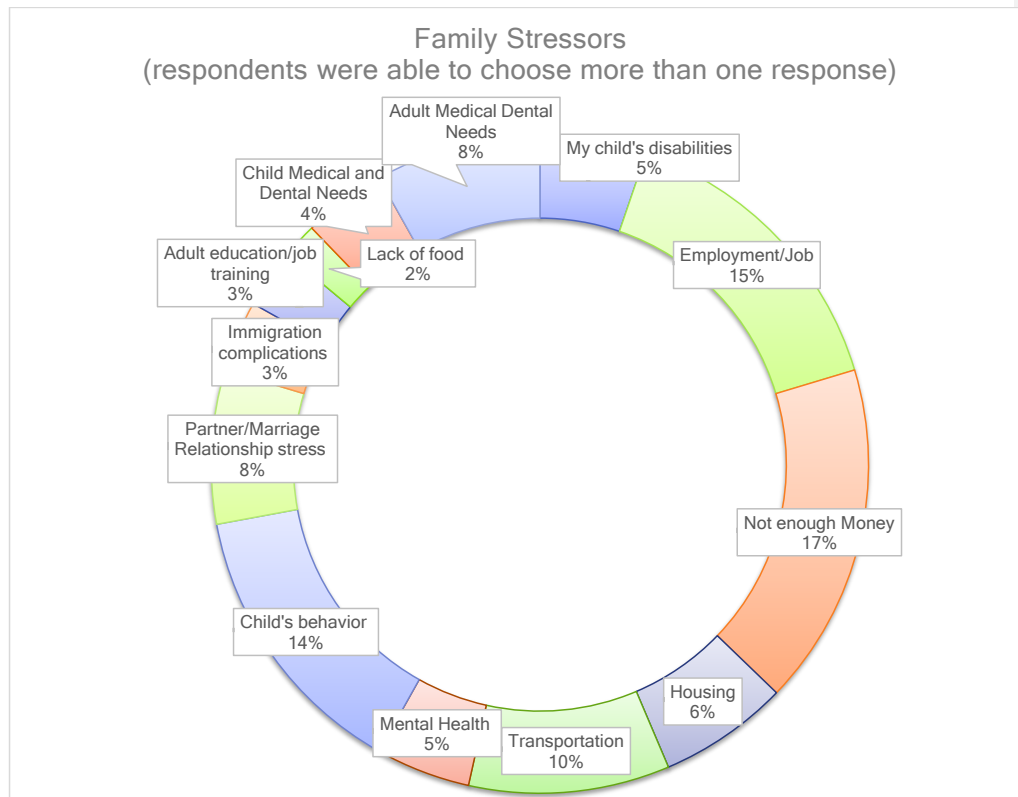
Family engagement makes a big difference in children's academic, social, and emotional development. Family advocates work hard to help families engage with the Head Start program. In our parent survey, 95%

of families said their family advocate kept them informed about parent information meetings and 94% said their advocate kept them up to date about program events.

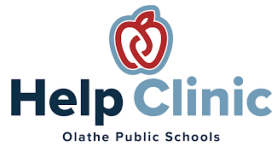


Every family experiences stress, no matter what their background. However, Head Start families often deal with even more stress because meeting basic needs can be a challenge. The chart below shows the stressors that our families reported in the survey. The top six stressors were: money (17%), employment (15%), child

behavior concerns (14%), transportation issues (10%), medical/dental issues, and partner/marriage stress (both with 8%).



OLATHE HEAD START PARTNERS



FEDERAL REVIEW

The Office of Head Start conducted a Focus Area One Monitoring Review between February 24-26, 2025. This Review found the program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Program Design, Management, and Improvement

Performance Area: Program Design and Strategic Planning

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient's program structure and systems are designed to be responsive to community needs and are informed by community strengths and resources.
- The grant recipient has an established process for using data to monitor performance and progress towards goals and to inform continuous improvement.

Performance Area: Program Governance

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes program governance with sufficient expertise and representation that supports effective program oversight and engagement with families and the community.
- The grant recipient has strategies to support collaboration across program staff members, the governing body, and the policy council to facilitate effective program governance.

Performance Area: Staffing and Staff Member Supports

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient's leadership and management team has clearly defined, manageable roles and responsibilities and the appropriate experience to execute Head Start operations.

- The grant recipient has a defined approach for ongoing supervision and support of staff members.

Education and Child Development Services

Performance Area: Curricula, Screening, and Assessment Tools

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses research-based and culturally appropriate curricula to support child outcomes.
- The grant recipient uses appropriate screening tools to refer children for evaluation as indicated.
- The grant recipient uses appropriate ongoing child assessment tools to support children's progress and to individualize for every child.

Performance Area: Teaching Strategies and Learning Environments

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient's staff members identify effective teaching strategies that are responsive to children's needs.
- The grant recipient develops engaging learning environments that promote healthy development for children.

Performance Area: Qualifications, Professional Development, and Coaching

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient has qualified education staff members.
- The grant recipient uses a research-based coaching strategy to support education staff members in using effective teaching practices.

Health Services

Performance Area: Child Health and Oral Health Status and Care

Area of Concern Information

The monitoring review found the following Area of Concern that reflects areas of performance that are at risk of becoming noncompliant in subsequent reviews. This additional feedback should be addressed to support compliance in this Performance Area.

- The grant recipient should improve the timeliness of its efforts to obtain medical and oral health determinations from a health care professional for all children within the prescribed timeframe.
 - The grant recipient indicated families' lack of insurance and transportation were barriers to obtaining timely health and oral health determinations.
 - The grant recipient should continue its efforts to help families access health and oral health providers.

Performance Area: Mental Health and Social and Emotional Well-Being

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- In partnership with a qualified mental health consultant, the grant recipient develops a positive program environment that promotes the mental health and social and emotional well-being of children.
- The grant recipient develops practices that prohibit the use of expulsion and severely limit suspensions.

Performance Area: Safe and Sanitary Environments

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient completes background checks prior to hire for all staff members.
- The grant recipient has an approach to maintain safe environments through staff member training and ongoing oversight of facilities, equipment, and materials.

Family and Community Engagement Services Summary

Performance Area: Supporting Family Well-Being and Family Engagement

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient has strategies to engage all families in the program through open and responsive communication.
- The grant recipient has family service staff members who are qualified to support the needs of enrolled families.

Performance Area: Family Partnerships

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops a family partnership process that supports family-driven goals.

Performance Area: Promoting Strong Parent-Child Relationships and Engagement in Children's Learning

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient builds on parents' knowledge and offers parents the opportunity to practice parenting skills.

Performance Area: Community Partnerships

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops community partnerships that meet the needs and interests of families.

Fiscal Infrastructure Summary

Performance Area: Budget Development, Implementation, and Oversight

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes a transparent, data-informed process to develop and maintain a budget that aligns with program goals and circumstances.

Performance Area: Comprehensive Financial Management Structure and System

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops a system for maintaining financial records and generating information needed to manage and safeguard Federal funds.
- The grant recipient develops a system to ensure effective control over all funds, property, and assets to avoid theft, fraud, waste, and abuse.
- The grant recipient develops a system to ensure that only allowable costs are charged to the Head Start award in accordance with Federal statutes, regulations, and the terms and conditions of the Federal award.

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Summary

Performance Area: Eligibility

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient has an established process for enrolling eligible families and supporting compliance with eligibility requirements.

Performance Area: Recruitment

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses knowledge about the community it serves to develop its recruitment strategy to locate the families with the greatest need.

Performance Area: Selection

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses knowledge about the community it serves to develop its selection criteria.

Performance Area: Enrollment

During the review event, the Office of Head Start (OHS) monitoring team identified the following Performance Measures as compliant:

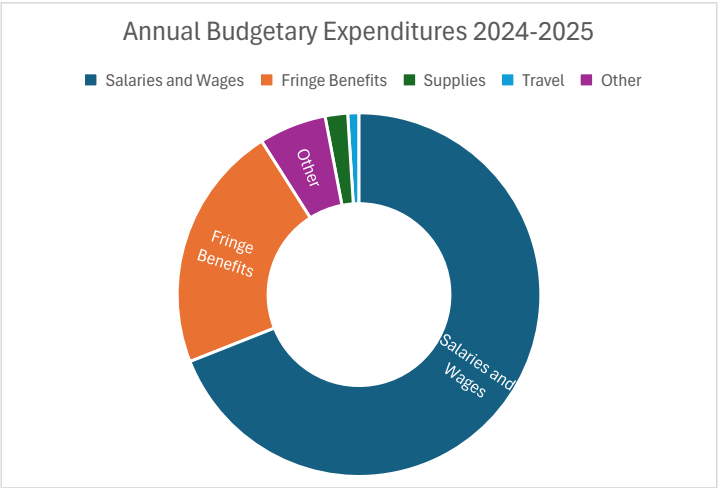
- The grant recipient develops a process to maintain full enrollment and track current enrollment, including the percentage of enrolled children eligible for services under the Individuals with Disabilities Education Act (IDEA).

FINANCIAL SUMMARY

Olathe Head Start does not receive private funds. The total amount of public funds received from the Office of Head Start for this funding period, 08/01/2024-07/31/2025, was \$1,902,549. The Non-Federal Share for this period was \$480,131.

Financial Summary 2024-2025

Funding Type	Head Start- Health and Human Services Grant
Program Operations	\$1,902,549
Training and Technical Assistance	\$17,976
Non-Federal Share	\$480,131
Total	\$2,400,656



The Annual Comprehensive Financial Report – June 2024 for the Olathe School District can be found [here](#). The updated report for the fiscal year ending June 2025 will be available in December 2025 and a link will be shared at that time.