Highlights of our work from 2017-2018

Superintendent’s Message .... 1
Head Start Programs.............. 2-8
ECEAP .................................. 9-10
Migrant Education............... 11
WaKIDS/Full-Day Kindergarten... 11
A Message from the Superintendent

ESD 105 is committed to student success through all phases of the educational journey. We strongly believe in the power of early learning as a strategy for academic success, high school graduation rates and career readiness.

Our Early Learning programs provide opportunities for all children, especially those who face economic, social and academic barriers, to learn, grow and reach their highest potential for school readiness before they reach kindergarten. Our service model honors parents as the most important teacher in their child’s life and supports parents as they learn to navigate and engage in the public education system.

The 2017-18 year was one of growth, new challenges and major accomplishments within our Early Learning programs.

In our Head Start programs, we underwent expansive federal monitoring reviews. Our Head Start, Early Head Start and Migrant Seasonal Head Start programs received the Focus Area Two review which assessed all program services and operations, including a review of classroom quality using a standardized tool. Results of our federal reviews show all of ESD 105’s Head Start systems and services were in compliance with several areas of strength and excellence.

Our ECEAP program expanded to serve more children with an extended service day and we added Toppenish School District to our service area through a new partnership with Toppenish School District.

Within our Migrant Education service model, we expanded our scope of services to include partnerships with community preschool providers in order to increase the number of migrant preschool children who receive school readiness opportunities.

Our early learning programs touch over 900 children birth-5 each year. Ongoing child outcome data checkpoints across all of our programs show strong evidence of sustainable gains in all areas of development. Parent engagement and leadership is strong across all programs and we prioritize embedded professional development and on-going growth opportunities for our program staff. Community leaders and stakeholders also play a key role in our programs’ successes as ESD 105 relies on strong partnerships and collaboration for delivery of our comprehensive service model.

I look forward to sharing our programs’ highlights with you in the information that follows. Thank you for your interest and support.

Yours truly,

Kevin Chase
ESD 105 Superintendent

2017-2018 Revenues to ESD 105 Early Learning Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Revenues</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start/Early Head Start</td>
<td>$4,945,096</td>
<td>39.3%</td>
</tr>
<tr>
<td>Migrant &amp; Seasonal Head Start</td>
<td>$3,923,942</td>
<td>31.2%</td>
</tr>
<tr>
<td>ECEAP</td>
<td>$1,815,346</td>
<td>14.2%</td>
</tr>
<tr>
<td>Other In-Kind</td>
<td>$1,132,741</td>
<td>9%</td>
</tr>
<tr>
<td>Private Funding</td>
<td>$242,500</td>
<td>1.9%</td>
</tr>
<tr>
<td>State Funding</td>
<td>$530,133</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

ESD 105 Early Learning Program Sites:

**Head Start**
- Yakima – Castlevale, Jefferson, Fairview Housing Authority, and West Valley sites
- Union Gap
- Tieton
- Moxee

**Early Head Start**
- (home-based visiting)
- Yakima – Castlevale and 16th Avenue sites
- Tieton

**Migrant and Seasonal Head Start**
- Bridgeport Early Learning Center
- East Wenatchee Early Learning Center
- Yakima – Castlevale site

**ECEAP**
- (Early Childhood Education and Assistance Program)
- Yakima – Blossoms Early Learning Center, Rainbow Kids, and Easter Seals Jane’s House
- Union Gap – Rainbow Kids
- Toppenish – Heritage University
Head Start Programs at ESD 105

ESD 105 operates three Head Start models that are implemented through a formal partnership with the non-profit early education agency EPIC (Enterprise for Progress In the Community). This Head Start partnership was titled Seedlings Center for Early Learning in 2016, and spans these Head Start funding models:

- **Head Start** (detailed on page 3)
- **Early Head Start** (detailed on page 4)
- **Migrant & Seasonal Head Start** (detailed on page 5)

Information about the programs on these pages detail the funding period running July 1, 2017, to June 30, 2018.

2017-2018 Policy Council Members:

<table>
<thead>
<tr>
<th>HS: Adriana Amado</th>
<th>MSHS: Leticia Villanueva</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS: Candice Tsuneko</td>
<td>MSHS: Maria Cancino</td>
</tr>
<tr>
<td>HS: Emily Goodwin</td>
<td>MSHS: Maria Guadalupe Flores</td>
</tr>
<tr>
<td>HS: Estela Gonzalez</td>
<td>MSHS: Maria Hernandez</td>
</tr>
<tr>
<td>HS: Jessica Hernandez</td>
<td>MSHS: Marilu Garza</td>
</tr>
<tr>
<td>HS: Kacee McDaniels</td>
<td>MSHS: Mireya Flores</td>
</tr>
<tr>
<td>HS: Karla Cobian</td>
<td>MSHS: Maritza Mosqueda</td>
</tr>
<tr>
<td>HS: Karla Coronel</td>
<td>MSHS: Primitivo Lagos</td>
</tr>
<tr>
<td>HS: Karla Orellana</td>
<td>MSHS: Sandra Ramos</td>
</tr>
<tr>
<td>HS: Maria Gonzales</td>
<td>MSHS: Veronica Santiago</td>
</tr>
<tr>
<td>HS: Maria Padilla</td>
<td>MSHS: Yesenia Cancino</td>
</tr>
<tr>
<td>HS: Micaela Ramirez</td>
<td>MSHS: Yesenia Morales</td>
</tr>
<tr>
<td>HS: Miriam Hernandez</td>
<td>Community representative: Ramon Cardenas</td>
</tr>
<tr>
<td>HS: Nayeli Mendoza</td>
<td></td>
</tr>
<tr>
<td>HS: Rebeka Hosman</td>
<td></td>
</tr>
<tr>
<td>HS: Sheena Hanson</td>
<td></td>
</tr>
<tr>
<td>HS: Tiffany Curry</td>
<td></td>
</tr>
<tr>
<td>EHS: Elizabeth Giron</td>
<td></td>
</tr>
<tr>
<td>EHS: Haydee Mendoza</td>
<td></td>
</tr>
<tr>
<td>EHS: Maria Campos</td>
<td></td>
</tr>
<tr>
<td>MSHS: Alan Morales</td>
<td></td>
</tr>
<tr>
<td>MSHS: Beatriz Soyano</td>
<td></td>
</tr>
<tr>
<td>MSHS: Bertha Corona</td>
<td></td>
</tr>
<tr>
<td>MSHS: Flor Bracho</td>
<td></td>
</tr>
<tr>
<td>MSHS: German Valdez</td>
<td></td>
</tr>
<tr>
<td>MSHS: Juanita Reynoso</td>
<td></td>
</tr>
</tbody>
</table>

Program Goals:

- Prepare children in maximizing their potential upon entering kindergarten with skills, experiences, and mindsets that provide the foundation for success throughout their educational trajectory.
- Honor parents as their children’s most important teachers and as advocates and leaders in order to support their children in leading rich lives within the community.
- Collaborate with a network of community partners and stakeholders that support comprehensive services to children and families.

Fiscal Audit

Educational Service District 105’s audited financial statements can be found at: http://portal.sao.wa.gov/ReportSearch/Home/ViewReportFile?arn=1021486&isFinding=false&sp=false

The FY 2016-17 audit contained a financial statement audit finding. This finding was not related to any early learning programs operated by ESD 105. ESD 105 is audited by the Washington State Auditor’s Office and disagrees with the office’s interpretation of this accounting rule and the audit finding. The complete audit finding and ESD 105’s response can be found in the audit report.
The ESD 105 Head Start program is funded for 339 slots that serve preschool children ages 3 to 5 years old in upper Yakima County through the Seedlings Partnership with EPIC. Head Start serves children based on their economic and developmental needs, and prioritizes enrollment for children who have the highest levels of need. Our “Seedlings” Head Start centers are located within the school district communities of Union Gap, Yakima, West Valley, Highland and East Valley. Head Start sessions range from part-day sessions that operate Monday-Thursday for 3.5 hours per day, to full-day sessions that run 5 days a week for 6 hours per day. This program is in operation during the academic school year, September through May.

| Percent of enrolled children who received medical exams: | 96% |
| Percent of enrolled children who received developmental screenings: | 97% |
| Percent of enrolled children who received dental exams: | 97% |
| Percent of enrolled children who received social emotional screenings: | 97% |

### Seedlings Head Start Child Outcomes 2017-2018

**Meeting and Exceeding Expectations**

| Social Emotional | 56.96% | 90.15% |
| 56.65% | 93.43% |
| 51.58% | 86.87% |
| 55.70% | 86.27% |
| 49.68% | 83.28% |
| 50% | 80.60% |

### 2017-2018 ESD 105 Head Start Expenditures

**$4,992,855**

- **Supplies**: $63,289 (1.3%)
- **Professional Services**: $2,602,385 (52.1%)
- **Equipment**: $7,376 (0.1%)
- **Travel**: $8,048 (0.2%)
- **Wages & Benefits**: $740,876 (14.8%)
- **Administrative Indirects***: $494,788 (12.7%)
- **Other***: $1,076,093 (21.6%)

*Head Start Expenditures: “Administrative Indirects* includes $379,511 from federal, $38,083 from state, and $77,194 from other in-kind. “Other” includes $28,125 from federal, $346,209 from state, and $701,759 from other in-kind.
Early Head Start provides comprehensive services to pregnant women and children under age 3 in a home-based model that provides home visits to families each week with opportunities for group socialization between parents and children twice per month. This program runs all year from January through December. Early Head Start is provided through the ESD 105 partnership with EPIC, and is funded to serve 90 children and pregnant mothers at any given time.

<table>
<thead>
<tr>
<th>Percent of enrolled children who received</th>
<th>Percent of enrolled children who received</th>
</tr>
</thead>
<tbody>
<tr>
<td>medical exams</td>
<td>developmental screenings</td>
</tr>
<tr>
<td>92%</td>
<td>90%</td>
</tr>
<tr>
<td>Percent of enrolled children who received</td>
<td>Percent of enrolled children who received</td>
</tr>
<tr>
<td>dental exams</td>
<td>social emotional screenings</td>
</tr>
<tr>
<td>95%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Seedlings Early Head Start
Child Outcomes 2017-2018
Meeting and Exceeding Expectations

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>75%</td>
</tr>
<tr>
<td>Physical</td>
<td>89%</td>
</tr>
<tr>
<td>Language</td>
<td>79%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>91%</td>
</tr>
<tr>
<td>Literacy</td>
<td>83%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>81%</td>
</tr>
</tbody>
</table>

2017-2018 ESD 105
Early Head Start Expenditures
$1,289,863

- **Professional Services**: $843,975 (65.4%)
- **Travel**: $2,263 (0.2%)
- **Wages & Benefits**: $131,130 (10.2%)
- **Administrative Indirects**: $127,825 (9.9%)
- **Other**: $180,798 (14%)

* Early Head Start Expenditures: “Administrative Indirects” includes $110,544 from federal and $17,281 from other in-kind. “Other” includes $23,702 from federal and $157,096 from other in-kind.
The ESD 105 Migrant & Seasonal Head Start Program serves migrant and seasonal farm worker families with comprehensive and continuous early care and education programming for eligible children ages birth through 5 across five counties in central Washington: Chelan, Douglas, Okanogan, and Yakima. This program is delivered through the ESD 105 partnership with EPIC. It operates Monday-through Friday between April and October each year and is funded to serve up to 264 children in the budget year. The Migrant & Seasonal Head Start Program is center based, operating out of centers in Yakima, East Wenatchee and Bridgeport.

Percent of enrolled children who received medical exams: 97%
Percent of enrolled children who received developmental screenings: 94%
Percent of enrolled children who received dental exams: 94%
Percent of enrolled children who received social emotional screenings: 94%

2017-2018 ESD 105 Migrant & Seasonal Head Start Expenditures
$4,175,862

- Wages & Benefits: $734,357 (17.6%)
- Travel: $22,530 (0.5%)
- Equipment: $75,388 (1.8%)
- Supplies: $161,129 (3.9%)
- Professional Services*: $2,493,093 (59.7%)
- Administrative Indirects*: $412,442 (9.9%)
- Other*: $276,924 (6.6%)

* Migrant & Seasonal Head Start Expenditures:
"Administrative Indirects" includes $388,859 from federal, $5,804 from state, and $17,779 from other in-kind.
"Other" includes $48,586 from federal, $55,706 from state, and $161,632 from other in-kind.

Seedlings Migrant & Seasonal Head Start Child Outcomes 2018
Meeting and Exceeding Expectations

<table>
<thead>
<tr>
<th></th>
<th>Spring 2018</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>47.61%</td>
<td>88.81%</td>
</tr>
<tr>
<td>Physical</td>
<td>55.24%</td>
<td>81.58%</td>
</tr>
<tr>
<td>Language</td>
<td>45.71%</td>
<td>71.71%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>39.24%</td>
<td>86.54%</td>
</tr>
<tr>
<td>Literacy</td>
<td>47.62%</td>
<td>75.65%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48.57%</td>
<td>69.73%</td>
</tr>
</tbody>
</table>
School Readiness

Our approach to school readiness recognizes the importance of helping children gain the skills they need not only for kindergarten, but as lifelong learners. Seedlings programs focus on nurturing and engaging environments, quality teacher interactions, effective instructional practices, and hands-on, project-based learning experiences. This is accomplished through:

- Use of evidenced-based curricula (Creative Curriculum for center-based and Parents as Teachers for home-based programs)
- Use of developmental assessments (TS GOLD) and screenings (Ages and Stages Questionnaire ASQ and ASQ Social Emotional)
- Home visits, parent-teacher conferences and collaboration with school districts
- Partnering with parents to learn about children’s individual learning styles, home routines and family culture
- Development and implementation of weekly intentional and purposeful lesson plans to help grow children’s current skill level and create individualized planning for young learners.
- Alignment with and implementation of the Head Start Early Learning Outcomes Framework and the Washington State Early Learning and Development Guidelines to assure our program standards meet state and national expectations for high quality programming
- Use of Teaching Strategies Gold to measure child outcomes and determine children’s progress
- Use of specialized instructional approaches that support learning for dual language learners and children with special needs

Seedlings’ School Readiness Curricula and Instructional Strategies:

- We implement the Creative Curriculum Teaching Guides so teachers can facilitate hands-on learning opportunities that encourage child exploration and in-depth learning.
- We use the Move and Learn with Choosy System Curriculum for strategies that help address and prevent childhood obesity. This curriculum integrates physical activity and nutritional learning experiences into daily routines and provides information to families on good nutrition and daily fitness.
- We use the Classroom Assessment Scoring System (CLASS) for center-based classrooms to assess the quality of instruction and learning experiences in the classroom. We use the Home Visiting Observation Rating System (HOVRS) to assess the quality of home visit learning interactions.
- We have formal partnerships with local districts that allow us to capture WaKIDS (Washington Kindergarten Inventory of Developing Skills) data on children who transition from the Seedlings program into kindergarten.
- We implement the Parents as Teachers Curriculum in Early Head Start.
Health & Nutrition Services

The health and nutrition program in each Seedlings center encourages parents to have hands-on involvement in their child’s health needs. When a child comes to our center, we do an array of screenings within the first 90 days of enrollment. We perform in-house screenings for hearing, vision, and growth assessment.

In our process, if a child is flagged as needing additional screening, we will contact the parent/guardian and explain the different options they have for follow-up. The family will then contact the health or nutrition specialist who will further evaluate the child. After this, the family will inform the Seedlings staff of any outcomes and of any special instructions, if needed.

Screenings during the 2017-2018 program year determined that 80 children in our Head Start, Migrant and Seasonal Head Start, and Early Head Start programs either needed or were already wearing glasses.

Additionally, we offer lead screenings for our children, and have community-based dental providers perform dental screenings on site. We also have a community partnership with WSU Cooperative Extension Services for resources on family nutrition to help address and prevent obesity in our Head Start programs.

Special Services & Mental Health

Our Approach to Special Services and Mental Health:

The Seedlings partnership assures children are screened for potential developmental delays and are referred to the local school district for follow-up when data from parents and program assessments and screenings indicate the need for further assessment. For children who are diagnosed with special needs, the Seedlings program works with parents, district special education staff and other stakeholders to identify the best strategies for supporting children’s individual needs within the Seedlings programs.

Children with potential or diagnosed needs for mental/behavioral health are supported in the learning environment with high quality curricula and strategies for development in social emotional and self-regulation skills. Children who exhibit a need for additional behavioral support receive individualized services through teacher-led individualized programming, services from community-based mental/behavioral health agencies, and district special education services when appropriate.

Highlights of special services and mental health services include:

- Established memorandums of understanding with eight school districts
- Established agreements with three mental health agencies for behavioral health services to individual children and families
- Established agreements with three birth-3 early intervention service agencies
- Established agreements with child welfare and family service providers
Family Engagement

Seedlings has a strengths-based approach to promote family engagement where teachers, family advocates and parents build trusting and goal-oriented relationships. Through the use of the Family Outcomes Assessment, which is based on the Head Start Parent, Family, and Community Engagement Framework, families are invited to:

- Identify strengths, resources, and family resiliency
- Identify areas of need, concern, or interests
- Establish a mutual family partnership agreement between parents and staff
- Participate in research-based parenting curricula

Highlights of Family Engagement Activities include:

- Home visits by teachers and family advocates
- Parent-teacher conferences
- Monthly “Family Night” events at each center with topics and activities that are picked by the parents
- Program governance via Policy Council and parent committees where parents have input on Head Start activities and responsibilities
- Parent education opportunities with curricula through the Strengthening Families Protective Factors Framework and Los Niño’s Bien Educados
- Fatherhood Program

- Early Head Start socialization
- Referrals to community service agencies that help families with their overall well-being and educational and professional goals, such as housing, continuing education and workforce development, English as Second Language classes, and financial literacy

“What I found most useful was the importance of learning how to ask for help when you need it and in the same way give help to those that might need your help.”

— Parent comment from a workshop participant
(translated from Spanish)
ECEAP at ESD 105

ECEAP - Early Childhood Education Assistance Program

ECEAP (Early Childhood Education Assistance Program) is a comprehensive preschool program funded by Washington state’s Department of Children, Youth, and Families. The program serves 3-year-olds (39% of the enrollment) and 4-year-olds (61% of the enrollment). ESD 105 has provided ECEAP services in partnership with child care centers since 2008. Between 2008 and 2017 our program grew from 31 students served at two locations to 170 students served at six locations.

Program Goals:

Kindergarten Readiness
- Provide high quality educational experiences to promote readiness in six areas of development; social emotional, physical, language, cognitive, literacy and mathematics.
- Ensure families have access to preventative medical and dental care, high quality nutrition and specialized services.
- Conduct health and developmental screenings to identify barriers to school readiness and refer for intervention services when needed.

Family Engagement
- Ensure culturally appropriate services for students and families by centering parent voice in program design, oversight and monitoring.
- Provide family leadership and professional development opportunities.
- Provide school participation activities to encourage long-term parental involvement in school.

Early Learning Workforce Development
- Train, coach and support early learning professionals to gain knowledge and skills to provide the highest quality learning environments for students and promote positive, long-term family outcomes.

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

2017-2018 ESD 105 ECEAP Expenditures
$2,123,879

- Wages & Benefits $1,094,794 (51.5%)
- Subcontractor Funding $724,375 (34.1%)
- Supplies $66,851 (3.1%)
- Equipment $36 (<0.1%)
- Travel $7,703 (0.4%)
- Administrative Indirects $210,474 (9.9%)
- Other $19,645 (0.9%)
ESD 105 ECEAP Program Details 2017-2018

- 170 total number of slots (part-time, full-day, and extended-day models)
- 218 total number of children and families served

ESD 105 ECEAP Partners:
- Easter Seals Jane’s House (Yakima)
- Heritage University Early Learning Center (Toppenish)
- Rainbow Kidz Early Learning Center (Yakima)
- Rainbow Kidz (Union Gap)
- Toppenish School District Preschool (Toppenish)

ESD 105 Direct Service Site:
- Blossoms Early Learning Center (Yakima)

---

ESD 105 ECEAP Child Outcomes – 2017-2018

<table>
<thead>
<tr>
<th></th>
<th>Meeting or Exceeding Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2017</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Social Emotional</td>
<td>47%</td>
</tr>
<tr>
<td>Physical</td>
<td>56%</td>
</tr>
<tr>
<td>Language</td>
<td>53%</td>
</tr>
<tr>
<td>Cognitive</td>
<td>44%</td>
</tr>
<tr>
<td>Literacy</td>
<td>48%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>41%</td>
</tr>
</tbody>
</table>

---

ESD 105 ECEAP Student Demographics - 2017-2018

- Dual Language Learners: 100%
- Receiving Specialized Services: 10%
- Parent is a Migrant Worker: 20%
- Parent(s) in Workforce: 80%
Migrant Education Program – Preschool

Washington is currently third in the nation with the largest number of migrant students ages 3 to 21 (U.S. Department of Education). The ESD 105 region serves 36% of the 23,000 migrant student population for our state. These numbers are growing as we increase efforts to identify students in the preschool age group.

The chart below shows that our migrant preschoolers entering kindergarten are the most at-risk population of students in our state. The Migrant Education Program has responded to this need by establishing support efforts to identify eligible migrant preschool students ages 3-5. Our ESD 105 Migrant Team provides professional development and technical assistance opportunities to school districts and early learning partners to improve access to existing services, develop high-quality early learning programs and services, increase and improve collaboration with early learning partners, and identify and recruit migrant-eligible preschool children.

WaKIDS and Full-Day Kindergarten

Program Highlights from Sept. 2017-Aug. 2018:

- ESD 105 trained nearly 50 kindergarten teachers for WaKIDS (Washington Kindergarten Inventory of Developing Skills).
- At least 500 teachers participated in professional learning focusing on developmentally appropriate practices and high rigor in our region’s classrooms. Topics around instructional best practices included early learning literacy and math, social emotional development for students with trauma, language acquisition for dual language learners, and culturally responsive teaching in the classroom.
- Twenty teachers and administrators from regional school districts and early learning centers participated in the OSPI AESD Early Learning Fellows program focusing on leadership skills, early math, family engagement, and racial equity in our preschool through 3rd grade classrooms.