



ANNUAL REPORT

2014  
2015



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# Mission

to teach and inspire children and families to achieve their dreams and to prepare for the future.

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# Vision

a program that inspires and enriches the lives of children, families, staff and community to achieve their potential, one dream at a time.

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# Values

respect, integrity, empowerment, knowledge and families through our work.

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We use evidence-based best practices with community-based organizations to help remove barriers to success for children and families. No other provider of early childhood services seeks at-risk children and families and provides the depth, breadth, and scope of services that Head Start does. This is what makes Head Start so vital-its unrivaled and passionate commitment to helping children and families be successful.



# What makes SUU Head Start a great program

Project Head Start was launched in 1965, with the goal of giving vulnerable preschool children and their families with comprehensive services to help them be ready for school. Programs were shaped by parents and volunteers. After 49 years, these values remain unchanged.

The overall goal of the Head Start program is to engender a greater degree of social competence in children of low-income families by strengthening their ability to cope with school and the world around them and helping to create new opportunities for them and their families.

From the beginning, Head Start was designed to be more than an educational program. Although Head Start children benefit from a variety of learning experiences that help lay the groundwork for success in elementary school, they receive so much more:

- Hot meals each day to help meet their daily nutritional needs.
- Comprehensive health care, including physical and dental exams, immunizations and follow-up on identified problems.
- Social activities to help them to learn to get along with others and gain self-confidence.

Head Start is unique. No other program for young children is as comprehensive or reaches into so many areas of the child's life.

Head Start is based on the philosophy that to be effective, a preschool program should address children's needs in all areas of development-physical, social, emotional, and cognitive- and provide support and assistance to all those who affect the child's development. Head Start's four program components, Education, Parent Involvement,

program is structured so that services in one component complement and reinforce those in other components.

An effort is made to adapt activities to the individual requirements and needs of each child and each community.

***“One day at lunch time, little Jaylee hushed up her entire class for a special reason. She got down on one knee and asked her friend if he would marry her.”***

ment, Health and Social Services, reflect this philosophy.

A second unique aspect of the Head Start program is its integrated, interdisciplinary nature. The Head Start Performance Standards state that the activities of all components should be integrated. The

SUU Head Start has a total funded enrollment of 421 children. Actual enrollment was 470. Our students attend a center based program for 4 hours a day, four days per week. 23 classes in 4 counties served 181 three year olds and 289 four year olds last year.

# Measuring the Miracles in Head Start

From the Director:

I am pleased to present the annual report for Feb 2014 to Jan 2105. In the past year (the second year of our five year funding cycle) we received a visit from two federal reviewers who conducted The Environmental Health & Safety Review. The reviewers looked at each and every one of our classrooms using the federal monitoring protocol to determine compliance with federal and state regulations. I am pleased to say that SUU Head Start classrooms and facilities received high marks in the review with only minor corrections needing to be made. I believe these results speak to the quality services and dedication that our staff brings to our program on a daily basis as well as to the support we receive from our governing board, policy council members and our community partners.

Southern Utah University Head Start provides a comprehensive child and family development program for low income children ages 3 through 5 and their families. In addition to early childhood development education, children and families receive health and nutrition services, family development support, access to mental health services, as well as support for children with disabilities.

SUU Head Start serves 421 low income pre-school children who live in Beaver, Cedar City, Delta, Enoch, Fillmore, Hurricane, Parowan, and Saint George.

The goal of the program is to improve child and family outcomes, including school readiness. We encourage parents to become invested and involved in their child's education, by fostering and strengthening parent engagement through workshops, parent teacher conferences, brainstorming sessions, parent committees and classroom volunteering opportunities. Our parents gain the knowledge and confidence to help their children succeed in school.

By the time the children enter kindergarten they have learned the foundation for academic and social success.

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“I believe these results speak to the quality services and dedication that our staff brings to our program on a daily basis.” Thomas “Mr. Tom” Morgan, Director

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**“And if you should survive to 105, look at all you’ll derive out of being alive. Then here is the best part, you have a Head Start, if you are among the very young at heart” -Frank Sinatra**



## Volunteers

Five hundred seven people provided volunteer services to our program. Of these, 391 are current or former Head Start parents.

Though Head Start parents provide most of the inkind, we also get a good bit from dentists, nurses, and practicum students from SUU. The rate for inkind services is \$18.60 per hour and \$150 for professional services. Though it may not seem like much, parents reading to their Head Start child for just 15 minutes a day can add up really fast.



## Staff by Type

Ninety-one staff members and 1 contracted staff, were employed by Head Start. Of these, the 32 are current or former Head Start parents. Of these, 14 staff left since last year but only 12 were replaced. Management staff work 40 hours per week, on average. There were 4 staff who were proficient in speaking Spanish.



## Staff Turnover

### Goodbye to Friends

Eight teachers left during the program year. Six had a change in job field, one retired and one left to raise her children full time. Good luck to our friends, Crystal Cardon, Cheryl Larson, Robin Sorenson, Carol Watson, Vickie Jensen, Barbara Beatty, McCall Clements and Megan Jackson.

## Child Development Staff

We have 23 classroom teachers and family advocate/assistant teachers. Of these, 13 teachers and 5 assistants had a baccalaureate degree in Early childhood education; 2 teachers and 1 assistant with field work equivalent to teaching preschool children and 1 teacher and 1 advocate with a BA who were enrolled in early childhood coursework. Six teachers, 2 advocates had an associate degree in early childhood education; 2 teachers 1 advocate had AA in a field relating to early childhood; two of these were enrolled in a BA program. Thirteen advocates had a CDA credential and 1 also had an AA in a related field. 1 advocate had no qualifications and was working on a CDA.



There were 4 education & child development coordinators; two with a baccalaureate degree in early education and two with no degree.

# Key services

Part of what makes Head Start more than just another preschool are the health and parent components of our program. We help parents keep their child healthy and teach them to advocate for their child in the greater community.

## ENROLLMENT

Due to changes in ERSEA standards, each family who applied received a face-to-face interview with Head Start staff. Four hundred, twenty-one enrollment slots in 23, part-day classrooms are available in our program. About one-third of the students were 3 years old, the rest, 4 years old. **470 children in 440 families were served.** 123 children were enrolled for the second year. 67 children left the program and did not re-enroll. 8 were enrolled less than 45 days. 260 children were going to kindergarten in the following school year. Of this number, 254 were below 100% of the poverty level, 21 were enrolled due to receipt of public assistance such as TANF or SSI. Thirteen children were foster kids, 92 had homeless status and 39 were over income. Fifty-one families had an income between 100% and 130% of the federal poverty line.

There are approximately 1,013 eligible children in our service area. With a total cumulative enrollment of 470, we were able to serve 46% of all eligible children. In order to ensure that all possible income-eligible children were served, we distributed flyers throughout the community including public schools, thrift stores, grocery stores, government and social services offices, public institutions (libraries, parks, etc.), churches, and other areas within low-income communities. Public service announcements were released, newspaper ads were placed, and announcements were made at local inter-agency council meetings. We staffed recruitment/information booths at community events such as community fairs and elementary school registration days, and also participated in city parades. Head Start parents assisted in recruitment efforts by referring their friends and family members with age eligible children to Head Start. Small flyers were placed in lunch bags during community free summer lunch programs. Informational materials were mailed to families referred to us by the State who may be eligible for TANF. After all recruitment efforts, we reserve enrollment slots for income and categorical eligible children until two weeks before the first day of classes, at which point we fill remaining slots with children from over income families in order of points assigned by our selection criteria.

## COMMUNITY ENGAGEMENT

SUU Head Start has informal and formal agreements with:

- School districts in our 4 county service area where we work cooperatively to provide services to children with disabilities,



**Average monthly enrollment: 100%**

- Department of Child and Family Services where children in crisis situations are enrolled as top priority into the program,
- Department of Workforce Services where families designated as TANF are referred to Head Start automatically,
- Public libraries who annually provide families with information about library services, including library cards,
- Southern Utah University who provides nurse trainees, pre-med students and early childhood students to give health screenings and assistance in the classrooms,
- Dixie State University who provides early childhood students experiences in the classrooms,
- Latter-day Saints Wards that provide numerous donations for families; such as coats and clothes through the Deseret Industries and books, pencils, literacy materials for home use for the children,
- Physicians in the community who provide information and service for free or at reduced cost for Head Start families.

## FAMILY ENGAGEMENT

Strong partnerships with families are key to children's school readiness and healthy development. SUU Head Start surveys parents every year to find out what they need to be more supportive parents. Family Advocates refer families to a variety of services that will help families survive, such as food assistance, heat

assistance, and health care. In addition, information is provided on job training and colleges, adult education for diplomas as well as English as a second language. Trainings were also provided in parenting, stress and/or mental health issues, nutrition, and budgeting. Activities that are specifically designed to get dads involved in the program are also planned.

- 514 adults participated in various parenting trainings; such as the Second Step training which addresses the social emotional development of children.
- Over 213 families participated in the “I can help my child stay Healthy,” which includes a basic health book and which has been documented to decrease children’s absences by 29% and missed work by parents by 42%.
- 34 families pursued GED/High school diplomas, English as second language and college/university training/information.
- 274 Fathers participated in fatherhood activities.

## POLICY COUNCIL

Last year parents from 21 of our 23 classes were elected and served as policy council representatives of their classes/centers. These parents attended monthly meetings throughout the year, guiding the program, approving new staff, helping with recruitment and monitoring the centers for safety and compliance. Members travelled monthly to Cedar City from St. George, Delta, Fillmore, Beaver, Parowan, Hurricane and Enoch.

## MENTAL HEALTH

Every SUU Head Start child at the beginning of the school year is screened with the Devereux Early Childhood Assessment screener. Results of this screener are discussed with parents at the first parent teacher conference. When results are shared, each parent is given the opportunity to discuss their child’s social and emotional wellbeing and is given the Promoting Resilience for Now and Forever booklet. Throughout the year SUU Head Start teachers and the Mental Health Specialist work together to identify and support children who were struggling with social and emotional concerns. During 2014-2015 ten children were referred to mental health agencies for further services.

The parent meeting in November was specifically set up to discuss parenting strategies. Local experts were invited to help with the training, and a handout was given to parents on parenting classes available in the community.

## DENTAL EXAMS

Once again, Dr. Albrecht and his staff spent hours going out to each of our centers to ensure that each Head Start child gets a dental exam. This helps us to get our health checks done within the first 90 days of school. It has also helped us earn \$12,000 worth of inkind. **88% of children received dental exams.**

## HEALTH EXAMS

Our other super helpers are the SUU Student Nurses. They go out with the health coordinator to each of the centers to collect each child’s height, weight, vision as well as doing hearing tests and lead tests. **84% of children were up-to-date on their well child visits and 96% were current with their immunizations.**

During the check ups with the nurses, 23 children were identified as being underweight, 335 were at a healthy weight, 62 were overweight and 50 were obese.

Keeping in compliance with health and dental regulations is hard but with the help of these awesome community partners, we get it done.

## NUTRITION & USDA

Nutrition is a main ingredient to the Head Start program. This is one of the basics they were founded on and they have made a strong commitment to maintain a high level of nutrition. The USDA program reimbursed \$151,278 for children’s meals. The school districts in Millard and Beaver counties take care of our meals. They count the children on their school lunch count. The rest of the centers get meals sent to them from one of our Head Start kitchens. Last year they served 76,441 meals!

## DISABILITIES

SUU Head Start believes strongly in the need of identifying and servicing children with disabilities. During 2014-2015, forty-

nine children were referred to local school districts for special education testing. Seventy-six of SUU Head Start children had an Individualized Education Plan with local school districts. Of these, forty-four were determined eligible before the program year and thirty-two were identified as needing services during the program year. The majority of these children were serviced while at SUU Head Start, but a few children did go to the district to receive the special education services.



**SUU Nursing Students get practical experience while helping Head Start students.**





# Interview with Roxanna Johnson

For the last 29 years, Roxanna has worked tirelessly to ensure that every Head Start child gets a good education in a safe, loving environment with well trained teachers.

When Roxanna graduated from Weber State College with degrees in Child Development and Elementary Education, she had a three week old baby boy and no desire to leave that baby to go to work. During the next 16 years she had the wonderful opportunity to be home raising that baby, his two sisters and his baby brother. Then one January morning her children were all in school, her house was relatively clean, her yardwork was covered in snow and she had organized her church callings and civic responsibilities to the point that she had extra empty hours to fill. Then the phone rang and a person she had never met asked if she would like to interview for a position working with young children, and her life changed forever.

The person calling turned out to be Virginia Higbee, who was then, the Director of Southern Utah University Head Start. She needed to find someone with an Early Childhood degree to replace a teacher in Cedar City who would be leaving her job as soon as she could sell her home. Roxanna had volunteered in Head Start while in college and was excited to interview with a program that served low income and special needs children and families. Roxanna was hired as the teacher's aide and soon replaced the teacher. She loved working with the four

year old children and their parents and thought teaching in Head Start would be her career forever.

But after just three years in the classroom, her direct supervisor took a job on campus and she convinced Roxanna that she could have a positive impact on the children and families throughout the entire program if she would give up the classroom and take her job in the central office. So Roxanna moved from playing with children to a world of grant writing, teacher supervision, federal reviews, curriculum development, and endless paperwork. She served in this capacity with different job titles and several additional responsibilities until her retirement in August 2015.

**A few of the additional responsibilities included** Transition Coordinator, Health and Disabilities Coordinator, Facilities Coordinator, CDA Trainer and Observer, Director of the Region VIII SUU Head Start Teaching Center, Director of SUU Head Start/Child Care Partnerships, Health and Disabilities Supervisor, Child Services Manager and Assistant Director. Roxanna served as an Education Reviewer on Federal Review Teams, reviewing Head Start programs throughout the nation from Maine to California and she was one of the first Reliable CLASS





**The Core Foundations Curriculum has been used by the SUU Head Start teachers for over 25 years.**



Observers for the Classroom Scoring System in Utah. She felt all of these roles offered tremendous personal growth and more opportunities to serve the children and families most in need throughout Southern Utah.

One of the most fulfilling opportunities came with the responsibility to meet or exceed Head Start Standards. These Performance Standards require that teachers be well trained to individualize learning experiences for each child. For Roxanna, this challenge set in motion the creation and refinement of a system of individualized curriculum development called the Core Foundations Curriculum which has been used by SUU Head Start teachers for over 25 years. This system requires teachers record each child's on-going development, share the information with parents, then based on the knowledge gained, scaffold learning experiences at each child's individual level. Roxanna hopes this system helps realize the goal promised when she left the classroom, the goal of having an impact for good with children and families, not in just one classroom, but throughout the Head Start program.

Roxanna retires from Head Start with the hope of continuing to serve children and families in other fields and settings.

We will miss Roxanna, she has touched each of our lives. She was unanimously nominated as the Staff Member of the Year and awarded at the Utah Head Start Association Conference.



*"Always fall in with what you're asked to accept. Take what is given, and make it over your way. My aim in life has always been to hold my own with whatever's going. Not against: with." --Robert Frost*



# New Classroom Space

SUU Head Start opened two more classes in the St. George area, called S7 and S8 by our staff. The Beaver classroom moved into an exciting new location and Delta moved, again.

## ST. GEORGE 7 & 8

We enjoyed the time spent at Valor Hall. The staff and students were so fun and helpful. However, we needed more space so we moved on.

Due to the overwhelming number of students in the St. George area requesting enrollment, Head Start opened up a new classroom in a shopping center.

The new classroom features a kitchenette, an indoor playground, and great natural lighting from the store front windows. The kitchenette provides enough space for the teachers to prepare breakfast and snack. Lunches are brought over from our main center everyday. We still serve them family style in our new center.

It took two tons of fall material to put in our playground for safety. Staff says it is an excellent way to prevent injuries.

According to teacher Marjorie: "Our center is awesome because of the people that are working here. They help each other all the time with smiles....We also have an awesome Grandma-Grandma Kate who is not even a grandma to any of the kids but in the kids eyes she is their grandma. She comes and volunteers twice a week

all day and lately it is just to hug and snuggle and read with the children. She also likes to chase and play and is a great dancer. If every class could have a community volunteer like ours, that would be awesome."

***This classroom features an indoor playground; a novel idea for days when it is too hot to play outside.***





### BEAVER CLASSROOM

After many years of holding class in the basement of the City Library, the principal at the newly built Belknap Elementary school, invited Head Start to rent space in their facility.

## Beaver Rocks!

The school has been so welcoming to our Head Start class. The librarian has had the school purchase a take home library, just for our preschool students. She also has them come to the library each week and reads with them.

We are helping the school learn how we work with families to make a difference. The parent involvement is great.

The school gives us access to their computer system and a smart board when needed.

They also invite us to their assemblies. In fact one of the elementary school teachers was impressed by how well behaved our Head Start class was.

The Head Start kids get to eat in the lunchroom with the older students. They have their own special preschool-sized tables, thanks to Jared Baker in the purchasing department for his efforts in finding us the exact product we needed.

Teacher Kari says: "Our classroom is unique in that we have many centers that lead to a child directed learning environment. We provide small group learning to further help children develop the skills being taught that day, which encourages them to feel reassured in the understanding and knowledge gained on any particular day.

We have about 50% parent volunteers in the classroom, we are in constant contact with the parents by text messages, and updates sent home in notes. All of these methods are encouraging the parent as their child's first teacher. We also sent home ideas to help them implement to further help their child's learning skills."

### DELTA CLASSROOMS

Again our Delta classrooms were moved from one elementary to the other. We appreciate the Millard County School District working with us.



Learn Something New  
Help Others



Communication Center

Hello Class!  
Monday!  
The day of the snake



Word of the day



Letters



Head Start Works.

# CORE Foundations

Our vision for children at SUU Head Start is that they will leave the program with a strong foundation of skills and knowledge in all domains of the Head Start Child Development and Early Learning Framework. Through our ongoing observations, assessment and planning with the curriculum, we are preparing them to succeed in Kindergarten and to continue to progress in future educational experiences.

The Core Foundations Curriculum has been aligned with the Head Start Early Learning Framework and the State Preschool standards. The curriculum is divided into 11 learning domains and 37 domain elements. These domains are broad areas of early learning and development that are essential for school and long-term success.

One of our goals at SUU Head Start is that every child will attain a gain of at least 3% monthly in each element. We measure this growth through daily observations, and with our monthly school readiness reports. The reports are reviewed by education specialists, and teachers share this with the parents four times a year at parent teacher conferences.

Teachers use the real time record of each child's progress to support intentional lesson planning for the children. Together with parents, the teachers brainstorm weekly to individualize ideas for their child and the children in the class. Teachers plan developmentally appropriate activities in several areas of the classroom to meet the learning abilities of all children in their class.

One of the challenges we face in our program is an increase in the enrollment of three year old children. We will need to take a look at aligning the pre-core curriculum to meet the needs of this group and their school readiness goals.

***Our goal is every child will attain a gain of at least 3% growth monthly in each element.***

SUU Head Start uses the Classroom Assessment Scoring System (CLASS) to measure the level of teacher/child interactions in several areas. Professional development is planned from these observations and research shows an increase in CLASS scores increases the child outcomes and school readiness.

Teachers build partnerships with the families throughout the year and help them understand they are their child's first and most important teacher. Parent participation in activities such as the home play calendar and volunteering in the classroom to promote parent/child relationships. Parents learn to enrich and extend what their child is learning in the classroom with fun experiences at home.

At SUU Head Start, we help parents gain a clear vision of their role as their child's most important teacher, mentor, and advocate; measured by increased participation in activities which promote their child's school readiness. We provide quality preschool and with the parent support at home these children will more likely graduate from high school, attend college, and become responsible, contributing citizens.



# Fiscal report

## BUDGETARY EXPENDITURES

Staff are the most valuable resource in the SUU Head Start program. Salaries, wages and benefits account for nearly 58% of the budget. Wage comparability studies consistently show that staff are underpaid when compared with local school districts and other Head Start programs in the state of Utah. What attracts staff are the benefits provided by the University. Health, dental and life insurance as well as retirement plans and educational benefits are what help to make up the difference in salary.

Operating costs have been fairly consistent in recent years due to the renegotiation of rental contracts a few years ago. Due to aging facilities, funds for upkeep and maintenance of buildings and equipment remained at a level similar to past years.

Services expenses help to keep up with trash removal and utilities. Purchasing of supplies for office work and educational needs is an ongoing and necessary expense. Spending money on parent meetings gives parents an incentive to come to the meetings. Occasionally, when a family has no other options, Head Start will pay part or all of a child's dental work.



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**The results  
of SUU's  
most recent  
financial  
audit can be  
accessed by  
scanning the  
QR Code below.**

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Staff need to travel to visit centers to provide support and training. Having a little extra money enabled the purchase of a few more (used) vehicles for staff to drive. Surplused were some 20+ year old vehicles. Non-federal share of \$823,083 was met and exceeded. However, an unfortunate accident resulted in many of the documents being shredded. A waiver from the Regional Office has been granted.

#### PUBLIC AND PRIVATE FUNDS

The child food program reimbursed \$151,278 worth of child meals. The E-rate telephone service reimbursement program, provided \$10,117. Private donations amounted to \$350. Administrative costs totaled \$468,708 or 14.4% of the total budget.

| BUDGET BY FISCAL YEAR                 | 2015             | 2016             |
|---------------------------------------|------------------|------------------|
| Personnel                             | 1,274,666        | 1,354,028        |
| Benefits                              | 977,164          | 1,042,535        |
| <b>TOTAL PERSONNEL &amp; BENEFITS</b> | <b>2,251,830</b> | <b>2,396,563</b> |
| Equipment                             | 18,500           | 0                |
| Supplies                              | 85,000           | 93,560           |
| Contractual                           | 500              | 500              |
| Other                                 | 486,721          | 524,215          |
| Indirect Costs                        | 238,760          | 277,496          |
| <b>TOTAL CURRENT EXPENSE</b>          | <b>829,481</b>   | <b>895,771</b>   |
| Head Start Funds                      | 3,081,311        | 3,292,334        |
| Non-Federal Share                     | 823,083          | 823,084          |
| <b>GRAND TOTAL BUDGET</b>             | <b>3,851,639</b> | <b>4,115,418</b> |



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