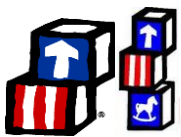




HEAD START ANNUAL REPORT 2019-2020

Washtenaw Intermediate School District
Early Childhood Programs



Head Start and Early Head Start of Washtenaw County



WASHTENAW INTERMEDIATE SCHOOL DISTRICT EARLY CHILDHOOD PROGRAMS

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General Information

Grantee: Washtenaw Intermediate School District - Early Childhood Department
Washtenaw Intermediate School District - Early Head Start

Delegate Agencies: Ann Arbor School District
Whitmore Lake Public Schools
Ypsilanti Community Schools

Partner Agency: Lincoln Consolidated Schools

Grant Number: 05CH010612

Address: 1819 South Wagner Road, Ann Arbor, MI 48106-1406

Phone: 734-994-8100

Fax: 734-994-2203

Agency Website: www.washtenawisd.org/departments/early-childhood

Agency Type: Grantee and Delegate

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

Executive Director of Early Childhood Programs: Alan Oman - aoman@washtenawisd.org

Preschool Supervisor: Erika Huizenga - ehuizenga@washtenawisd.org

Early Head Start & Family Services Supervisor: Alicia Kruk - akruk@washtenawisd.org



Mission, Vision & Values

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 are embraced, and teaching is highly effective. We will work cooperatively with stakeholders to ensure that families and children are ready for school.

Delegate/Partner Agencies & Grantee Programs

Washtenaw Intermediate School District's Early Childhood Department supports four center-based delegate/partner agencies and one home-based site throughout Washtenaw County. The center-based agencies provide Monday-Thursday school or part day services for 427, 3 and 4-year old children who lack access to quality resources within Washtenaw county. By blending 269 Head Start slots with State funded Great Start Readiness Program (GSRP) slots, agencies were able to make school-day programs available to 397 Head Start students. WISD's Head Start program serves prenatal mothers, infants and toddlers using a home-based Early Head Start model. Using this model, women, infants, and toddlers receive home visits using the parent education curriculum Parents as Teachers (PAT). Home visits are provided weekly for a minimum for 90 minutes where developmental parenting is supported using a coaching approach to parent education. While allocation from Head Start allows WISD to serve 36 participants, through blending of state funding sources, Section 32p State Aide and Section 32p(4) Home Visiting an additional 30 eligible participants can receive programming allowing WISD to serve 66 participants.

Locations

CENTER-BASED AGENCIES	
Delegate/Partner Agencies	Sites
Ann Arbor School District	Westerman Preschool & Family Center 2775 Boardwalk Street, Ann Arbor, MI 48104-6713 734-994-2303
	Mitchell Elementary 3550 Pittsview Drive, Ann Arbor, MI 48108 734-997-1245 ext. 56209
Lincoln Consolidated Schools	Lincoln Early Childhood Center 8850 Whittaker Road, Ypsilanti, MI 48197 734-484-7070
Whitmore Lake Public Schools	Whitmore Lake Early Childhood Center 8845 Main Street, Whitmore Lake, MI 48189 734-449-4464
Ypsilanti Community Schools	Beatty Early Learning Center 1661 LeForge Road, Ypsilanti, MI 48198-9611 734-994-8178
	Ford Early Learning Center 2440 East Clark Road, Ypsilanti, MI 48198-3362 734-221-1800
	Perry Early Learning Center 550 Perry Street, Ypsilanti, MI 48197-5331 734-221-1700

HOMEBASED AGENCY

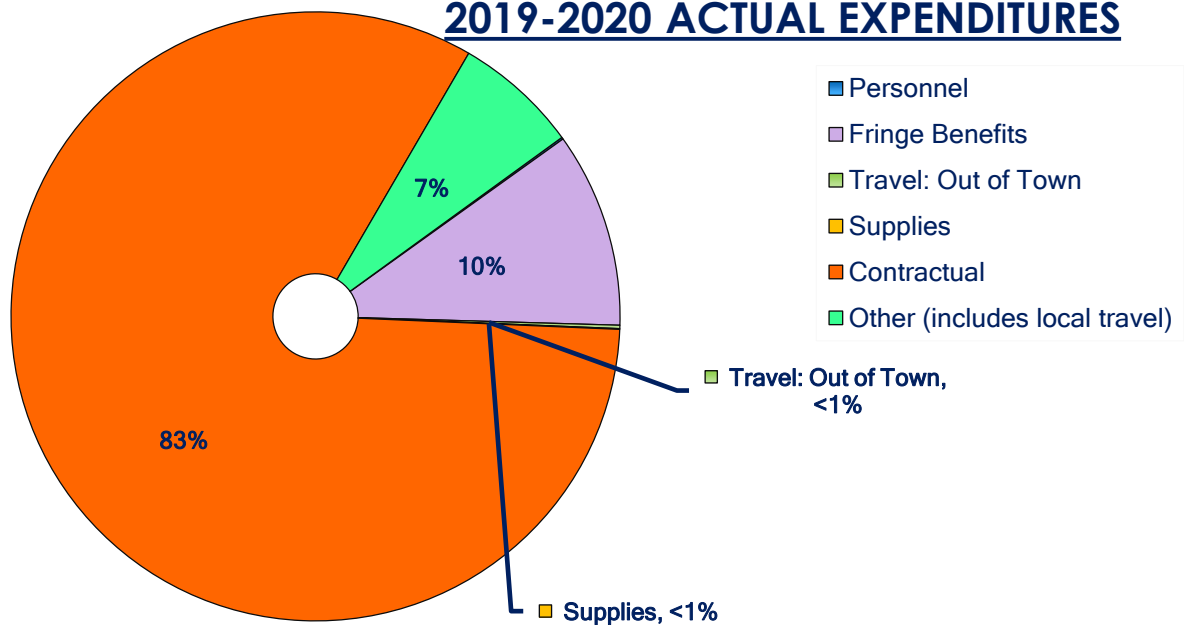
Washtenaw Intermediate School District -
Early Childhood Department

WISD Early Head Start
1819 South Wagner Road, Ann Arbor, MI 48106-1406
734-994-8100

Grantee Budget

FUNDING FOR FISCAL YEAR 8/1/2019- 6/30/2020	NOTICE OF AWARD - BUDGETED EXPENDITURES	ACTUAL SPENT
Personnel	\$618,569.00	\$595,815.47
Fringe Benefits	\$348,069.00	\$388,306.73
Travel: Out of Town	\$8,800.00	\$6,654.24
Equipment	-	-
Supplies	\$3,800.00	\$1,451.55
Contractual	\$3,101,674.00	\$3,099,305.69
Facilities/Construction	-	-
Other (includes local travel)	\$260,749.00	\$247,567.94
Indirect Costs	-	-
Total Federal Funds	\$4,341,661.00	\$4,339,101.62
Non-Federal State Match	\$1,107,771.00	\$1,107,771.00
Total Funds	\$5,449,432.00	\$5,446,872.62

2019-2020 ACTUAL EXPENDITURES



Enrollment

Percentages of Eligible Children Served and Services Provided

Enrollment PIR Performance Indicator	Head Start # Enrolled	Head Start % Total Enrollment	Early Head Start # Enrolled	Early Head Start % Total Enrollment
Total Funded Enrollment	427	N/A	51	N/A
Total Cumulative Enrollment - Children	459	100%	89	100%
Number of Children Enrolled <45 days	9	2%	6	12%
ENROLLMENT - CHILDREN BY AGE				
Under 1 Year	N/A	N/A	16	18%
1 Year Old	N/A	N/A	26	29%
2 Years old	N/A	N/A	29	33%
3 Years Old	151	33%	14	16%
4 Years Old	301	66%	N/A	N/A
5 Years and Older	7	2%	N/A	N/A
ENROLLMENT - PREGNANT WOMAN				
Total Enrollment of Pregnant Women	N/A	N/A	4	100%
ENROLLMENT BY ELIGIBILITY				
Income Below 100% Poverty Line	323	70%	68	76%
Receipt of Public Assistance (TANF, SSI, etc.)	74	16%	15	17%
Foster Child	11	2%	0	0%
Status as Homeless	44	10%	3	3%
Over-Income	7	2%	3	3%
ENROLLMENT BY ETHNICITY				
Hispanic or Latino Origin	50	11%	20	22%
Non-Hispanic or Non-Latino Origin	409	89%	69	78%
ENROLLMENT BY RACE				
American Indian or Alaska Native	3	<1%	0	0%
Asian	8	2%	2	2%

Black or African American	257	56%	36	40%
Biracial/Multi-racial	51	11%	11	12%
White	139	30%	40	45%

ENROLLMENT BY HOME LANGUAGE

English	382	83%	63	71%
Spanish	27	6%	12	13%
Middle Eastern and South Asian Languages	26	6%	10	11%
East Asian Languages	4	1%	1	1%
European/Slavic Languages	9	2%	1	1%
African Languages	11	2%	1	1%
American Sign	0	0%	1	1%

1) Percentages based on cumulative number of enrolled children throughout the 2019-2020 program year.

2) Due to rounding percentages, each section combined percentages may be slightly greater or less than 100%.

Health

Head Start and Early Head Start staff were persistent in working with families to increase the percentage of children with medical homes, health insurance, and up to date immunizations. These numbers were exemplary with percentages over 90%. The percentage of children with dental homes has significantly improved this program year with percentages reaching 88%. We strive to ensure all children have access to appropriate medical and dental care with the goal of having healthy children ready for school and ready to learn.

Health PIR Performance Indicator	Head Start # Enrolled	Head Start % Total Enrollment	Early Head Start # Enrolled	Early Head Start % Total Enrollment
Children with health insurance	455	99%	85	95%
Number Enrolled in Medicaid and/or CHIP	434	95%	80	90%
Number with Private Insurance	21	5%	5	6%
No Insurance	4	1%	0	0%
MEDICAL HOME				
Children with a medical home	456	99%	85	95%

Health PIR Performance Indicator	Head Start # Enrolled	Head Start % Total Enrollment	Early Head Start # Enrolled	Early Head Start % Total Enrollment
MEDICAL SERVICES				
Children up-to-date on EPSDT	284	62%	7	8%
Children with a chronic health condition needing treatment	38	13%	0	0%
Of these, the number who have received treatment	31	11%	0	0%
IMMUNIZATION SERVICES				
Children up-to-date	418	91%	53	60%
Children to have received all immunizations possible at this time, but who have not received all immunizations for their age	4	<1%	21	24%
Number of children exempt	14	3%	3	3%
DENTAL HOME				
Children with a dental home	413	90%	68	76%
EHS children who received oral health care	N/A	N/A	19	21%
HS Children who received professional dental exam	372	81%	N/A	N/A
Number of children in need of treatment	38	10%	N/A	N/A
Number of children who received treatment	25	7%	N/A	N/A

3) Numbers based on cumulative number of enrolled children at end of enrollment from the PIR.

Health PIR Performance Indicator	Head Start # Enrolled	Head Start % Total Enrollment	Early Head Start # Enrolled	Early Head Start % Total Enrollment
Pregnant Women - Health Services			Early Head Start # Enrolled	Early Head Start % Total Enrollment
Total Cumulative Enrollment - pregnant women			4	N/A
Number of pregnant women with at least one type of health insurance			4	100%
Pregnant Women - Services				
Prenatal Care			4	100%
Postpartum Care			1	25%
Mental Health Intervention and Follow-up			1	25%
Substance abuse prevention			0	0%
Substance abuse treatment			0	0%
Prenatal education on fetal development			4	100%
Information on the benefits of breastfeeding			4	100%
Number of pregnant women who received a professional dental exam and/or treatment			0	0%

Family Information

Parent Involvement & Family Engagement

Washtenaw ISD Head Start Home-Based and Center Based Programs

Both the home-based and center-based Head Start programs 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. Family meetings afford families the chance to engage with other families while connecting with many community resources and organizations that support the Head Start program. In home-based programming, home visitors work directly with parents on jointly planning home visits. Joint planning asks parents to be fully engaged in their learning plan home visits using assessment data, family goals, and Early Intervention goals as appropriate to create a plan that is routines-based, and parent and child led.

At both family meetings and socializations, families are able to familiarize themselves with community partners. These can range from Michigan State University (MSU) Extension program nutrition experts, who offer nutrition education for both children and parents, to Preschool U, a program that supports families with school readiness for children. Preschool U provides families with tools and materials that help to encourage learning at home as an extension and reinforcement of the learning that takes place at school.

Families play an integral part in the governance of our program and we offer a variety of opportunities for engagement. Monthly parent meetings or cafes provide an opportunity to meet and network with other program families. Parent meetings include opportunities for parents to provide input into the program as well as communication and outreach strategies for other parents.

Parents are also invited to serve on the Policy Council. All Head Start parents and family members can serve as advocates for their own children and as ambassadors for the program. Our 2019-2020 Policy Council chair was a father who has engaged in many leadership opportunities. He has provided leadership for other dads and male family members to do the same. He shares his expertise and knowledge with other parents as well as with others throughout the community by conducting Dad Cafes at the local WIC office and by serving as a Trusted Advisor in Washtenaw County.

Community Engagement

Our programs are all afforded the opportunity to partner with local universities. From these partnerships, we have a relationship with pediatric residents from the University of Michigan, as well

as UM student nurses. This partnership has resulted in many doctors and nurses experiencing child development as volunteers within our Head Start classrooms. They also participate in home visits with Early Head Start families and attend socialization opportunities. The residents are active in other activities throughout the school year. They also engage with families during family forums, meetings, orientation at the beginning of the year, Pop Up Safety Towns, Nurses on the Run, educating parents about the importance of establishing medical homes, and seeking immunizations. Dental students from the University of Michigan are key to the success of our fluoride varnish and screening initiative which takes place twice annually.

Student volunteers from Washtenaw Community College working toward their degree in education also spend time in our Head Start classrooms. Students from Eastern Michigan University have also spent time volunteering in classrooms while pursuing their degrees in both early childhood education and nursing.

Family literacy has been supported by programs such as Read to Kids and Washtenaw Promise's Imagination Library program that provides books for each child in the home while encouraging families to spend time reading together. The FLIP and LIFT literacy initiatives also support parents/adults in the home, to become better readers, while sharing books with their children that provide family interaction and support the adult with literature that fits their comfort level.

Family Service PIR Performance Indicator	Head Start # Enrolled	Head Start % Total Enrollment	Early Head Start # Enrolled	Early Head Start % Total Enrollment
Total Number of Families	420	N/A	69	N/A
Number of Single Parent Families	272	65%	34	49%
Number of Two Parent Families	148	35%	35	51%
FAMILY SERVICES				
Number of families who received services:				
Emergency/Crisis Intervention	215	52%	25	36%
Housing Assistance	140	33%	11	16%
Asset building services	115	27%	3	4%
Mental Health Services	86	20%	4	5%

Family Service PIR Performance Indicator	Head Start # Enrolled	Head Start % Total Enrollment	Early Head Start # Enrolled	Early Head Start % Total Enrollment
ESL Training	16	4%	7	10%
Assistance enrolling in education/job training prog.	69	16%	1	1%
Substance Misuse Prevention/Treatment	7	2%	0	0%
Education on preventive medical and oral health	96	23%	10	14%
Research-based parenting curriculum	170	40%	0	84%
Education on relationship/marriage	2	<1%	1	1%
Assistance to Families of Incarcerated Individuals	2	<1%	1	1%
Number of families that received at least one service	301	72%	43	62%

4) Numbers based on the cumulative number of enrolled families at end of enrollment from the PIR.

Disability and Mental Health Services

Disability Services

Delegate agencies support the inclusion of children with disabilities in everyday programming. This inclusive experience is beneficial for all children and fosters confidence and positive self-esteem.

Disability Service PIR Performance Indicator	Head Start # Enrolled	Head Start % Total Enrollment	Early Head Start # Enrolled	Early Head Start % Total Enrollment
Number of children enrolled who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	N/A	N/A	17	19%
Number of children enrolled who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	79	17%	N/A	N/A

School Readiness

School readiness goals, established at the county level, allow educators to focus on research proven objectives that support early learning and success in school. These goals encompass five major domains: Approaches to Learning, Cognition and General Knowledge, Language and Literacy, Social and Emotional Development, and Physical Well-Being and Motor Development.

Utilizing the Creative Curriculum for Preschool and the Parents as Teachers home visiting curriculum for children ages 0 to 3, our Head Start teachers and Early Head Start home visitors seek to provide children and parents with the skills and knowledge they need to succeed in school and to become lifelong learners. Teachers and home visitors also support and monitor children's development through ongoing, child-focused assessment with My Teaching Strategies Gold.

By providing rich, engaging learning environments and activities, and developing authentic, supportive relationships with both children and their parents, our educators seek to establish a firm foundation for learning that will last a lifetime.

During the two school readiness meetings held during the 2019-2020 school year, grantee staff supported parents/caregivers to develop an understanding of the school readiness goals and how teachers and home visitors work toward those goals with children every day. Parents also engaged in the work of assessing and planning for the ways that our programs prepare children for kindergarten and learned about strategies for advocating with legislators about the needs of young children in our community.

Using the My Teaching Strategies Gold Child Assessment tool, we learned that from the first assessment checkpoint to the second assessment checkpoint, most children showed growth in all five domains. Due to out of school time related to the coronavirus pandemic, data from the final checkpoint of the year is not available. However, second checkpoint data, shown below, indicates that children were on a similar trajectory as previous years.

- 55% of children are at or above the expectations for development in the area of **Approaches to Learning**. This means they are curious, can stay focused when they play, work with others, and express their feelings in creative arts.

- 45% of children are at or above the expectations for development in the area of **Social-Emotional Development**. This means they have strong relationships with adults and friends, can transition from one activity to another, and show self-confidence.
- 84% of children are at or above the expectations for development in the area of **Cognition and General Knowledge**. This means they have math skills, understand the idea of family, and can think about and solve problems.
- 75% of children are at or above the expectations for development in the area of **Language and Literacy**. This means they have some listening skills, they know the alphabet, they can have back and forth conversations, and they write some words.
- 55% of children are at or above the expectations for development in the area of **Physical Well Being & Motor Development**. This means they can do many physical activities, their growth is on track, they can hold a pencil, and they understand healthy choices.

Classroom Assessment Scoring System

		Head Start Nat'l Average 2017	Washtenaw County Spring 2019	Washtenaw County 2019-2020
The degree to which teachers establish & promote a positive climate in their classrooms through their everyday interactions.	Emotional Support	6.07	6.39	6.43
	Positive Climate	6.01	6.56	6.7
	Negative Climate	1.07	.98	1.1
	Teacher Sensitivity	5.88	6.18	6.25
	Regard for Student Perspectives	5.45	5.81	5.86
Classroom routines & procedures that help with children's behavior, time & attention in the class.	Classroom Organization	5.83	6.10	6.09
	Behavior Management	6.00	6.03	6.16
	Productivity	6.14	6.28	6.43
	Instructional Learning Format	5.35	5.98	5.68
The ways that teacher use the curriculum and interact to promote cognitive and language development.	Instructional Support	3.00	4.80	4.64
	Concept Development	2.49	4.10	4.34
	Quality of Feedback	2.99	5.17	4.75
	Language Modeling	3.51	5.12	4.84

The CLASS® tool has 10 dimensions of teacher-child interactions rated on a 7-point scale, from low to high. The 10 CLASS® dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support. This chart shows the most recent CLASS data available for Washtenaw County Head Start classrooms as compared to Head Start National averages. CLASS observations were not able to be conducted in every classroom during the 2019-2020 school year because of out of school time and virtual learning due to the coronavirus pandemic. The data above represents the information collected for 84% of our classrooms in 2019-2020. Comprehensive information from the 2018-2019 school year is provided as well.

Celebrating our Successes

Average CLASS scores for the preschool classrooms observed throughout Washtenaw County in 2019-2020 exceeded the Head Start National Averages from 2017 in all areas. Despite not being able to complete full CLASS observations on all classrooms due to the limitations imposed by the pandemic, WISD Education staff continued to use the CLASS framework in our support and coaching of teachers as well as in professional development provided to education staff.

Moving Forward Together

Data from the CLASS observations as well as ongoing in person and virtual classroom visits will be used to support individual teaching teams, focusing on their many strengths, and building goals around areas that need improvement. Site and county wide data will be used to plan professional development in the coming year, including WISD's annual conference for early childhood educators. After a careful consideration and an extensive pilot project, the decision was made by all Head Start delegate and partner program in Washtenaw County to switch curriculum from the Creative Curriculum to High Scope. WISD has and will continue to offer extensive professional development to support this transition.

Monitoring Review

At the start of each program year monitoring Entrance meetings are held with each delegate. The purpose of these meetings is to review the monitoring tools, timeframes, and monitoring schedules. Monthly monitoring is conducted at both the delegate and grantee levels. Monitoring reports are created in alignment with the Office of Head Start Focus Area 1 and Focus Area 2 monitoring tools. Monthly Quality Assurance meetings are held with each delegate and with the grantee leadership team. Grantee and delegate staff review monthly monitoring reports together to identify areas of concern or non-compliance. Any areas of concern or non-compliance is addressed through Quality Improvement Plans, Professional Development, policy creation/revision or monitoring adjustments as

deemed appropriate. These plans are created with the input of program and grantee staff in alignment with federal requirements, Head Start Program Performance Standards state licensing requirements and grantee policies and procedures. Quality Improvement Plans include follow up and monitoring. At the conclusion of each program year Exit interviews are held with each delegate to review the monitoring process, obtain feedback, and address any on-going concerns for purposes of program planning.

Monitoring Results July 1, 2020

Washtenaw ISD Early Childhood Department Based on Focus Area 2 Monitoring Protocol			
Component Area	Compliant	Non-compliant	Quality Improvement Plan
Program Design & Management	100%		
Education and Child Development Services	75%	25% Missing Screenings	<ul style="list-style-type: none"> • Data entry training for all EHS HV staff • Review of documentation and data entry for home visits • Training for teaching staff on screening results determinations and documenting education screenings
Health Program Services	66%	34% Missing Screenings	<ul style="list-style-type: none"> • Data entry training for all FSS staff • Enrollment training to include procedures to obtain health documentation • Creation of a Dental Task Force
Family and Community Engagement Services	100%		
Fiscal Infrastructure	100%		
ERSEA	100%		

As a result of monitoring, on-going communication and training the program embraces continuous quality improvement.

Professional Development

Provider	Topic
Grantee Wide	<ul style="list-style-type: none"> • Conscious Discipline 101 • Why your EQ Matters Just as Much as Your IQ • Bilingual and Bicultural: A Walk In Someone Else's Shoes • You Belong Here: Inclusive Practices to Support Every Child's Development • Mindfulness • The DECA and You • The Power of Play • Wondering and Response Wheel & Balanced Caregiving • Parent, Family, Community Engagement Framework 2.0 • Put On Your Ruby Red Resilience Slippers • Preschool Beyond Walls: Moving Toward A Nature Based Approach • Integrating Nature Into Your Indoor Environment • Teaching Strategies Lesson Plans & Studies & Digital Resources, Oh my! • High Scope Lesson Plans • Invitations to Writing • Perfecting Planning Time • Building Connections with Families • Fun with Small Group Time • Early Literacy and Read Alouds • ERSEA Training • Myths and Legends of High Scope • Individualizing Support to Children and Families • Resources and Answers to the Parenting Questions Teachers Get • Supporting Children's Transition to Kindergarten • Understanding e-DECA • Building Resilience During Uncertainty • Self Care During Resiliency

New Staff Orientation

From September 2019 - February 2020 5 New Staff Orientations were held. New Staff Orientations were not held in March 2020 or April 2020 due to the COVID-19 Pandemic. 35 staff registered to attend New Staff Orientation. 26 staff attended a New Staff Orientation during the 2019-2020 program year.

Position	Number of Attendees	Grantee	Delegate
Program Directors	1	0	1
Administrative/Secretarial	0	0	0
Early Head Start Home Visitors	0	0	0
Early Childhood Specialist	2	2	0
Teachers	12	0	12
Teacher Assistants - Associate Teachers	11	0	11
Classroom Aides	0	0	0
Content Area Specialist	2	1	1

**Partner staff are listed under Grantee*

Exceptional Circumstances Demands Unique Approaches to Supporting Children and Families

As in the rest of the nation and the world, the children and families of Washtenaw County are deeply impacted by the many challenges of the global Coronavirus pandemic- illness in family members, out of school time, virtual learning challenges, job loss, food insufficiency, housing concerns and anxiety regarding the illness itself were felt throughout our community. Unfortunately, as in other areas, low-income residents were often disproportionately impacted by COVID-19 and its associated issues. Throughout the Spring and into the Summer of 2020, Washtenaw Intermediate School District staff, in coordination with local school district staff and community organizations, worked to support families and children as well as the teachers and program staff who serve them.

Spring 2020

When schools began to close their doors in March of 2020, WISD team members transitioned our support provided to delegates and partners to a virtual format. Through many phone calls, emails, Zoom meetings and newsletters, WISD staff maintained a supportive connection to our partner programs. Professional development offerings were moved to an online format, providing information on such topics as "Building Resiliency During Uncertainty and Why Toilet Paper?", "Individualizing Support to Children and Families" and "Resources & Answers to the Parenting Questions Teachers Get While Connecting with Families at Home" Community resource connections, health information, and ideas for activities and materials to send home were also shared. WISD staff also produced

weekly newsletters sent directly to the families of enrolled children across the county. Each newsletter included sections on Learning at Home, Healthy Eating at Home, Help at Home and Help for Caregivers.

WISD's home based Early Head Start program also made some significant changes to better meet the needs of children and families during the COVID-19 pandemic. Home Visits with families were moved to a virtual format to ensure that services could continue to be provided safely. Access to technology was a barrier to participation to some families who would have been unable to participate if support were not available. Families with access issues were provided an iPad to use for the duration of virtual programming as well as internet hot spots for connectivity. Many families suffered loss of employment in the early months of the pandemic response creating an increased need for resources to meet basic needs. In partnership with the WISD Family and Community Partnerships department, families were provided diapers and wipes each month.

Summer 2020

As impacts of the pandemic continued to be felt in our community and concerns about the time out of school that children had endured in the spring grew, WISD developed a Head Start Summer Preschool Camp. This program provided an extension of the school year for those children who had been enrolled in Head Start and were transitioning to Kindergarten in the fall of 2020. A total of 63 children were enrolled. To balance continued public health considerations around COVID-19 and the social emotional needs of our children and families, WISD developed a hybrid plan which offered virtual instruction paired with regular in-person outdoor meetings and events.

Additionally, at-home learning kits were provided to participants to increase the amount of high-quality early learning materials available in the home. These kits, delivered directly to children's homes, facilitated successful participation in the virtual learning sessions and continued learning into Kindergarten. Partnering with other community organizations, WISD also provided weekly food deliveries to families as well as connection to and information about physical health, dental health, libraries, nutrition, mental health, child care and more. The program offered a whole family approach with materials and activities for siblings and Parent Café group meetings for parents/caregivers while preschoolers spent time with classmates and teachers.

Our Summer Program Partners:



Images taken from the 2020 Summer Program.



