Walla Walla Public Schools
364 S. Park Street • Walla Walla, WA 99362 • (509) 527-3000 • www.wwps.org

BOARD OF DIRECTORS
Special Meeting - 3:45 PM
April 29, 2025

The Board of Directors has scheduled this special meeting to be held virtually/online.

Watch Live: https://wwps-org.zoom.us/j/96747417486
Listen: Dial 1-253-215-8782 and enter the Webinar ID: 967 4741 7486

Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent's office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.
Spanish Agenda / Agenda Española: https://www.wwps.org/district/information/school-board/board-meeting-schedule

I. **CALL TO ORDER:** *(3:45 p.m.) Derek Sarley*
II. **ROLL CALL:**
- Derek Sarley, President
- Ruth Ladderud, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Terri Trick

III. **APPROVAL OF AGENDA:** *Derek Sarley*
IV. **CONSENT AGENDA:** *Derek Sarley*
1. Head Start 23-24 Carryover Application 2
2. Head Start 25-26 Bridge Application 4

V. **ADJOURNMENT:** *(3:50 p.m.) Derek Sarley*

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

COST ALLOCATION PLAN
Walla Walla School District # 140
Grant Number: 10CH011798
FY: 2025

Pending recommendation and approval of the same from the Head Start Policy Council on April 30, 2025, the Walla Walla Public Schools Board of Directors hereby approves the following:

Section I. Program Approach to Service Delivery

The Walla Walla School District Head Start Program budget reflects spending plans for carryover funds from the budget period of September 1, 2023 through August 31, 2024 which were unspent due to significant staff turnover in program operations which left positions open and funds unspent.

The greatest cost to the Walla Walla School District Head Start Program is salaries and benefits, which pay for highly qualified staff whose wages are negotiated to be competitive yet in line with the local economy. The program follows the school district collective bargaining agreement for classified staff. Program staff receive the same benefits as all other district employees.

The program has an overdue health and safety need to be addressed. Currently the playground lacks safe accessibility for those with disabilities or limited mobility. A direct paved pathway to the playground is needed through a slopped grass area between the playground and the building.

A preliminary quote was obtained from a local contractor to determine the estimated cost of the scope of work, this quote is provided for reference. Once carryover funds are secured, the district will initiate the official bid process for this project which according to Policy/Procedure 6220 (Bid Thresholds) will be offered to all appropriate contractors on the small works roster. This will be solicited via email and will require work to be complete prior to August 15th, 2025. Policy and procedure 6220 are provided for reference as well.

Section II. Budget Justification Narrative

The Walla Walla School District Head Start Program budget has been prepared to meet the fiscal guidelines and requirements of the Head Start program and the policies and procedures of the Walla Walla School District. The total budget amount using the 23-24 unobligated balance is $160,604 which will be used for Program Operations.

Budget Category	Program Operations Budget Revision	Program Operations Carryover Budget	Non-Federal Share
Personnel	-$50,400	0	6,475
Fringe Benefits	-$76,104	0	2,276
Supplies	-$1,100	0	500
Contractual	$127,604	0	0
Construction	0	160,604	0

Other	0	0	0
Total Direct Charges	**0**	**160,604**	**9,251**
Indirect Charges	0	0	30,900
Total	**0**	**160,604**	**40,151**

PERSONNEL

-$50,400

Personnel Costs Include:

- Para Pro -$50,400 (due to staff turnover & vacancy's)

FRINGE BENEFITS

-$76,104

Benefits are predetermined by district central administration office and include medical, dental, vision, retirement, and mandatory payroll benefits (i.e. worker's compensation and social security). Also included is the Paid Family Leave Benefit required per state statute.

SUPPLIES

-$1,100

Charges are supplies necessary for program operations. This could include educational print materials, consumable activities and art supplies; food service supplies for staff modeling family-style meals, along with meals and snacks not covered by CACFP reimbursement; cost of replacing cups, plates, tableware, serving containers; and office supplies required to maintain the administrative office.

CONTRACTUAL

160,604

Contract with local contractor to design and install a paved pathway to the playground which is a health and safety need to ensure ADA compliance and accessibility for all students.

INDIRECT CHARGES

$0

Walla Walla School Districts Indirect Rate at 4.35%

The district is opting to not charge in directs on this carryover application.

NON-FEDERAL SHARE

$32,121

Personnel & Fringe Benefits

- Staff time to manage the construction project and to make necessary revisions to irrigation sprinklers after the pathway is completed

Supplies

- Supplies to make necessary revisions to irrigation sprinklers

Other

- Indirect Costs: Generated from the federal indirect cost rate (19.26%)

Walla Walla Public Schools
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Board of Directors
364 S. Park Street
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April 29, 2025

Walla Walla Public Schools Board of Directors approval of the Bridge Application.

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

COST ALLOCATION PLAN
Walla Walla School District # 140
Grant Number: 10CH011798
FY: 2026

Section I. Program Approach to Service Delivery

The Walla Walla School District Head Start Program budget reflects funding for a total of 116 federally funded slots for the budget period of September 1, 2025 through June 30, 2026.

The greatest cost to the Walla Walla School District Head Start Program is salaries and benefits, which pay for highly qualified staff whose wages are negotiated to be competitive yet in line with the local economy. The program follows the school district collective bargaining agreement for classified staff. Program staff receive the same benefits as all other district employees.

Section II. Budget Justification Narrative

The Walla Walla School District Head Start Program budget has been prepared to meet the fiscal guidelines and requirements of the funding letter from the Administration for Children and Families. The total annual grant amount is $1,659,048 (10 months of our annual award amount). This includes projected funding for Program Operations ($1,643,707) and Training and Technical Assistance ($15,341). The total non-federal share (NFS) supporting the program is $414,762.

Budget Category	Program Operations	Training Technical Assistance	Non-Federal Share
Personnel	961,367		145,000
Fringe Benefits	540,756		102,500
Travel	1,000	3,440	
Equipment			
Supplies	23,000	4,221	10,000
Contractual			
Construction			
Other	10,000	7,680	111,707
Total Direct Charges	**1,535,123**	**15,341**	**369,207**
Indirect Charges	105,515	0	45,555
Total	**1,639,663**	**15,341**	**414,762**

<u>PERSONNEL</u>
$961,367
Personnel Costs Include:

- Child Health and Development Personnel
    - Program Managers & Content Area Experts
    - Teachers

    - Teacher Aides
    - Health/Mental Health Services
    - ERSEA Coordinator
- Family and Community Partnership Personnel
    - Family Advocates
- Program Design & Management Personnel
    - Site Coordinator/Director
    - Clerical/Secretarial Support
- Other Personnel
    - Bus Assistants

FRINGE BENEFITS

$540,756

Benefits are predetermined by district central administration office and include medical, dental, vision, retirement, and mandatory payroll benefits (i.e. worker's compensation and social security). Also included is the Paid Family Leave Benefit required per state statute. Increase to benefits cost proportional to salary increases.

TRAVEL

$4,440

Travel costs support the implementation of Training and Technical Assistance and program delivery, including out-of-town travel for staff professional development and training. See T/TA Plan for details. Also included is costs for mileage for family advocates home visits as needed.

EQUIPMENT

$0

No charges included in this category.

SUPPLIES

$27,221

Charges are supplies necessary for program operations. This could include educational print materials, consumable activities and art supplies; food service supplies for staff modeling family-style meals, along with meals and snacks not covered by CACFP reimbursement; cost of replacing cups, plates, tableware, serving containers; and office supplies required to maintain the administrative office.

CONTRACTUAL

$0

No charges included in this category.

CONSTRUCTION

$0

No charges included in this category.

OTHER

$17,680

Charges are other costs necessary for program operations. This could include local travel, printing/advertising, instructional curriculum, staff development, parent services, and child services consultation.

INDIRECT CHARGES

$105,515

Walla Walla School Districts Indirect Rate at 6.36%

Building and child liability insurance, accounting, payroll, human resources, grounds, facilities maintenance, legal services, and audit costs are included under indirect costs.

NON-FEDERAL SHARE

$414,762

Personnel & Fringe Benefits

- In-kind includes five (5) teacher aides due to the bridge grant covering 10 months instead of the full 12 months.

Travel

- No in-kind is generated in this category.

Equipment

- No in-kind is generated in this category.

Supplies

- This reflects costs of printing accessed at our centralized print center, copy costs not charged to the program, and supplies from our central warehouse.

Contractual

- No in-kind is generated in this category.

Construction

- No in-kind is generated in this category.

Other

- Rent: This in-kind is inclusive of custodial supplies, utilities, maintenance, & repair costs.
- Liability Insurance: The program is included in the District's liability policy, this in-kind amount is a nominal 2% of our total policy cost.
- Indirect Costs:
    - In-kind is generated from the indirect rate difference between the federal indirect cost rate (22.47%) and fixed cost rate (6.36%).

FINANCIAL AND PROPERTY MANAGEMENT SYSTEM AND INTERNAL CONTROLS

Refer to attached policies:

- 6101 Federal Cash & Financial Management
- 6210 Purchasing Authorization and Control

COST ALLOCATION PLAN
Walla Walla School District # 140
Grant Number: 10CH011798
FY: 2026

Cost allocation is calculated based on funded student enrollment of preschool programs operated by and in partnership with Walla Walla School District.

Early Childhood Educational Assistance Program (ECEAP), State Funded
Transitional Kindergarten (TK), State/Federal Funded
Head Start (HS)

Position	**Percentage**
Health & Nutrition Services Coordinator	80% HS 20% TK
ERSEA Coordinator	80% HS 20% TK/ECEAP
Principal of WWCCF	65% HS 35% TK

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Washington Superintendent of Public Instruction
Old Capitol Building
600 SE Washington Street
P.O. Box 47200
Olympia, WA 98504-7200

Date: May 16, 2024

Agreement No: 2023-131

Filing Reference: This replaces previous Agreement No. 2022-130(A)
Dated: 11/27/2023

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

Type	From	To	Rate	Base	Applicable To
Fixed	7/1/2023	6/30/2024	18.9%	MTDC	Unrestricted
Fixed	7/1/2023	6/30/2024	11.3%	MTDC	Restricted

Distribution Base:

MTDC — Modified Total Direct Costs – Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds, and the portion of each subaward (subcontract or subgrant), above $25,000 (each award; each year).

Applicable To:

Unrestricted — Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted — Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Washington Superintendent of Public Instruction
Old Capitol Building
600 SE Washington Street
P.O. Box 47200
Olympia, WA 98504-7200

Signature

T.J. Kelly
Name

Chief Finacial Officer
Title

5/16/2024
Date

For the Federal Government:

U.S. Department of Education
OFO / OAGRM / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500

Andre Hylton
Signature

Andre Hylton
Name

Director, Indirect Cost Division
Title

May 16, 2024
Date

Negotiator: Lucia Van Gieson
Telephone Number: (202) 987-0990

Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

Walla Walla Head Start

Continuation Grant Application

Grant Number: 10CH011798

2025-2026

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Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

- Revisions
  - Objective 1e- Supplemental Conscious Discipline framework incorporated into our Social/Emotional curriculum as part of our focus on supporting teachers and their students
  - See attached ***25-26 Program Goals***
  - No other significant changes were made

2. Program Goals Progress and Challenges

a. See attached ***FY 24-25 Goals_Progress***

3. School Readiness Goals

a. See attached ***2025-2026 School Readiness Goals***

Sub-Section B: Service Delivery

1. Service and Recruitment Area

No significant changes have occurred in this area.

2. Needs of Children and Families

Currently, Walla Walla's average annual wage is $48,423, significantly below the state's average of $73,504. The median hourly wage in Walla Walla County is $22.36, nearly $7 less than the state's median of $29.28. The local poverty rate in Walla Walla County is estimated at 12.9%, well above the state's average rate of 9.5%. Living post-pandemic has been a significant challenge for students and families living in our service area. Fortunately, unemployment rates have dropped recently to 3.9% in December 2023 from 6.9% in December of 2021. This change alone has drastically impacted the number of families that qualify for our services due to the need for both parents in the household to be gainfully employed.

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The cost of living in Walla Walla County has risen 2.9% in the past calendar year. The amount of families in Walla Walla County paying 30% or more on housing rose from 35.3% in 2021 to 50.6% in 2022. The average cost of renting a two bedroom apartment went from an average of $1,103 in 2021 to $1,245 in 2023. These housing costs continue to rise which is directly resulting in additional students and families who are considered unhoused.

Walla Walla is also trending in the direction of an aging population; average age amongst Walla Walla County residents has increased and the number of children ages 0-5 has decreased by nearly 80 students between 2021 and 2022. The Child Dependency Rate (CDR) and the Old-Age Dependency Rates (ODR) are beginning to trend in opposite directions.

In 2021 the CDR was 35.1%, down to 34% in 2022. In 2021 the ODR was 30%, increasing in 2022 to 32%. Prior to the Covid 19 Pandemic, the average amount of 3 and 4 year olds attending preschool was 76.7%, that rate decreased to 50.5% in the year 2021 and continues to lag. The following information continues to be a concern as we consider changing community needs: Community Needs Assessment Data has been collected from multiple community partners and local organizations.

a. The number of enrolled three year old children has significantly increased this year. Due to the increased enrollment in our TK program, this limits the number of 4 year olds we can place into our program.
b. The number of four year olds that are not toilet trained entering our programs has also increased post-pandemic.

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c. Student behavioral concerns have also increased this year. Students who were born during or shortly after the pandemic are beginning to enroll in our center. We have experienced a drastic increase in the need for communication support and resources as well as social-emotional support for students and families.

d. The number of FIT families (Families In Transition) has increased this school year by three families. This school year we have currently served 30 FIT families of students enrolled in our program.

3. Chosen Program Options and Funded Enrollment Slots

Our current model is 4 full-day aged-based classrooms with 2 half-day classrooms serving our youngest students (3 year-olds). We currently are serving ___ full-day students and __ half-day students with a total of 116 total within our Head Start program, with a current waiting list of ___. Our center reduced one classroom and 20 slots last year. Despite facing challenges such as cost of living increases and difficulties in recruiting qualified staff, our program remains steadfast in our commitment to providing high-quality early childhood education to preschool-aged children and their families. Based on recent community trends and data we feel as though this reduction of one Head Start classroom allowed us to provide much more adequate and sufficient support of the remaining 6 classrooms, students, and families. Due to the makeup of our building, we have five TK classrooms that are restricted to only 4 and 5 year olds. This leaves our Head Start classrooms and our 5 ECEAP classrooms as the only placement for 3 year old students. The majority of newly enrolled students for the 24-25 school year were three year olds. The staff that would have been assigned to the 7th classroom, will now provide push-in support to classrooms to bolster workforce-based

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needs within the program and meet an increased student need. Our center has faced significant staff turnover and continual illness, having the availability of additional staff will help provide consistency and additional structure to our classrooms as we prioritize individualization and social-emotional learning though a focus on Universal Design for Learning (UDL) practices. Additionally, through this change we will bolster our quality instructional practices through additional peer-to-peer observations, more instructional coaching sessions, and co-teaching models.

4. Centers and Facilities

Our Head Start program is one of several early childhood education programs within the Walla Walla Center for Children and Families. We currently have 5 ECEAP classrooms housed in our facility, as well as four Transition to Kindergarten (TK) classrooms and one inclusionary Developmental Preschool classroom. In addition to our preschool classrooms, several non-profit organizations that serve all families enrolled in any of our preschool programs are housed within our center, including: the Friends of Children of Walla Walla (Mentoring), Akin - formerly Children's Home Society (providing additional Family Navigation services), the Walla Walla Valley Disability Network (supporting families of children with disabilities), Communities in Schools (school-wide impact organization focusing on MTSS tier-based intervention and support strategies for students and families), and Walla Walla Community College Tot Spot (parent early learning education classes). The proximity to our learning services allows all programs, students, and families to have access to these non-profit organizations and resources. One partner organization that has recently moved out of our building is Walla Walla Early Learning Coalition (supporting our community through advocacy, PD/education,

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and engagement opportunities). The director of this program however, currently serves as a community partner on our Parents in Action committee, and our center director is on the Early Learning Coalition Governing Board and participates in the organization's public/private childcare advisory committee.

As mentioned above, an addition to our building this past year was our Communities In Schools (CIS) partnership. The CIS Advocate provides direct, caseload management support to TK students and their families, while also planning and facilitating parent engagement and community events/activities for all programs across the center. Additionally, we recently partnered with Akin, formerly Children's Home Society, to open an Infant, Waddler, and Toddler (birth to 3 childcare) classroom here at WWCCF. Construction will begin late-summer/early-fall and we will begin enrolling and engaging students and families in those classrooms during the 25-26 school year.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

Our ERSEA Coordinator has made significant improvements to our recruitment process based on parent and community feedback. Our Head Start program was placed on a Full Enrollment Plan in November 2023, through which our enrollment has increased by nearly 20% this year. However, due to the continued community decrease of eligible students and an increasing aging population, we were only able to fill 132 of our 136 slots this past school year. Even though our recruitment efforts have improved and become more visible throughout the community, we are not seeing as many families enroll for service, or those who do show interest are less and less likely to meet the eligibility threshold (oftentimes families are reporting income just above the eligibility criteria). One of our newest recruitment techniques this year was having a local pizza

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restaurant place our fliers on their delivery orders. Additionally, this past summer our center participated in our local fair parade where we were able to showcase our newest electric bus that was purchased last school year. During the Saturday morning event over Labor Day weekend, we invited staff, parents and students to ride the bus in the parade in order to help inform community members of our center and available preschool options. We continue to host tables at local community events and other family related activities held within our community. Our Enrollment Coordinator has also reviewed our in-take process and has made adjustments in order to make this process much simpler and efficient for parents and families.

6. Education and Child Development

We are currently running a center-based program.

We will continue utilizing the Creative Curriculum next year.

- The Creative Curriculum for Preschool is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These five fundamental principles include: **Positive interactions and relationships with adults** (providing a critical foundation for successful learning), **Social–emotional competence** (a significant factor in school success), **Constructive, purposeful play** (supporting essential learning), **The physical environment** (affecting the type and quality of learning interactions), and **Teacher–family partnerships** (promoting child development and learning).
    i. Every element in the Creative Curriculum and Teaching Strategies ecosystem connects to research-based objectives for development and

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learning, enabling a truly individualized path to success for each child. The curriculum and assessment resources align with the Head Start Program Performance Standards and the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

ii. Intensive curriculum and assessment training provided to all classroom staff for the 24-25 school year will be provided again for the 25-26 school year. This ensures all teachers and support staff are familiar with the curriculum and assessment processes to ensure all child outcomes data is accurately obtained and scored. We will also be providing professional development opportunities utilizing the Conscious Discipline framework to support students' and teachers' social-emotional learning needs.

iii. Teaching staff will participate in Professional Development training sessions to help them become familiar with the 38 objectives for development and learning that inform every aspect of teaching. They will have an opportunity to explore and practice meeting these objectives using the components of the curriculum, including knowledge-building volumes; Teaching Guides; Mighty Minutes; Intentional Teaching Experiences; Book Discussion Cards; and, if applicable, Highlights High Five Bilingue and Book Conversation Cards. This process and growth will be monitored through classroom observations, lesson plan review, and student outcomes.

iv. T&TA support was provided to Instructional Coach in order to create a Coaching Manual and framework. Unfortunately, our Instructional

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Coaching position is currently vacant due to a shortage of classroom staff; we anticipate in the 25-26 program year to use a combination of split schedule coaching, as well as supplementing coaching by contracting through local partner agencies.

7. Health

Walla Walla County is mirroring the national trend and is facing a shortage of mental health care providers. Currently there are 195 mental health providers who serve Walla Walla county residents - representing a ratio of county population to mental health providers being 310:1, which is significantly higher than the ratio for Washington State of 230:1. This has left our Head Start students, as well as many other students within the Walla Walla Public Schools system, without readily available access to these mental health services and resources. Staff members have access to an Employment Assistance Program to access support around mental health services and other resources, however, due to the difficulty we have experienced in procuring a Mental Health Consult, this is an area of priority for us. Our district's Social-Emotional Learning (SEL) team reviews Focus of Concern documents submitted by teachers and schedules observations of students to collect data and identify areas of concern. Within our center, we have a building-wide Student Support & SEL Team that coordinates with our district team and works directly with our staff to design, plan, and implement intervention strategies within our learning contexts. Our Head Start program provides continuous supervision, constructive feedback and evaluates progress towards our objectives. The strategies that we utilize help us guarantee a safe and healthy environment for our

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students, families and all personnel involved in our Head start program. Areas of importance include:

- Monitoring: We do constant monitoring on all our activities and services. We do this to make sure we are meeting our standards accordingly. This helps recognize if there is any area that we need to improve.
- Constant Feedback: We provide constant feedback to our colleagues. This is done in a professional manner when needed to correct any procedure that may need some improvement. Being professional and respectful helps us work together as a team to achieve our objectives. Our staff also have formal (2x/year surveys) and informal (office hours visits) opportunities to provide feedback and reflection on the program.
- Regular evaluations: We complete regular evaluations to measure our accomplishments and growth as a program. Based on our results we come together to create plans if needed to achieve any objectives that may need improvement.
- Training is provided to all Head Start staff. Training with regard to health and safety practices that will help staff members feel successful in their position occurs regularly (at least 1x/month).
- At the beginning of each school year, our Pre-service process ensures our procedures are clearly explained and everyone is aware of all our procedures and expectations.
- We promote and invite our students' parents to join us in meetings (particularly our Health Services Advisory Committee meetings) where we share health

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information, as well as health concerns within our community. Recently, during these meetings parents and community members have expressed concern/interest over the lack of access to medical and mental health providers.

- Building safety practices are continually being reviewed for safety and effectiveness, and feedback is regularly collected center-wide (at least 1x/month). Appropriate adjustments are made when necessary.

8. Family and Community Engagement

Our Parent and Family involvement has greatly improved this year due to several reasons. Since Covid we have really struggled getting parents to volunteer their time. The past two school years the Walla Walla Public School district incorporated and grew a new Volunteer In Person (V.I.P.) initiative to try to increase family and community engagement within all of our schools. This past school year, our center also employed a Communities in Schools (C.I.S.) representative to help support parents and families within our building. This person is responsible for supporting students and families specifically within the TK program, but also supports family engagement efforts throughout the entire center. A couple notable events with hundreds of families participating in each was the Winter Ornamental and Craft Night, CCF Early Learning/Kindergarten Registration and Resource Fair, and PBS Explore Together Family and Community Day, as well as our highly attended CCF Carnival.

As mentioned previously, this year we organized a group of staff, students and their parents to ride our new electric bus in the local fair parade. We have made concerted efforts to try to increase the number of parents that are actively engaged in their student's preschool education. An additional committee has also been formed from the

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results of our Self-Assessment. The Parents as Partners Committee focuses on improving efforts that encourage parent involvement throughout our Head Start program and center.

9. Services for Children with Disabilities

During program year 24-25, 26.7% of the enrolled Head Start students had IEPs and received disability services. This was an 8% increase from last year, and is a result of improved systems of referral and evaluation, as well as an increased number of returning Head Start students. Within this expanded special education framework, we strive to meet the individualized needs of each child and family we serve. One of our goals is to identify what the Least Restrictive Environment is for each child based on their individualized needs and IEP goals. Our Head Start Education Manager works in collaboration with our Student Support Team (SST) and Special Education team to identify necessary assessments and/or screeners as well as obtaining parent consent to administer said assessments. These screeners help our Special Education team identify areas of concern and allow our Special Education Teachers, Speech Language Pathologist, Physical Therapist, and/or School Psychologist to target specific areas and create achievable goals for students and classroom teachers to work towards.

One beneficial change that we have seen in regards to serving children with both diagnosed disabilities as well as suspected delays is our partnership with the Walla Walla Disability Network. This organization is housed within our center and helps support parents and families with a wide array of resources and services. They are able to create unique and personalized plans to assist parents as they navigate the referral

Draft - DEI Language Updates Needed

process and provide them with the support and resources specific to their student's needs.

By incorporating evidence-based practices, such as play-based learning, social-emotional development, and culturally responsive teaching, we empower our educators to deliver dynamic and engaging learning experiences that meet the diverse needs of our students and families.

10. **Transition**

Having the TK program alongside Head Start fosters a seamless transition for children as they prepare to enter formal education. It allows for continuity of care, familiarizes children with the school environment, and facilitates collaboration between educators, ensuring a holistic approach to early childhood development. The co-location of the Transition to Kindergarten (TK) program within the Walla Walla Center for Children and Families (WWCCF) offers our center the ability to continue to place students/families that are increasingly falling just above threshold. This framework provides numerous benefits for students and families as we are able to leverage all our programs to meet the specific needs of our broader community and ensure that our Head Start services are delivered with fidelity and quality.

In addition, through collaborative efforts and resource-sharing initiatives, we leverage the collective expertise and resources of our nonprofit and private business community to enhance the quality and impact of our early childhood education program, ensuring that every child receives the best possible start in life, meeting them where they are as individual children.

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Head Start partners with the WWPS Family and Community Engagement Coordinator to promote the annual Early Learning & Kinder Round-up. This event is held at the fairgrounds and is open to the community at large. Currently, enrolled Head Start students and their families are contacted by their Family Advocates and encouraged to attend in order to meet their future school teachers and administrators. This also gives the parents/guardians an opportunity to inquire about kindergarten registration & obtain clarity on the registration process. Individual outreach efforts via phone calls, messages and in-person support by Family Advocates is also available to currently enrolled families to support them when applying for the WWPS Dual Language kindergarten program. Our efforts are documented by the family services team for tracking and internal monitoring purposes. They also work closely with families to complete Open Enrollment registrations, as needed.

During the district open registration period, teachers also become involved in the support framework. They check in with families during conferences regarding dual language program interest, as well as any special needs considerations, and formulate a tentative plan for kindergarten registration. Lead teachers complete Preschool Feedback forms and Kindergarten Transition forms. These documents support elementary school receiving teams with program and classroom placements, ultimately increasing K-5 educational success. The Head Start secretary keeps a detailed, ongoing record of student kindergarten placements and assignments. The WWCCF leadership team schedules and conducts kindergarten transition meetings with all elementary buildings (admin, support staff, and classroom teachers from both schools present). These transition meetings are a supportive link from preschool to elementary

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school. We specifically discuss children receiving Special Education services and Tier II/III social-emotional supported students who might benefit from continuity of interventions.

Transitioning from Head Start into another program in our building or vice versa is rare, but does happen occasionally. These are usually unique requests depending on the personal contexts of families and/or other factors such as: dietary needs, teacher recommendations, scheduling conflicts, etc. These situations are handled on a case-by-case basis. During this process our Enrollment Coordinator and Family Advocate work in collaboration to best meet the needs of the student and family.

11. **Services to Enrolled Pregnant Women**

Not applicable.

12. **Transportation**

We currently run 5 buses for the Center for Children and Families. All buses are equipped with 5 point harnesses, a driver and a bus aide. Nearly 60% of Head Start students ride the bus each day.

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Sub-Section C: Governance, Organizational, and Management Structures

1. Governance

No significant changes have occurred in this area.

2. Human Resource Management

A new Instructional Coach was hired at the beginning of the 2022-2023 school year. Due to staff shortages and a lack of qualified applicants, our Instructional Coach resigned from their Instructional Coaching position to apply for the Lead Teacher position in Room B21 mid-way through the 2023-2024 school year, and then resigned from that teaching role at the end of last year. Since COVID, we have experienced difficulty filling our Instructional Coach position, in addition to other positions within our Head Start program. We have also had some turnover of Family Advocate and educational staff this past year. We posted vacancies for educational staff ___ separate times this school year in an attempt to fill vacant classroom positions. Family Advocate vacancies were posted ___ different times throughout our current program year. Sometimes the postings were for more than 1 open position at a time.

a. This year we hired three new Family Advocates and one is returning from last year. We have also experienced some turnover in classroom staff as well. During the 2024-2025 school year we experienced ___ classroom staff resignations and ___ new hires. The majority of these new hires are either in a Family Advocate role or as assistant teacher role. These workforce challenges have been buffeted by our changes in programming this year (i.e. the Change in Scope from 2023-2024), which created a framework to better serve our students and families across 6 classrooms, providing flexible scheduling, rotational staffing, and increased educational quality across all learning environments.

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3. Program Management and Quality Improvement

An outcome from our Annual Self-Assessment process resulted in four targeted areas that will help support our Quality Improvement efforts during the 2024-2025 school year. These areas are focused on the following improvements:

1. Effective Staff Education (PD, Peer-to-Peer Observation, etc.)
2. Improve Student Attendance (Monitoring, Intervention, etc.)
3. Foster a Safe and Healthy Head Start Community (Family Engagement, Student Behavior, etc.)
4. Parents as Partners (parent and family involvement)

Each area has designated personnel who will be responsible for meeting schedules, facilitation, meeting notes, communication and action steps.

Intentionally improving our onboarding process to support staff as they develop skills, knowledge and capabilities to effectively carry out their job responsibilities and tasks is another area of improvement targeted through self-assessment.

Draft - DEI Language Updates Needed

Walla Walla School District Head Start
Selection Criteria
2025-2026

Priority 1:
Age Range-DOB between 09/01/2020 - 08/31/2021
Priority 2:
Age Range: DOB between 09/01/2021 - 08/31/2022
Priority 3:
Age Range: DOB between 09/01/2022 - 12/31/2022

Exceptions to 4 yr. old Walla Walla residents receiving preference: 3yr old Walla Walla residents who are categorically eligible, including: foster children, homeless families, children with IEP's, EHS transitions/transfers and children from families receiving public assistance such as TANF ,SNAP or SSI cash benefits.

Children who reside in other cities in Walla Walla County will be considered for enrollment after all eligible children in Walla Walla have been enrolled

Child or Family Risk Factor	Points Assigned to Student	Child or Family Risk Factor	Points Assigned to Student
Foster Child (State Placement) Categorical Eligibility	100	**Unemployment**	20
Homeless Categorical Eligibility	100	**Age 4 by August 31st.**	20
TANF/ Student SSI / SNAP Categorical Eligibility	100	**Previously enrolled in an early intervention program**	10
Diagnosed Disability Categorical Eligibility	98	**Concerns for Child (behavior,development, other)**	10
Concerns for Family (Health, food insecurity, housing, literacy, transportation, substance abuse, mental health, teen parent, other)	60	**No Medical or Dental Insurance**	5
Early Head Start	50	**Migrant**	10

Crisis	40	**One Parent Household**	5
Parent Disability	**25**	**ESL**	5
Children of Head Start staff	**10**		

2025-2026 Poverty Guidelines Chart

Persons in the family	100% FPL	130% FPL
1	$15,650	$20,345
2	$21,150	$27,495
3	$26,650	$34,645
4	$32,150	$41,795
5	$37,650	$48,945
6	$43,150	$56,095
7	$48,650	$63,245
8	$54,150	$70,395
9	$59,650	$77,545
10	$65,150	$84,695
11	$70,650	$91,845
12	$76,150	$98,995
For each additional person	**$5,500**	**$7,150**
Eligibility Age Range: 09/01/2020– 12/31/2022		

Walla Walla School District Head Start
School Readiness Goals and Alignment
2025-2026

	School Readiness Goals *Head Start Early Learning Outcomes Framework*	**Teaching Strategies Gold Objectives** Measurable Data	**WA Early Learning and Development Guidelines**
APPROACHES TO LEARNING	**Sub-Domains:** Emotional and Behavioral Self-Regulation, Cognitive Self-Regulation, Creativity **Goal P-ATL 2:** Child follows classroom rules and routines with increasing independence **Goal P-ATL 7:** Child persists in tasks **Goal P-ATL 12:** Child expresses creativity in thinking and communication	**1. Regulates own emotions and behaviors** b. Follows limits and expectations **11. Demonstrates positive approaches to learning** b. Persists **9. Uses language to express thoughts and needs** a. Uses an expanding expressive vocabulary	**2. Building Relationships:** Social Behaviors, Problem Solving **6. Learning About My World:** Knowledge (cognition)
SOCIAL AND EMOTIONAL DEVELOPMENT	**Sub-Domains:** Relationships with Adults, Relationships with Other Children, Emotional Functioning, Sense of Identity and Belonging **Goal P-SE 1:** Child engages in and maintains positive relationships and interactions with adults **Goal P-SE 4:** Child engages in cooperative play with other children **Goal P-SE 8:** Child manages emotions with increasing independence **Goal P-SE 11:** Child has sense of belonging to family, community, and other groups	**1. Regulates own emotions and behaviors** a. Manages feelings **2. Establishes and sustains positive relationships** a. Forms relationships with adults b. Responds to emotional cues c. Interacts with peers **3. Participates cooperatively and constructively** a. Balances needs and rights of self and others b. Solves social problems	**1. About Me and My Family and Culture:** Family and Culture, Self Management **2. Building Relationships:** Interactions with Adults, Problem Solving

Walla Walla School District Head Start
School Readiness Goals and Alignment
2025-2026

LANGUAGE AND LITERACY	**Language and Communication** **Sub-Domains:** Attending and Understanding, Communicating and Speaking **Goal P-LC 2:** Child understands and responds to increasingly complex communication and language from others **Goal P-LC 4:** Child understands, follows, and uses appropriate social and conversational rules **Literacy**	**8. Listens to and understands increasingly complex language** a. Comprehends language b. Follows directions **9. Uses language to express thoughts and needs:** b. Speaks clearly **10. Uses appropriate conversational and other communication skills:** a. Engages in conversations b. Uses social rules of language	**5. Communicating:** Speaking and Listening, Writing
	Sub-Domains: Print and Alphabet Knowledge, Writing **Goal P-LIT 3:** Child identifies letter of the alphabet and produces correct sounds associated with letters **Goal P-LIT 6:** Child writes for a variety of purposes using increasingly sophisticated marks	**16. Demonstrates knowledge of the alphabet** a. Identifies and names letters b. Identifies letter-sound correspondences **19. Demonstrates writing skills** a. Writes name	
COGNITION (MATH)	**Sub-Domains:** Counting and Cardinality, Operations and Algebraic Thinking, Geometry and Spatial Sense **Goal P-MATH 1:** Child knows number names and the count sequence **Goal P-MATH 7:** Child understands simple patterns **Goal P-MATH 9:** Child identifies, describes, compares, and composes shapes	**20. Uses number concepts and operations** a. Counts b. Quantifies **21. Explores and describes spatial relationships** b. Understands shapes **22. Compares and measures** a. Measure objects **23. Demonstrates knowledge of patterns**	**6. Learning About My World:** Math

Walla Walla School District Head Start
School Readiness Goals and Alignment
2025-2026

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	**Sub-Domains:** Gross Motor; Fine Motor; Health, Safety, and Nutrition **Goal P-PMP 1:** Child demonstrates control, strength, and coordination of large muscles **Goal P-PMP 3:** Child demonstrates increasing control, strength, and coordination of small muscles **Goal P-PMP 6:** Child demonstrates knowledge of personal safety practices and routines	**1. Regulates own emotions and behaviors** c. Takes care of own needs appropriately **4. Demonstrates traveling skills** **5. Demonstrates balancing skills** **7. Demonstrates fine-motor strength and coordination** a. Uses fingers and hands b. Uses writing and drawing tools	**3. Touching, seeing, hearing, and moving around:** Using the Large Muscles, Using the Small Muscles **6. Learning About My World:** Knowledge

Goals	Objective	Progress/Outcomes	Challenges
1. Walla Walla Head Start will prepare children and families for kindergarten through effective teaching practices, cohesive leadership, and integrated systems of service.	**1a.** Classroom staff will be able to implement Creative Curriculum to fidelity using checklist	All teachers are utilizing the TSG Creative Curriculum Fidelity Checklist to ensure quality instruction and classroom support	Program schedule and classroom reductions helped stabilize enrollment and allowed for focus to be placed on instructional practices. The checklist is being implemented across classrooms. Increased concerning behaviors from students is still an area to be addressed, as staff are dedicating more time to these behavioral needs.
	1b. Ensure quality mental health services are provided to children and families	Actively seeking MH Consultant	Limited providers here in our local area, but received guidance and are planning alternative solutions through frameworks and strategies recommended in the OHS Webcast: Building a Program-wide Culture that Promotes Mental Health.
	1c. Wellness Committee will be created to support staff wellbeing	Administrative and leadership staff are facilitating wellness and community-building activities	Administrators, and key front office & program staff, implemented many staff culture and staff wellness events and activities throughout the year. Still working on creating a Wellness Committee.
	1d. Utilize a variety of SEL resources, activities and interventions to support Social/Emotional development	Targeted training on Conscious Discipline and other SEL curriculums and resources. Focus of Concern and Student Support Team processes and procedures in place	The number of students referred, evaluated, and intervened upon is large. This increase puts more pressure on Tier 2 & Tier 3 strategic interventions.
	1e. Focused professional development opportunities for increasing staff skills and capacities for working with students with high behavioral needs	Provided additional training, resources and strategies for student behavioral support. Teachers received training on Conscious Discipline. District behavior team has assisted with building-level efforts.	Training, based on staff feedback and outcomes, has been successful thus far. Staff have reported being equipped with better skills and resources. There is a desire for continued support (PD) to address increased behavior concerns.

2. Walla Walla Head Start will provide continuous data informed quality improvement.	**2a.** Establish a comprehensive, ongoing monitoring system by 2025.	Monthly Coordinator reports, regular staff meetings (with feedback loops), and our annual staff survey support this work.	Focusing on consistent and timely documentation is an area of emphasis this coming year, especially while simultaneously providing Active Supervision
	2b. Create monitoring/tracking system for students identified as needing Tier 2 and Tier 3 supports	Student behavioral data tracked using updated behavior/incident report. Continue to use the Focus of Concern referral process, supported by individualized follow up and classroom interventions.	Developmentally appropriate supports and implementing them diligently and consistently in real-time for each Focus of Concern student is staff intensive and requires a high skill-set. Considering additional training and peer-to-peer modeling.
3. Walla Walla Head Start children and families will live in a safe and healthy community demonstrating a sense of belonging.	**3a.** Implement Active Supervision strategies throughout entire center	All staff received additional training on Active Supervision requirements, zoning, scanning and expectations to keep students safe. Protocols and models (via signage) posted throughout the center.	Processes for accurate headcounts and Active Supervision documentation using the whiteboards have been implemented and fidelity and consistency has increased dramatically. Continue to onboard and train new staff. Working with subs to understand the processes of Head Start is a challenge. Look to streamline day-of sub training and orientation - 15min tutorials.
	3b. Increase parent involvement in HSAC meetings	Bolstered parent participation in HSAC meetings by a few parents each meeting.	Scheduling, childcare, and interpretation services during meetings are still logistical challenges. Partnering with various WWPS departments could help with resourcing in these areas.

Goals	Objective	Measurable Objectives	Expected Outcomes
1. Walla Walla Head Start will prepare children and families for kindergarten through effective teaching practices, cohesive leadership and integrated systems of service.	**1a.** Classroom staff will be able to implement Creative Curriculum to fidelity using checklist	All teachers will receive training and implement Creative Curriculum to fidelity	Improved student outcomes, robust classroom environments and high rates of engagement
	1b. Ensure quality mental health services are provided to children and families	Identify and sub-contract with a Mental Health Consultant	Provide mental health support and resources to students, staff and families
	1c. Wellness Committee will be created to support staff wellbeing	Create a Wellness Committee and meet bi monthly	Improved moral, attendance and engagement
	1d. Utilize a variety of SEL resources, activities and interventions to support Social/Emotional development	Implement intervention and redirection strategies provided during training and professional development opportunities, training in ABC data	Decreased Behavior Reports and Incident Reports, improved classroom routines and schedules, individualize strategies for individual students,
	1e. Focused professional development opportunities for increasing staff skills and capacities for working with students with high behavioral needs	Provide additional training, resources and strategies for student behavioral support. Teachers will receive training on Conscious Discipline	Additional training provided to classroom staff to develop skills and strategies to support dysregulated students, increase student outcomes, and increase teacher efficacy
2. Walla Walla Head Start will provide continuous data informed quality improvement.	**2a.** Establish a comprehensive ongoing monitoring system by 2025	Utilize data and monitoring system to identify areas of strength and needed improvement	Improved systems of monitoring will decrease areas of non compliance and increase safety among all classrooms
	2b. Create monitoring/tracking system for students identified as needing Tier 2 and Tier 3 supports	Tracking student behavioral data using ABC documentation and Focus of Concern process, individualize support	Developmentally appropriate supports are provided for individual students

3. Walla Walla Head Start children and families will live in a safe and healthy community demonstrating a sense of belonging.	**3a.** Implement Active Supervision strategies throughout entire center	All staff received training on Active Supervision requirements, zoning, scanning and expectations to keep students safe	Accurate headcounts and Active Supervision documentation using the whiteboards
	3b. Increase parent involvement in HSAC meetings	Increased participation in HSAC meetings	Increased awareness of health and wellness resources for families

Walla Walla Head Start Self-Assessment 2024-2025

Walla Walla Center for
Children & Families

Participants

Michelle Carpenter-Principal
Brent Cummings-Community Outreach and Partnership Coordinator

Axel Patino- ERSEA/Enrollment Coordinator
Anastasia Garcia- Education Manager
Christine Ludwig- Family Services and Mental Health Coordinator
Griselda Patino- Health, Safety and Nutrition Coordinator
Erika Torres–Head Secretary at CCF
Barbara Brown–Head Start Secretary
Pam Clayton–Family & Community Engagement Coordinator
Cindy Ramirez-Communities in Schools
Brisa Maya- Family Advocate
Nicole Violet- Family Advocate
Tiffanee Howe- Family Advocate
Peyton Knauft- Head Start Lead Teacher
Lorena Garanzuay - Head Start Teachers Assistant
Martha Ibarra- Head Start Lead Teacher
Rosa Preciado- Head Start Teachers Assistant
Maria Uribe Meza- Head Start Teachers Assistant
Ana Rosa Campos- Head Start Lead Teacher
Yesenia Campos- Head Start Teachers Assistant
Carlos Ibarra- Head Start Teachers Assistant
Brisa Maya- Head Start Lead Teacher
Alexis Stremcha- Head Start Teachers Assistant
Ximena Gachet- Head Start Lead Teacher
Christopher Schulz- Head Start Assistant Teacher
Cynthia Wohr- Head Start Lead Teacher
Olga Abundis- Head Start Teachers Assistant
Hannah Wright- Head Start Teachers Assistant
Lidia Lopez-Parent
Sandra Beltran-Parent
Rebecca Bundy-Parent
Stefanee Allsop-Parent

Walla Walla Center for
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Purpose

In accordance with Head Start Program Performance Standards and to ensure continuous quality improvement, Walla Walla Public Schools Head Start conducts an annual Self-Assessment. The purpose of the annual Self-Assessment is to compile and analyze current program data and information from a variety of sources within the program's component areas to determine if high-quality program services are being implemented and are working effectively for children & families. The annual Self-Assessment also allows Head Start staff the opportunity to celebrate achievements and successes in order to continue implementing the identified quality elements of our program. Lastly, our annual Self-Assessment will bring forth aspects of our program that require continued development and enhancement. Pinpointing these areas of needed improvement will help guide our staff and focus our resources on specific areas where improvement is necessary.

Methodology

Utilizing staff's knowledge, insight and experience, a survey link was sent to staff asking them to identify their top four priority areas in regards to the current Head Start Programming. These four priority areas were identified as: Student Behavior, Parent Involvement, Student Attendance and Staff Education. Head Start staff also met in person to review, analyze and discuss data specific to child outcomes, specifically the impact of student and staff attendance on student learning, student and staff behavior on student learning and the importance of families in the classroom. This was conducted within a professional learning collaboration framework through a facilitated round-robin process.

The Self-Assessment uses program data to:

- measure success in meeting program goals and objectives
- ensure compliance with head start program performance standards
- determine the effectiveness of the professional development and family engagement systems in promoting school readiness, and
- reveal student progress toward developmentally appropriate benchmarks

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Program Description

Walla Walla Public Schools is a strong advocate for early learning. Children eligible for enrollment into our program receive a high-quality preschool experience designed to prepare them for kindergarten.

Head Start is a family development program that provides comprehensive education, health, and social services for both the child and their family. Head Start preschool is funded by the federal government.

Walla Walla Head Start has 116 slots for children in a mix of full-day and part-day sessions and is designed to serve the unique needs of our community. We have maintained full enrollment with a healthy waitlist. Of those 116 students we served 28 (24.1%) are receiving SPED services. Besides enrollment, listed below are some additional program challenges as a result of our current climate:

Program Challenges and Obstacles

1. Staff Turnover
    a. New Principal hired July 1, 2024
    b. Instructional Coach resignation December 20, 2024
    c. Reduction of Preschool Director position June 30. 2024
2. Family Advocate turnover from last year - 3 of 4 FAs are new this year
3. Increased number of student referrals for speech/language concerns
4. Increased number of requested evaluation/referrals for student behaviors

Five-Year Program Goals

GOAL 1: Walla Walla Head Start will prepare children and families for kindergarten through effective staff education. Success means our team is qualified, open-minded, and always growing—learning through hands-on training, conscious discipline, current research, visiting classrooms, learning from each other and our families, and staying curious with a willingness to keep learning together.

Year Five Progress (2024-25):

- All classroom staff received training for CLASS
- Increased the staff to student ratio in each classroom to accelerate academic and social-emotional learning outcomes
- Consistent and reliable staffing
- Implemented monthly meetings and staff celebrations highlighting effort towards yearly progress
- Increased collaboration with school district Social-Emotional Team on programmatic Tier 1 and Tier 2 supports
- Staff received monthly training on Conscious Discipline

GOAL 2: Walla Walla Head Start will provide continuous attendance data to inform and ensure quality improvement and student success. Student attendance success means children arrive on time and consistently, ready to learn, with support from clear health expectations, open communication, and meaningful, motivating experiences, while we work together with families and the community to remove barriers and share the importance of being here each day.

Year Five Progress (2024-25):

- Tracked and addressed attendance daily with parent contact
- Improved communication with families
- Identified and responded to barriers
- All students were welcomed at their arrival and specifically valued after absences

GOAL 3: Walla Walla Head Start children and families will live in a safe and healthy community demonstrating a sense of belonging which will increase positive student behavior.

Year Five Progress (2024-25):

- An Active Supervision Plan was implemented and monitored regularly throughout the school year
- Head Start hosted an increased number of Parent & Family Nights
- Implemented school wide Values – recited, posted and shared with families

- Worked with SEL Team to provide Tier 1 and Tier 2 supports in all settings
- Developed individualized behavior plans with staff and families
- Created sensory items to meet student needs
- Received Functional Assessment support
- Increased adult to student support in all classrooms

GOAL 4: Walla Walla Head Start families will be partners with their children and staff in learning and growing in a safe and welcoming environment. Increased Parent Involvement will ensure quality programming and student success.

Year Five Progress (2024-25):

- Head Start hosted an increased number of Parent & Family Nights
- Increased Head Start parent involvement in HSAC
- Held monthly Coffee, Connections and Family events in the morning
- Implemented in-person drop off and pick up to and from classrooms
- Provided a "books and breakfast" opportunity for families to be a part of the classroom
- Offered "Celebration of Learning" evenings to participate in the classroom after school hours

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Data and Documents Utilized in Self-Assessment

Component Area	Data/Documents
Education & Child Development	• School Readiness Goals & Parent Education Goals • Teaching Strategies GOLD Data – Fall Checkpoint • Pre and Post classroom academic assessment • CLASS Scores from Spring '24 vs Spring '25
Family Services and Mental Health	• Family Outcomes • Student absenteeism, w/barrier indicators
Health & Nutrition	• Well-Child Exams • Healthy Beginnings Dental Screenings • Vision Screenings • Hearing Screenings • Dental & Medical Insurance • Nutritional and Meal service information
Instructional Coaching	• Shadow Coaching participation rate • One-on-one coaching participation rate
ERSEA: Eligibility, Recruitment, Selection, Enrollment, & Attendance	• Demographics (i.e. Age, Gender, Race, Parental Status) • Monthly Enrollment • Drop/Withdrawal (w/rationale)
Program Management & Fiscal Operations	• Staff rate of absenteeism • WWPS EES Survey data • School Readiness Goals • Community Needs Assessment updates

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Findings and Recommendations

Content Area	Strengths	Recommendations For Improvement
Program Operations & Governance	• Improved on-boarding and training process for new staff members • Involvement of parents and volunteers	• Clarity of job descriptions and employee expectations with regard to professionalism • Clarification of data collection and for what purposes • Rate of student absenteeism is a concern
Education & Child Development	• Additional staff added to classrooms to help support SEL and Behavioral concerns • Interrater Reliability training • Parent Collaboration and Toileting plans	• Align data, and collection of data, in order to identify causality between component areas • Intentional data collection and analysis process • Identify age-appropriate pre and post assessment tools
Health, Safety & Nutrition Services	• Continued success with well-child exams • Implementing Healthy Beginnings Dental Screenings	• Increase communication with teaching staff about student health concerns via flow chart • Clarity of Student Incident/Behavior reporting with a new form
Mental Health & Family Services	• More parent involvement opportunities • Improved Attendance Policy and follow-up process	• Better define Family Advocate expectations • Increased participants in HSAC to share resources
ERSEA: Eligibility, Recruitment, Selection, Enrollment, & Attendance	• Involving all staff and parents in recruitment efforts • Multifaceted outreach and recruitment efforts • Served more categorically eligible students and families within FPL	• Include teachers and other staff in all processes

Walla Walla Center for
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Quality Improvement Plan
2024-25

Final recommendations were made by staff in the following areas:

- Increase staff education opportunities
- Improve consistent student attendance
- Refine student behavior strategies
- Enrich parent involvement

Concern	Strategy	Responsibility	Timeline	Resources	Monitoring
• Staff are seeking more opportunities for hands-on learning, using more current research	• Gather data and input from all relevant entities. • Meet to discuss areas staff are seeking growth • Identify ways to make learning relevant and timely	• CCF Principal, • Head Start Program Coordinators	• 8/2025	• Survey responses and other staff input from Self-Assessment process • Review CLASS scores • Review student assessment data	• Initial implementation during August Pre-Service • Weekly monitoring for 1st month of school year • Mid-year check-in

Concern	Strategy	Responsibility	Timeline	Resources	Monitoring
• When students are consistently absent, they miss critical learning and systems	• Review and update student attendance protocols • Intentionally plan attendance meetings to include Head Start teachers and classroom staff	• Enrollment Coordinator • Head Start Coordinators • CCF Principal	• 6/2025 • 8/2025 (follow up)	• Weekly reports provided • Monthly reports reviewed with action steps • Staffing notes	• Mid-June review of attendance data • Monthly attendance meetings • Individual family meetings (ongoing)

Walla Walla Center for
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Concern	Strategy	Responsibility	Timeline	Resources	Monitoring
• Refine student behavior strategies to increase engagement	• Gather data and input from all relevant entities. • Meet to discuss concerning aspects of student behavior and interventions • Identify ways to implement Tier 1 & Tier 2	• CCF Principal • Head Start Program Coordinators • Building SEL Team • District Behavior Team	• 8/2025	• Survey responses and other staff input from Self-Assessment process • EES Survey • Conscious Discipline trainings	• Initial implementation during August Pre-Service • Mid-year check-in • Individual data tracking

Concern	Strategy	Responsibility	Timeline	Resources	Monitoring
• Enrich parent involvement opportunities	• Gather data and input from all relevant entities. • Meet to discuss barriers of volunteering with parents • Identify multiple times, events and opportunities for families	• CCF Principal • Communities in Schools • Head Start Program Coordinators • Family Advocates	• 8/2025	• Survey responses and other staff input from Self-Assessment process • Head Start Parent Handbook • EES Survey data	• Initial planning with all programs during August Pre-Service • Mid-year check-in