



# Annual Report 2020 – 2021

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## Mission

Washtenaw Intermediate School District's mission is to "promote the continuous improvement of achievement for every student while providing high-quality service to our customers through leadership, innovation and collaboration."

## Vision

WISD's vision is to "be the leader in empowering, facilitating and delivering a high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive and holistic approach."

## Values

### **Equity, Inclusion and Social Justice**

WISD Head Start is committed to running a program that is inclusive of all families and communities. We will work to create an atmosphere where different perspectives are encouraged, and diverse backgrounds are respected. We will employ a team leadership approach to planning and decision-making that is free from bias and favoritism and promotes the common good.

### **Engagement, Empowerment, and Trust**

WISD Head Start is committed to developing strong partnerships with stakeholders by building collaborative relationships based on a foundation of trust. We will provide enduring and comprehensive support to empower families to become advocates for themselves and their children.

### **Integrity and Ethical Conduct**

WISD Head Start is committed to operating transparently, honestly, objectively, and justly. We will operate in an environment that supports moral conduct, complies with laws and regulations and inspires stakeholders to act with virtue and to do what is right.

### **Learning and Education**

WISD Head Start is committed to creating an environment where growth and learning is embraced, and teaching is highly effective. We will work cooperatively with stakeholders to ensure that families and children are ready for school.

## Who We Are

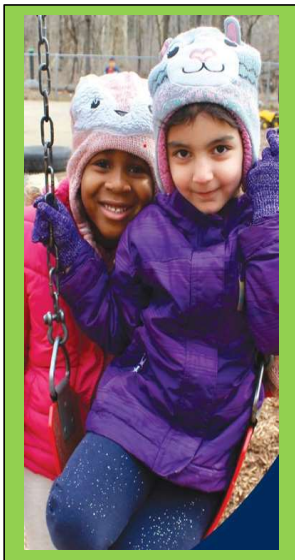
Washtenaw Intermediate School District Early Childhood Department is an Head Start Grantee that provides services through delegate and partner agencies throughout Washtenaw County, Michigan.

Washtenaw Intermediate School District's Early Childhood Department supports four center-based delegate/partner agencies and one home base site throughout Washtenaw County.

The center-based agencies operate preschool classrooms Monday-Thursday for 427 of the most vulnerable 3 and 4-year-old children and their families located within Washtenaw county.

Early Head Start home-base services provides 36 slots for children birth to three and prenatal. An additional 30 slots were added as non-federal match to provide more services to children and families. Home visits are provided weekly with an addition of weekly socialization play groups.

The Grantee provides support and oversight functions to delegates through Early Childhood Administrators, an Education Manager, Content Area Specialists and Early Childhood Specialists.



## Delegate/Partner Programs & Locations

### Home Base Program

Early Head Start

Washtenaw Intermediate School District – Early Childhood Department

**Funded Enrollment: 66**

1819 South Wagner Road

Ann Arbor, MI 48106

734-994-8100



### Center Base Programs

#### Ann Arbor Public Schools

**Funded Enrollment: 152**

##### Westerman Preschool & Family Center

2775 Boardwalk Street, Ann Arbor, MI 48104

734-994-2303

##### Mitchell Elementary

3550 Pittsview Drive, Ann Arbor, MI 48108

734-997-1245 ext. 56209



#### Lincoln Consolidated Schools

**Funded Enrollment: 15**

##### Lincoln Early Childhood Center

8850 Whittaker Road, Ypsilanti, MI 48197

734-484-7070



#### Ypsilanti Community Schools

**Funded Enrollment: 245**

##### Beatty Early Learning Center

1661 LeForge Road, Ypsilanti, MI 48198

734-994-8178

##### Ford Early Learning Center

2440 East Clark Road, Ypsilanti, MI 48198

734-221-1800

##### Perry Early Learning Center

550 Perry Street, Ypsilanti, MI 48197

734-221-1700



#### Whitmore Lake Public Schools

**Funded Enrollment: 15**

##### Whitmore Lake Early Childhood Center

1077 Barker Road, Whitmore Lake, MI

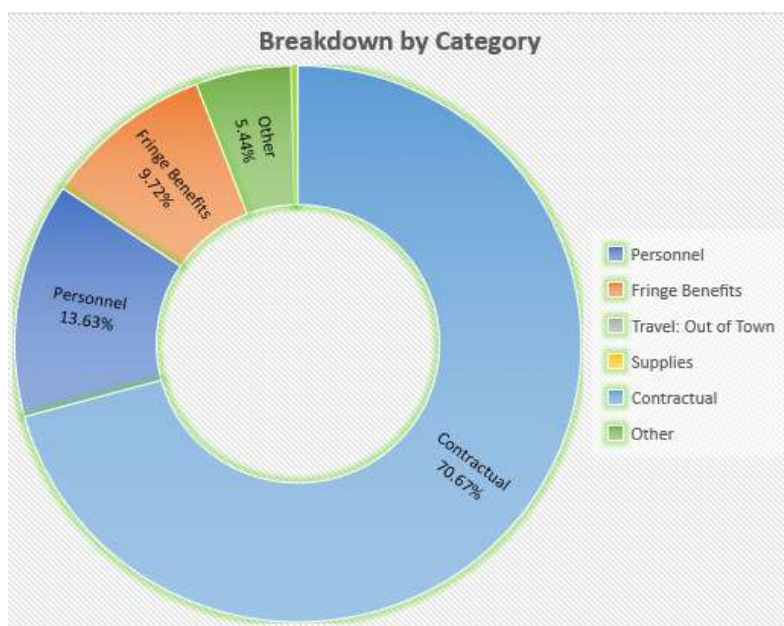
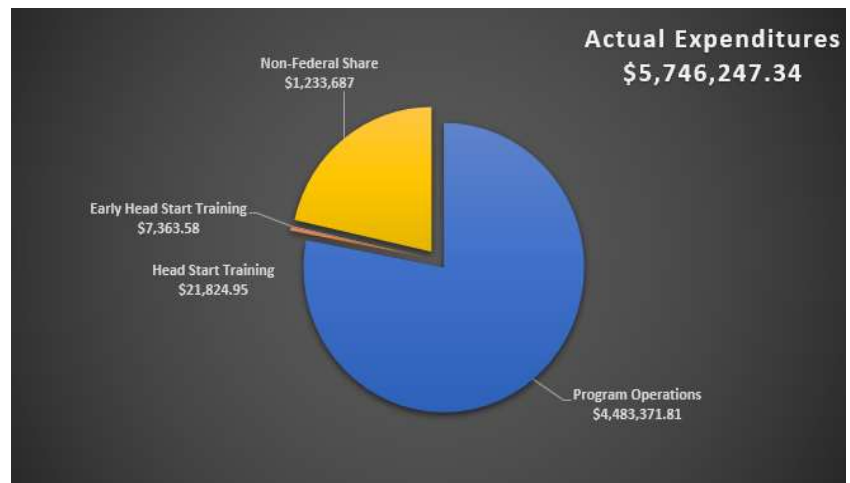
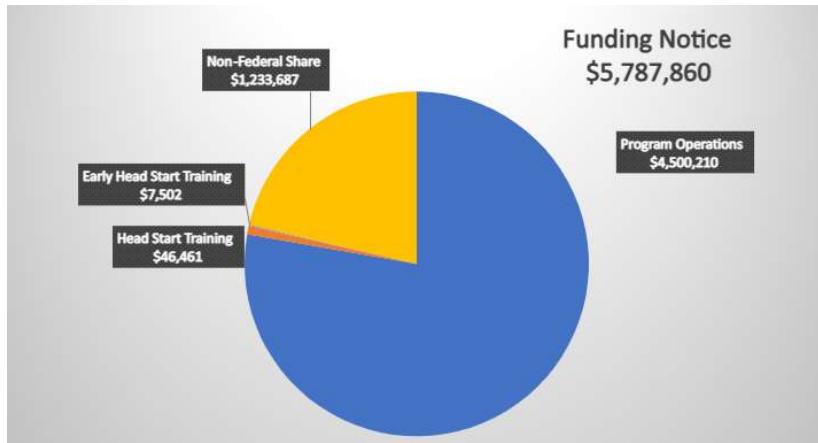
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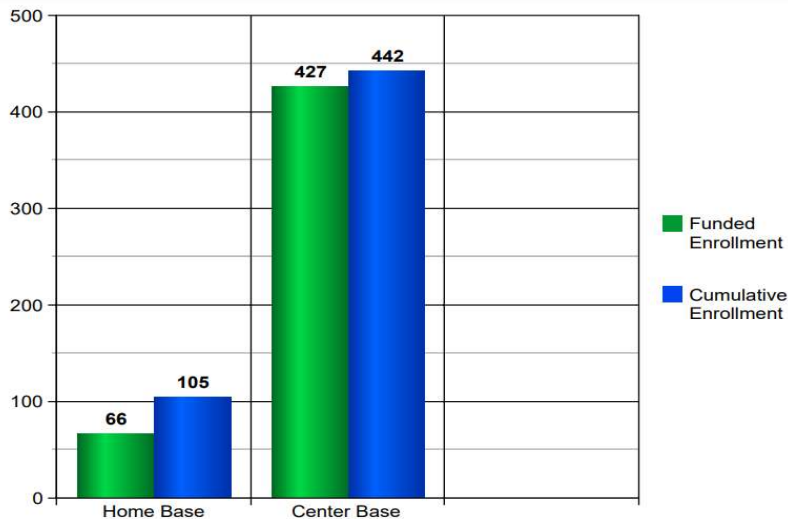


# Financial Report



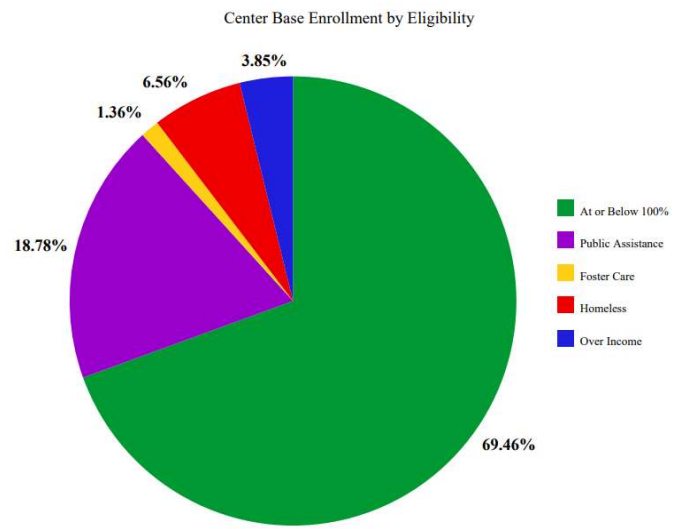
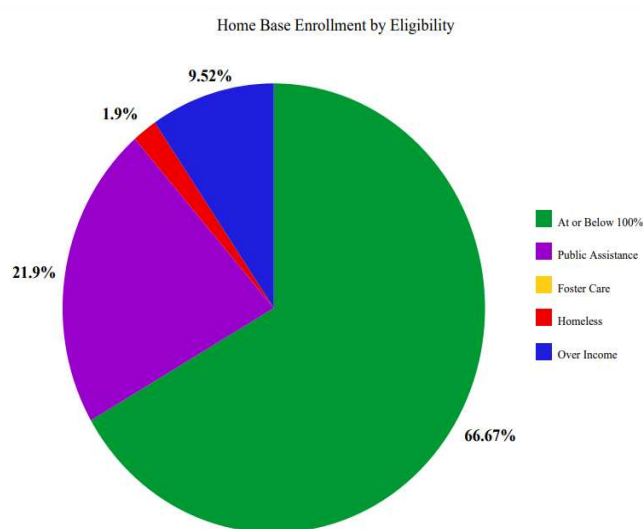
## Enrollment

During the 2020-2021 program year, delegates and partners continued to face some challenges to enroll children due to ongoing impacts of the pandemic. Programs offered



virtual and hybrid instruction and some transitioned to in person later in the school year. Programs reported that some families were not comfortable sending their children to in person learning while other were not able to keep up with virtual instruction due to work or other barriers. Program staff worked with families to assist in the transitions throughout the school year and to address any barriers to

ensure children were able to participate to receive the full benefits of Head Start. Home base services continued to provide virtual services to ensure that services could continue to be provided safely.



An opportunity for summer programming was offered to our delegates and partner. This provided an extension of the school year for those children who had been enrolled in Head Start and transitioning to kindergarten in the fall.

Total Cumulative Enrollment:

85

Total Number of Families:

78

## Diversity

### Race and Ethnicity

11	Asian
295	Black or African American
1	Native Hawaiian or Pacific Islander
128	White
46	Biracial/Multi-Racial
66	Hispanic/Latino



### Language

436	English
39	Spanish
45	Middle Eastern & South Asian
5	East Asian Languages
5	European/Slavic Languages
15	African Languages
2	American Sign Language

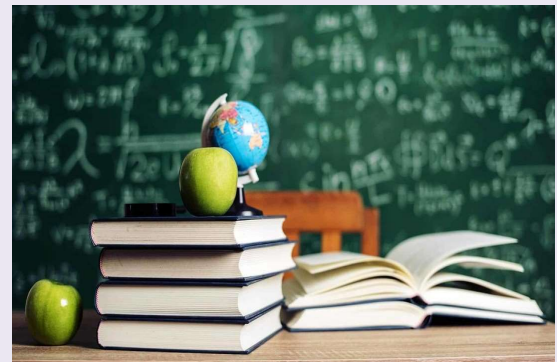


### Family Status

196	Single-Parent Families
284	Two-Parent Families

### Family Education

60	Advanced Degree or Bachelor Degree
106	Associate Degree, Vocational School, or Some College
210	High School Graduate or GED
102	Less Than High School Graduate





## Family Services and Engagement

Both Early Head Start and Head Start offer families many opportunities to be involved in their child's learning, to increase their knowledge of child development and to support their role as their child's first and best teacher. Michigan State University extension offered early childhood workshops online utilizing the Preschool U series with topics ranging from child development to essential skills for learning and life and finding a balance between learning and technology.

The National Kidney Foundation offered an online workshop series during the winter months. Families were able to familiarize themselves with several opportunities this program year for the empowerment and the overall health and nutrition of their families', small steps to prevent type 2 diabetes. Diabetes Prevention Workshops were offered 16 weekly sessions and 8 monthly sessions which covered a variety of topics which included managing stress, controlling your portions, finding a health weight and controlling your portions.

Families play an integral role in the governance of our program and we offer a variety of opportunities for them to engage. During this school year, monthly parent meetings or cafes were offered via Zoom, providing an opportunity to meet and network with other families and share information about different volunteer opportunities, even though family members were not able to be in the classrooms.

Parents are also invited to serve on the county-wide Policy Council. These parents or family members serve as advocates of children and as ambassadors for the Head Start program. Our Policy Council chair is a mother who has been very involved in her child's education and worked hard to share resources and connect with families through the virtual engagement of Zoom.

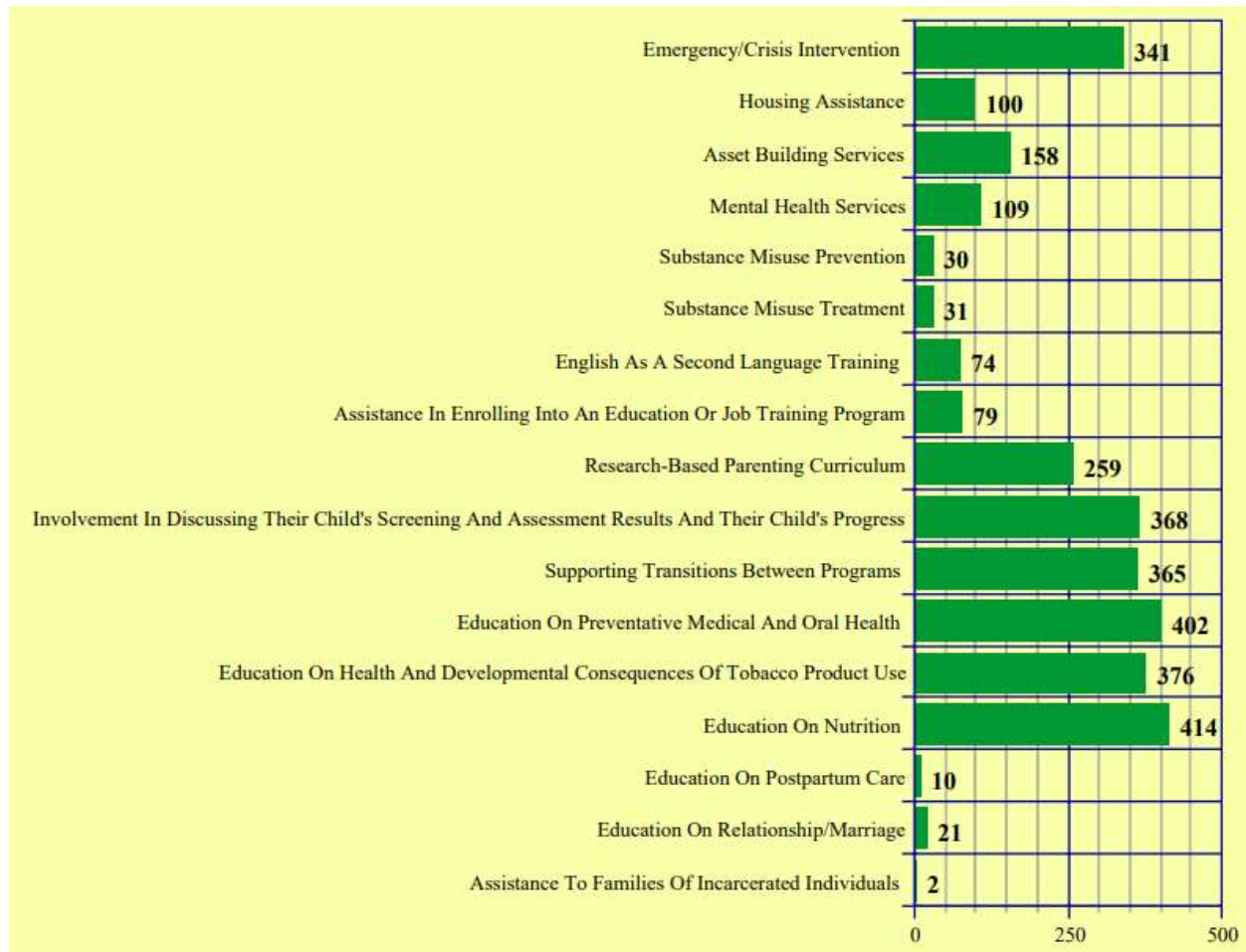
## Community Engagement

Our programs work to partner with community agencies and support families to connect with these partners as needed. Likewise, Washtenaw ISD works to maintain connections to community agencies to benefit our children and families.

During the 2020-2021 school year, our community partners provided a variety of services to our children and families including:

- **SOS Community** provided food to all our families during the pandemic and hoisted winter food pantry.
- **The National Kidney Foundation** provided powerful tools for caregivers to help them take care of themselves while caring for others. The benefits included decreasing stress, taking better care of your own health, communicating better with your own family, friends, spouse, child or someone who lives in the home.
- **Michigan Works Southeast** provided virtual workshops to improve job readiness skills. Topics included resume strategies, tips for virtual career fairs, interviewing to impress, job applications, resume writing, cover letters and providing references and tips for virtual career fairs.
- **Shelter Association of Washtenaw County** worked with families during the housing crisis to support families who were facing eviction and provided them with the tools and resources to navigate State and Federal programs. Services included but were not limited to being connected to housing resources, connections to other resources and answering questions regarding family safety during the transition.

## Services Received



The number that received at least one of the services listed above: 459

## Mental Health

The Behavioral Health Consultant provided early childhood social emotional and mental health consultation support to Head Start center based and home-based staff, children, and families. The Behavioral Health Consultant provided a broad range of services, including mental health consultation for classrooms and individual children, professional development for staff, referral services, and contributed social emotional and mental health resources to an Early Childhood newsletter available to staff and families.

## Disability

Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA:

$$62 = 14\%$$

Of these, the number who were determined eligible to receive special education services:

Prior to this program year	39
During this program year	23

Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C agency to receive early intervention services under the IDEA:

$$18 = 17\%$$

Of these, the number who were determined eligible to receive early intervention services:

Prior to this program year	16
During this program year	2

## Health

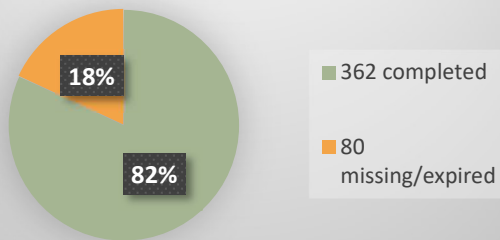
Home base and center base programs partner with families to ensure proper preventative medical and dental care takes place.

**Center Base** (cumulative enrollment = 442)

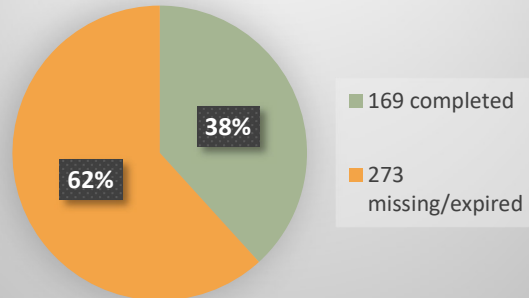
Physicals completed = 362 (82%)

Dentals completed = 169 (38%)

### Center-Based Physical Exam



### Center-Based Dental Exams

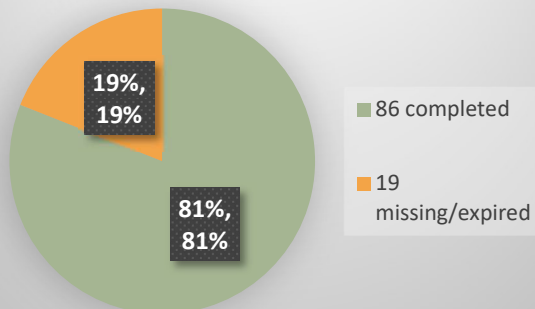


### Home Base (cumulative enrollment = 105)

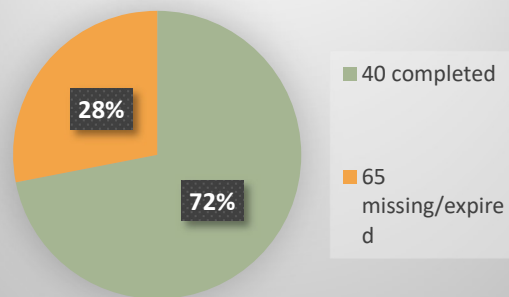
Physicals completed = 86 (81%)

Dentals completed = 40 (38%)

### Home-Based Physical Exams



### Home-Based Dental Exams



## Education and School Readiness

### Celebrating Our Successes

Early childhood staff at the site and county level rose to meet the many challenges presented by the 2020-2021 school year, shifting as needed between in person and virtual services. Likewise, children and families engaged in learning opportunities and school activities both virtual or in-person.

All **professional development** provided by the WISD Early Childhood Team was transitioned to virtual, including the two-day annual conference. Featuring content that ranged from curriculum to health to connecting with families, this conference was attended by teachers, directors, family support and other staff from across the county.

In-classroom assessments, including both CLASS and the Program Quality Assessment were suspended for the 20-21 school year. To support programs in maintaining **quality learning environments** for children, WISD Early Childhood Team members remained in close contact with teaching teams, visiting virtual classrooms and in person classrooms alike. To support staff as many worked to provide preschool education in a virtual environment especially at the start of the school year, WISD Early Childhood team members produced guides that allowed teachers to transition elements of the High Scope Curriculum to their online classrooms. As programs moved back to in-person teaching and learning, WISD staff provided support around active supervision, safe implantation of the curriculum and supporting social emotional health during these challenging times. Team members continued to us if the **Practice Based Coaching** model.

**Child screening and child assessments** continued whether programs were operating in person or virtually. Utilizing the High Scope COR-A, teachers observed children, entered anecdotes, and planned for individualized activities and instruction based on that information.

**School Readiness Goals**, established at the county level allows us to have common objectives and ensure that we are working toward preparing all children for kindergarten and beyond. The data below is being reported for all programs in Washtenaw County who receive Head Start funding. Percentages include all children who have sufficient data to be able to report the benchmarks for each area. Due to out of classroom time related to the pandemic, the number of children with adequate data for reporting is lower than in previous years.

## APPROACHES TO LEARNING

THE MANNER IN WHICH A CHILD WORKS WITH OTHERS AND APPROACHES TASKS AND LEARNING LEADS TO THE DEVELOPMENT OF CRITICAL EXECUTIVE SKILLS FOR SCHOOL AND LIFE

% Of children above or meeting national average in this area:		Goals we have for children in Approaches to Learning: A child displays <b>initiative</b> and <b>curiosity</b> in their work and play A child is <b>persistent</b> in task and <b>focused</b> on their work or play A child works <b>cooperatively</b> with others A child expresses feelings, thoughts, and learning through exploring and actively participating in the <b>creative arts</b> .
Fall	Winter	
49%	46%	

## SOCIAL AND EMOTIONAL DEVELOPMENT

HOW A CHILD FORMS RELATIONSHIPS, REGULATES AND EXPRESSED EMOTIONS, AND DEVELOPES THEIR PERSONAL IDENTITY ARE CORE COMPONENTS TO KINDERGARTEN READINESS

% of children above or meeting national average in this area:		Goals we have for children in Social and Emotional Development: A child forms <b>healthy and secure relationships</b> with peers and adults. A child <b>recognizes, expresses, and manages emotions</b> in a positive manner. A child <b>adjusts to transitions</b> between activities without major disruptions. A child <b>exhibits self-confidence</b> in classroom learning and social interactions
Fall	Winter	
25%	25%	



## COGNITION AND GENERAL KNOWLEDGE

THESE SKILLS HELP YOUNG CHILDREN DEVELOP BOTH LOGICAL AND ABSTRACT THINKING ATTRIBUTES AS WELL AS TO NURTURE ANALYTICAL THOUGHT

% Of children above or meeting national average in this area:		Goals we have for children in Cognition and General Knowledge:
Fall	Winter	A child <b>analyzes problems and develops solutions</b> from their knowledge and past experiences. A child demonstrates <b>early math skills</b> in the areas of counting, comparing, matching, sorting, measuring, and basic shapes A child observes & discusses <b>living things</b> and the natural world. A child understands <b>family and community roles</b> and respects differences.
40%	43%	

## LANGUAGE AND LITERACY

EARLY LITERACY AND LANGUAGE DEVELOPMENT SERVE AS THE FOUNDATION FOR SCHOOL SUCCESS, THEY ARE THE KEY TO COMMUNICATION AND INTERACTIONS WHICH ASSIST LEARNING ACROSS ALL CHILD DEVELOPMENT DOMAINS

% Of children above or meeting national average in this area:		Goals we have for children in Language and Literacy:
Fall	Winter	A child demonstrates <b>early literacy skills</b> including alphabet knowledge, storytelling, letter/sounds, phonemic awareness, & book knowledge. A child expresses emotions, ideas, and needs via <b>conversations</b> with peers and adults using an <b>increasingly varied vocabulary</b> . A child uses effective <b>listening skills</b> . A child uses <b>written shapes, symbols, pictures, letters, &amp; simple words</b> to convey thoughts and meaning.
50%	34%	

## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT IMPACT A CHILD'S READINESS TO LEARN

% Of children above or meeting national average in this area:		Goals we have for children in Physical Well-Being & Motor Development
Fall	Winter	A child's <b>growth and height status</b> is developing on an age-appropriate scale. A child displays basic <b>gross motor</b> skills in a wide range of physical activities involving movement. A child demonstrates <b>fine motor</b> strength and coordination. A child understands <b>healthy choices</b> in nutrition, health, & personal safety.
40%	42%	

## Moving Forward Together

Washtenaw ISD Team Members will continue to work with local program staff to implement the High Scope curriculum to fidelity and continue building skills and knowledge around COR-Advantage. During the 2021-2022 school year, both CLASS and Classroom Coach (formally PQA-R) will be used to assess teacher-child interactions and the classroom environments at all sites.

## New Staff Orientation

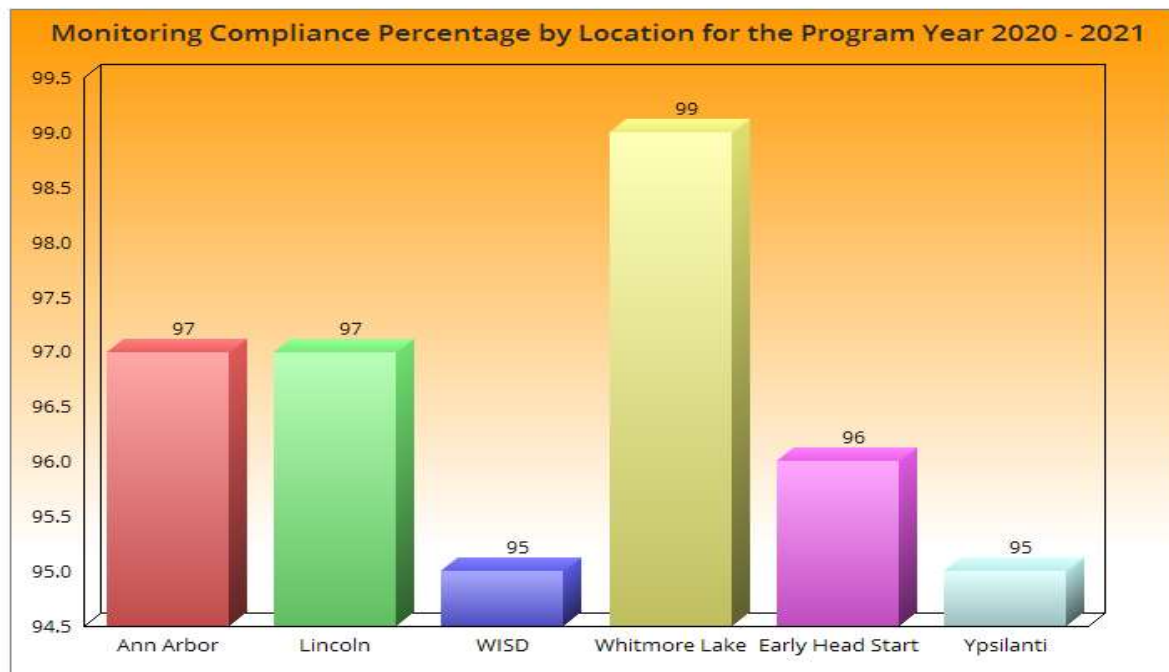
One of the many ways in which the WISD provides support is to assist with new staff onboarding. We offer New Staff Orientation monthly beginning in October and running through April. Orientation is offered to all grantee staff, delegate and partner staff, policy council members and Board of Education members. During orientation we provide the history of both Great Start Readiness Program and Head Start, funding sources, program regulations, organizational structure, contact and resource information. Each orientation contains breakout sessions that are designed to provide specific information related to the participants role in the program.

For the 2020 – 2021 program year we provided orientation for 46 participants. This is a 73% increase from the 2019-2020 program year. The chart shows the participants role in the programs and the number who participated.

Position	Number of Attendees
Program Directors	4
Administrative/Secretarial	0
Early Head Start Home Visitors	1
Early Childhood Specialists	0
Teachers	14
Teacher Assistants/Associate Teachers	10
Classroom Aides	0
Content Area Specialists	12
Other/Policy Council/Board/Community	5

## Monitoring

Monthly monitoring is conducted at both the delegate and grantee levels. Any areas found to have weaknesses or non-compliance are addressed through Quality Improvement Plans. These plans are created with the input of program and grantee staff in alignment with federal requirements, Head Start Program Performance Standards and state licensing. Quality Improvement Plans include professional development opportunities as needed. Professional Development includes individual coaching, site training and grantee wide training. Plans may also result in changes to policies and procedures.



Exit meetings are held with each program. This meeting includes final monitoring for the month of June and summarizes the program year. Monitoring Exit survey results are provided and discussed. At that time programs are informed of any changes that we made as a result of the exit survey.

## Self-Assessment

The 2019 -2020 Head Start Self-Assessment Review Team was comprised of grantee staff, delegate staff, a parent, Policy Council member, a Washtenaw Intermediate School District Board of Education member, and a Community member.

Information was gathered from a variety of methods to complete the 2019-2021 Washtenaw Intermediate School District Head Start Self-Assessment. Interviews were conducted with program administrators, delegate staff and parents, Policy Council members, Board of Education members, and content area specialist. File documentation, child plus reports, monthly monitoring reports, and staff and parent surveys were reviewed. All Self-Assessment data and written documentation was entered into the Child Plus 2019 -2020 Self-Assessment monitoring tool from which the 2019 – 2020 Self-Assessment report was generated. Below are all the strengths that the Self-Assessment team found during this process.

### Program Strengths

Grantee staff are highly qualified with a combined 122 years of service in the Early Childhood field.

The quantity and quality of community partnerships are a strength for families receiving Head Start and Early Head Start services in Washtenaw County. Barrier Busters, the Maternal Infant Health Program, Michigan Department of Health and Human and Infant See are examples of these partnerships.

Governing Board members and Policy Committee members stated that the orientation they received was very detailed and prepared them for their role in program governance.

The systems are in place to ensure that pregnant woman receive post-natal visit 2 weeks after birth is detailed, and proactive. Home Visitors work with Mom during pregnancy to choose a pediatrician, learn the importance of after care and immunizations, infant care, and self-care.

Any infant 12 months of age or younger that fails a vision screening will be rescreened by Infant See at no cost to the family.

The program exceeds the 10% requirement for enrollment of children with disabilities.

The grantee developed a partnership with Michigan Department of Health and Human Services (MDHHS) to train Family Support Specialist, Home Visitors, and grantee staff to become are (MDHHS) MI Bridges Navigation Partners for families. This allows families to apply for benefits through MDHHS and staff to access resources for families from Head Start sites and in the homes of families enrolled in the Home-Based option.

The Board of Education members are very knowledgeable of the program.

All Family Support Specialist received their Family Service Worker credential in 2020.

The early childhood orientations provided for delegate and grantee staff, parent and community volunteers are a strength of the program.

All Head Start teaching teams are provided with an Early Childhood Specialist for support, professional development, and practice-based coaching.

The grantee Health Specialist and Home Visitors are trained to conduct hearing and vision screenings.

Bi-lingual staff provide families assistance in Spanish and Arabic.



Early Childhood Department

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Ann Arbor, MI 48106

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Fax: (734) 994-2203

<https://www.washtenawisd.org/departments/early-childhood>

