



ANNUAL REPORT 2023-2024

Olathe Head Start

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LETTER FROM THE DIRECTOR

Dear Friends,

Thank you for taking the time to review the Olathe Head Start 2023-2024 Annual Report. Olathe Head Start provides the highest quality services to children and families. We recognize that parents are the primary educators of their children. As Head Start staff, we support families by providing opportunities for them to be involved in their child's education and assist families in setting achievable goals.

At Olathe Head Start, we are committed to high-quality preschool services that cater to all children's unique needs. Our program fosters developmentally appropriate learning through love, respect, diversity, self-esteem, and equality, setting the stage for a successful transition to kindergarten and beyond. We accomplish our vision through cooperation among trained staff, children, families, and community agencies in a safe, nurturing environment that provides individualized learning and encourages family engagement.



Over the past year we have worked hard to support children and families in improving their physical and mental health through a wide range of classroom activities, family activities, and collaborative partnerships with community agencies. Throughout this report, you will see our growth and accomplishments in enhancing services, promoting wellness, and securing health and safety for all. We are excited for the upcoming year and look forward to providing the best services possible for our community.

Sincerely,

Kimberly D. Sill

Olathe Head Start Director

OLATHE SCHOOL DISTRICT 2023-2024 BOARD OF EDUCATION



Our Vision: Their Future is Our Future

The Olathe Public Schools are served by seven board members representing area positions in three districts plus one at-large position ([view the board district boundaries map](#), adopted in June 2022). The president for 2024-25 is Dr. Stacey Yurkovich and the vice president is Julie Steele. The goals of the Olathe School Board are to:

-  Engage and Involve All District Stakeholders
-  Improve Student Achievement
-  Recruit, Develop, Retain a Quality Staff
-  Use Resources Responsibly

POLICY COUNCIL

2023-2024 Policy Council Officers

President: Sherissa Strother

Vice President: Cherri Sanchez

Secretary: Audra Alvarado

Harmony Representatives

Our Harmony location offers one full-day classroom, one AM classroom, and one PM classroom for our Head Start children. Miquela Dawkins and Leah Panchy are the Head Start parent representatives for Harmony. Shannon Lee is the alternate parent representative.

Heartland Representatives

Our Heartland location offers three full-day classrooms, three AM classrooms, and three PM classrooms. Laura Pierce, Stephanie Wilbur, Kyeshia Jackson, Melanie Martin, Jessica Garcia, and Maria Palacios are the Head Start parent representatives for Heartland.

Community Representatives

We have many dedicated and valued community representatives:

- Claire Reagan - Olathe School District Board Member
- Ashlee Denton- Division of Children and Families (DCF)
- Sendy Romero - WIC program
- Emily Diehl - City of Olathe
- Kelley Ross - Johnson County Mental Health
- Jennie Kruckenbuerg- USD #231
- Robb Black - All Nations

GOVERNING BODY

Policy Council meetings are scheduled monthly to empower parents to make decisions about program policies that may enhance services to children and families. Olathe School District Board representatives are actively involved with the Policy Council to assure that the program staff, parents, and governing body fulfill their responsibilities.



The Olathe Public Schools Head Start Program has established and maintains a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program.

Required Structure Groups

- Governing Body - The Olathe School Board
- Policy Council - Including Parents and Community Representatives
- Parent Committee - Established at each school that offers Head Start services

Since its inception in 1965, Head Start has recognized the value of including parents as FULL PARTNERS in making decisions that concern them, their children, and the program. Shared governance of the program may, in fact, be one of Head Start's most unique contributions. The practice of shared decision-making in Olathe School District's Head Start Program promotes shared responsibility.

It gives a voice to all concerned with the health, education, and well-being of the children served. Shared decision-making allows everyone's opinions to be heard and considered. Our program conducts Policy Council meetings virtually as this offers more parents and community members the opportunity to attend all meetings.

HEAD START MISSION

The mission of Olathe Head Start is to enhance the quality of life for families through education and support services in a safe, caring environment. We are a federally funded, center-based program that provides services to low-income children, ages 3-5, and their families.



Program Locations

Heartland Early Childhood Center

1700 West Sheridan
Olathe, KS 66061

Harmony Early Childhood Center

14030 South Black Bob Road
Olathe, KS 66062



Community Needs Assessment

The Olathe School District is the recipient for the Olathe Head Start grant, funded to serve 180 children and families in Olathe, Blue Valley, Spring Hill, De Soto, and Gardner/Edgerton School Districts. Our Community Assessment shows that Johnson County, the area in which Olathe Head Start recruits children, is the largest county in Kansas. The county has experienced a significant increase in poverty over the last two decades, with approximately 30,000 residents living below the federal poverty line and 15% of residents at or below 200% of the federal poverty line. The demographics of the county have changed as well, with the number of Hispanic children increasing by 60% and the number of Asian children increasing by 66.5%. The number of families experiencing homelessness has increased, with 189 people identified as homeless in a recent Johnson County point-in-time count; 27% of those 189 identified as homeless were children under 18.

Families with low incomes face a myriad of challenges related to education, health, nutrition, and social services. In a recent Johnson County Community Health Assessment, 14% of people were usually or always worried about paying their bills, 12% lacked social or emotional

support, 25% reported feeling depressed or hopeless, and 17% of adults are binge drinkers. Obesity is a concern in this community with 60% of the population overweight or obese. Health care access remains an issue with 8% of all residents without insurance and 30% of Hispanic residents without health insurance.



We use our community needs assessment to meet our objective of providing children and their families with comprehensive services that will allow them to succeed in school and in life.



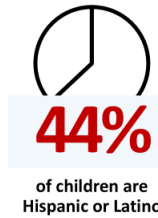
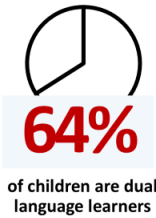


Family Data 2023 - 2024

Check out these fast facts about Olathe Head Start

46% of families speak English as their primary language

29% of families speak Spanish as their primary language



Primary home languages of families:

- 46% English
- 29% Spanish
- 16.5% African languages
- 3% Middle Eastern/South Asian languages
- 2% European/Slavic languages
- 1.5% Native Central/South American/Mexican languages
- 1.5% American Sign Language (ASL)
- .05% East Asian languages

195 children were served in 2023-2024

79% of families had 1 or more parents employed or in training/school

Race & Ethnicity of Families Served:

- 16% Black Non-Hispanic
- 1% Black Hispanic
- 40% White Hispanic
- 30% White Non-Hispanic
- 3% Multiracial Hispanic
- 7% Multiracial Non-Hispanic
- 3% Asian

Head Start Eligibility

- 116 Income at or below 100% of federal poverty level
- 3 TANF
- 6 SSI
- 42 SNAP
- 5 Foster Care
- 23 Homeless

Family Education

- 41% of families had some college, an AA, BA or a higher degree
- 20% of families had less than a high school diploma



Health Data

2023–2024

Check out these fast facts about Olathe Head Start

19%

of children were diagnosed with a chronic health condition

96%

of children were screened within 45 days



68%

of children are of healthy weight



5%

of children are underweight



27%

of children are overweight or obese

93% of children were up-to-date on immunizations
77% of children were up-to-date on EPSDT schedule
86% of children received dental exams

19%

of children had an IEP

87%

of children had health insurance

While 50% of children were chronically absent (missed 10% of classes for any reason), only 7% of children were severely chronically absent (missed more than 20% of classes for any reason).



- 37 children had a chronic health condition
- 17 of the 22 children who received an evaluation to determine eligibility for IDEA were diagnosed with a disability



Family Services Data 2023-2024

Check out these fast facts about Olathe Head Start

77%

of families received
emergency/crisis
intervention services

14%

of families received
services for mental health



25%

of families received
parenting education



42%

of families received
medical or oral
health education



38%

of families received
nutrition education

114 families received support for transitioning to kindergarten
142 families received emergency or crisis intervention

184

families served

93%

of families received at
least one service

43 fathers completed family assessments
61 fathers were engaged in parent-teacher conferences and home visits
27 fathers participated in parenting education workshops

16% of families received English as a Second Language (ESL) training
10% of families received housing assistance
7% of families received assistance enrolling in job training or education programs



Program Data

2023-2024

Check out these fast facts about Olathe Head Start

175 Volunteers

111 Parent Volunteers



88%

of teachers had an AA or BA



100%

of family services staff meet education qualifications

25% education staff were Hispanic

75% education staff were non-Hispanic

40 Head Start Staff

7 Staff were current or former Head Start parents

- 8 Teachers
- 16 Teaching Assistants
- 5 Family Services Staff

6 education and 2 family services staff are proficient in Spanish
2 education staff are proficient in African languages
1 family services staff is proficient in a European/Slavic language

EARLY LEARNING FRAMEWORK

Olathe Head Start utilizes the Frog Street Curriculum, a play-based curriculum that is aligned with the Kansas Early Learning Standards and the Head Start Early Learning Outcomes Framework. Frog Street Pre-K (FSPK) is a high quality, research-based curriculum organized into domains that supports integration of curriculum and builds connections between and among all disciplines.

Frog Street Curriculum Cornerstones

- Integrated lessons with a defined scope and sequence of instruction
- Social-emotional development using Conscious Discipline® strategies
- Differentiated instruction to meet the needs of all learners including English Language Learners and children with special needs
- A joyful approach to learning

Family Engagement

Frog Street's Empowering Families program seeks to educate and inspire parents to embrace the learning that starts in the classroom and continue it at home. This program consists of actual curriculum content for parents to reinforce learning after school hours and professional learning courses designed for educators on how to engage families.



Frog Street's Early Literacy Take-Home Books offer an easy-to-use first step toward empowering families with the tools they need to influence positive academic growth at home. Frog Street's Empowering Families Professional Learning Courses help integrate family engagement into Head Start's overall mission.

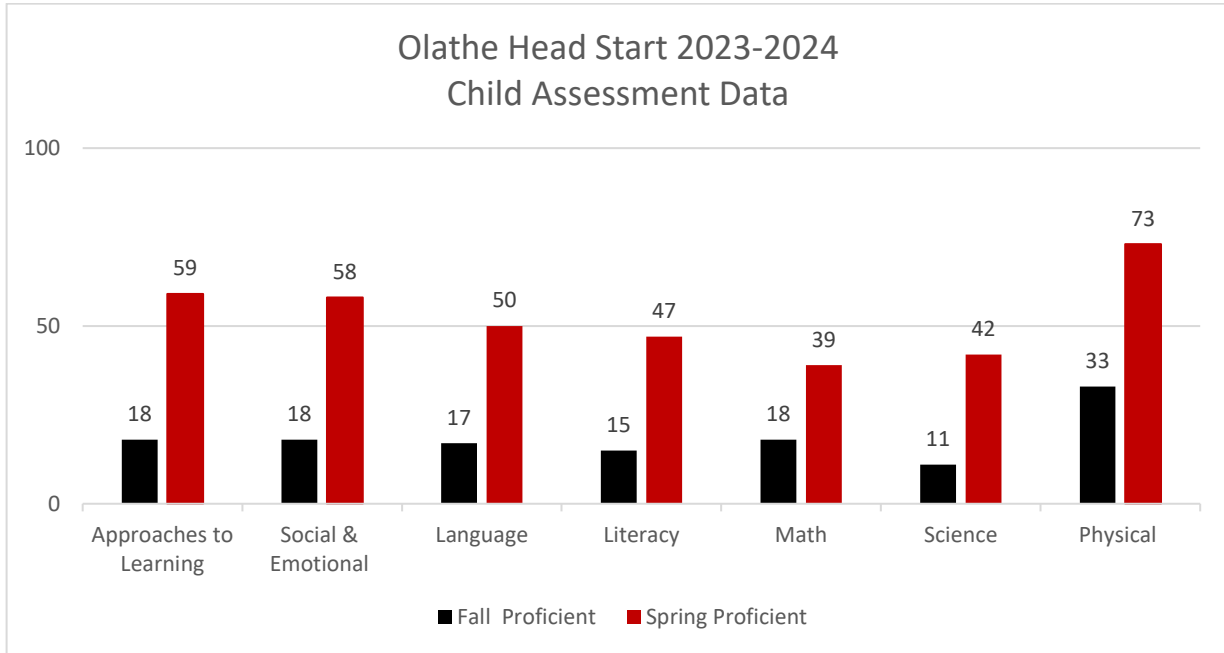
EDUCATION

Olathe Head Start children are assessed using the research-based, ongoing child assessment tool Work Sampling. Work Sampling helps teachers use actual classroom experiences, activities, and materials to document and evaluate children's skills, knowledge, and behaviors. Portfolio examples are gathered through the year to help demonstrate progress through concrete illustrations of children's thinking. Developmental guidelines cover the following major developmental domains:

- Approaches to Learning
- Social and emotional development
- Language development
- Literacy knowledge
- Mathematics
- Scientific thinking
- Physical development

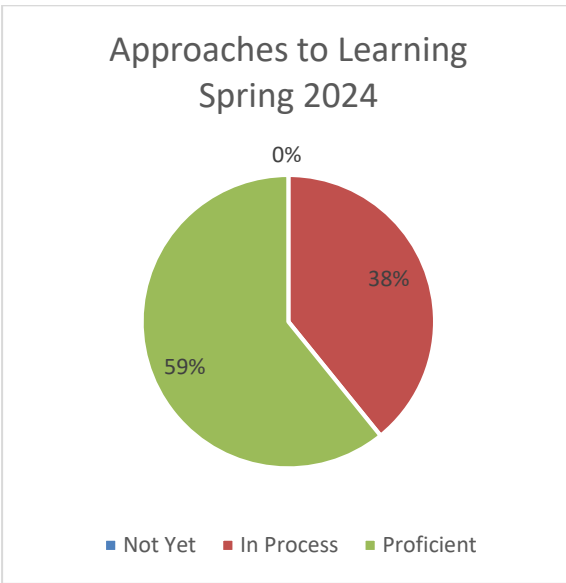
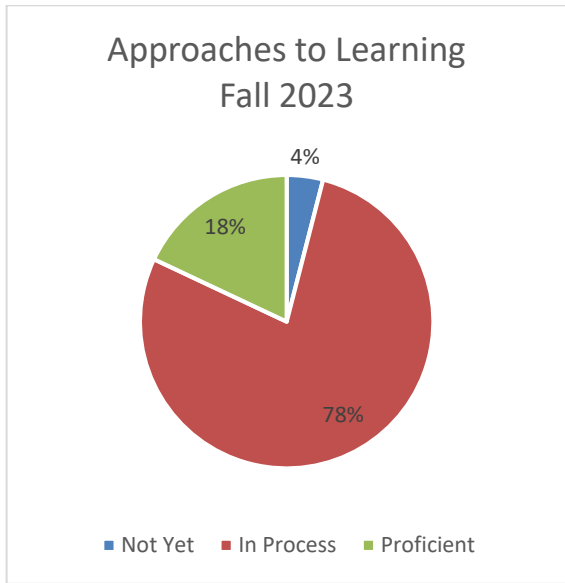


There are three distinct ratings for the Work Sampling assessment tool: not yet, in process, and proficient. “Not yet” indicates that the child cannot yet perform this indicator. This means that the performance indicator represents a skill, an area of knowledge, or a specific set of behaviors or accomplishments that the child has not yet acquired. “In process” indicates the skills, knowledge, and behaviors are intermittent or emerging and not yet demonstrated reliably or consistently without adult support. Throughout the school year, as children gain skills and knowledge they will move from “not yet” to “in process” and some children will move to the final category: “proficient.” “Proficient” indicates that the skills, knowledge, and behaviors match the end-of-the-school-year expectations and children displaying these skills, knowledge, or behaviors will be marked as “proficient.” Throughout the school year typically developing children gain skills and knowledge and progress from one skill level to the next. When this occurs, the percentage of children in the “not yet” and “in process” categories decreases and the percentage of children in the “proficient” category increases.

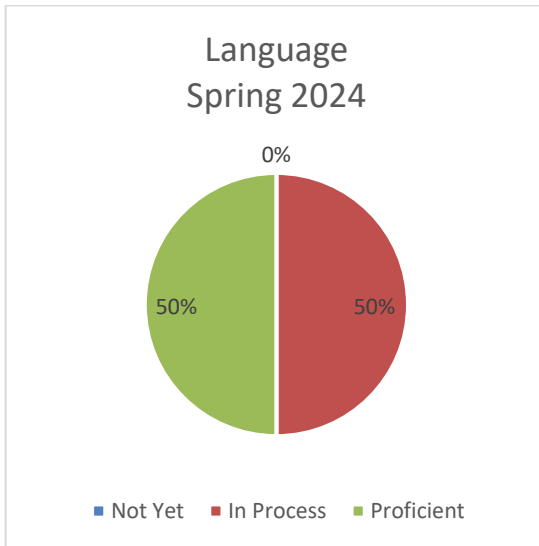
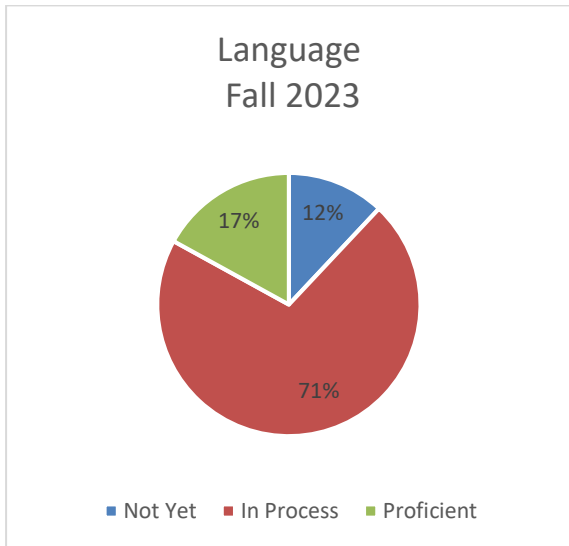


The above graph reflects Olathe Head Start child assessment data for all classrooms for Fall 2023 and Spring 2024. Note that the black bar indicates the percentage of children who were proficient in the Fall of 2023. The red bar indicates the percentage children who were proficient in the Spring of 2024. The data shows the children in Olathe Head Start program made tremendous progress during the year. For example, 11% of children were proficient in the Science developmental domain in the Fall of 2023 and 42% of children were proficient in that domain in the Spring of 2024. Likewise, in the literacy developmental domain, 15% of children were proficient in the Fall of 2023 and 47% were proficient in the Spring of 2024.

The following charts show the children’s progress in two specific and very important developmental domains: Approaches to Learning and Language. The progress shown in these charts exemplifies the tremendous growth of the children in Olathe’s Head Start program. Looking at the Approaches to Learning charts, you see that only 18% of the children were proficient in this developmental domain in the Fall of 2023 and by the Spring of 2024 59% of the children were proficient in this domain. The Approaches to Learning developmental domain focuses on how children acquire skills and behaviors, not the skills and behaviors themselves. This domain includes skills and behaviors such as self-regulation, initiative, curiosity, creativity, and persistence. These skills are important for school readiness, help children to adjust to formal schooling, and are important throughout schooling and into adulthood.



In these next two charts you see that only 17% of the children were proficient in the Language developmental domain in the Fall of 2023 and by the Spring of 2024 50% of the children were proficient in this domain. Language development is important for children’s learning and social competence. Language development lays the foundation for reading and writing. This developmental domain includes both a child’s ability to understand what is being communicated to them and the child’s ability to express themselves.



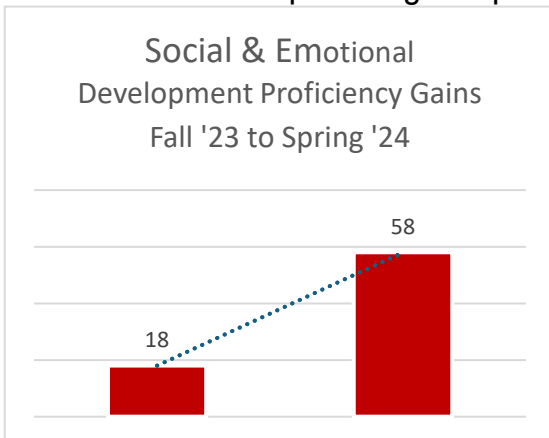
Mental Health Services

Olathe Head Start continues to partner with Attachment & Trauma Therapy and Harmonious Hearts, LLC. to offer in-school play therapy and outside counseling for students and their families. The program employs a Mental Health Coordinator, Special Services Coordinator, and teams consisting of behavior coaches and an early childhood special education support teacher. We believe this partnership has contributed to the enormous growth in social and emotional development.



Olathe Head Start students and the community continuously adapt to meet the needs of children and families. We strive to conduct activities and events that are respectful of the needs of our families and community. In other words, we focus on the needs of children and families today and not those of yesteryear. Therefore, the social emotional focus in classrooms is of top priority and we are offering families options for engagement that use technology.

Our program has seen more children who are not socially and emotionally prepared for a classroom, and who lack peer interaction and self-regulation skills. Thus, our Head Start has put a large emphasis on this area



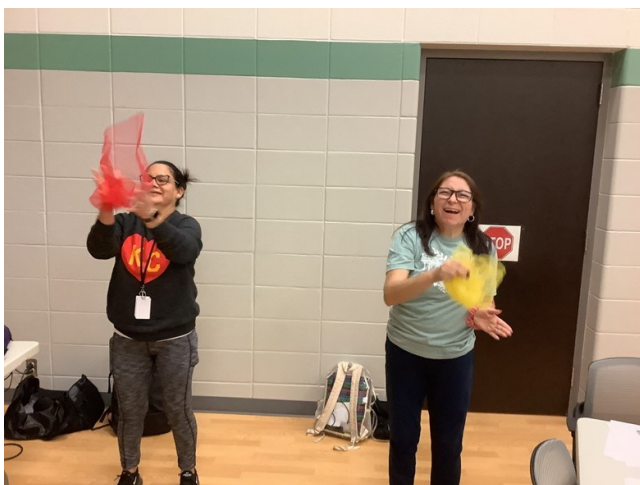
and we see gain in children's progress in the data collected.



PROFESSIONAL DEVELOPMENT



It is important for all Head Start staff to have sufficient knowledge, training, experience, and competencies to fulfill the roles of their position. Professional development is especially



important for staff in early childhood education because they must continuously keep their skills and knowledge current to keep pace with this ever-changing field.

For Head Start programs, professional development helps ensure effective delivery of comprehensive services to enrolled children and families. Olathe Head Start offered staff a variety of training opportunities throughout the

school year. Staff participated in training on Conscious Discipline, Positive Behavior Supports, Curriculum Implementation, Sensory Play, Community Resources, Family Goal Setting, Child Abuse/Neglect, IMIL, team building and much more.

PARENT & FAMILY ENGAGEMENT

Head Start family advocates and other staff connect parents with social service assistance, job training, employment assistance, medical and dental services, vision and hearing screenings, nutrition assistance, counseling, and support for children with special needs.

Our Head Start's parent and family engagement helps families to become advocates and leaders by promoting engagement in:

- Parent Committees
- Policy Council

We also help families to build relationships that support family well-being, develop bonds between parents and their children, and promote learning for parents, children, and their families. Some of the ways that we do this is through family fun events such as:



- Block Play
- Rainbow of the Heartland
- Gardner Gymnastics Night
- Playground Family Play
- Park Play
- Sneak-A-Peak
- Virtual Pajama Party

Olathe Head Start engages parents with a rich variety of parent training opportunities such as:

- Happy Bear
- Health Care Institute
- Conscious Discipline® Training
- Sunflower House

One of Olathe Head Start's goals is to help parents positively impact their child's school readiness. In Head Start, school readiness includes getting children ready to meet academic standards, getting families ready to support their child's academic success, and getting schools ready to educate students and set them up for success.

Our program collaborates with multiple community partners to provide education that fosters stronger families and a healthy community. Programs include parenting, child development, nutrition, health, mental health, budgeting, community advocacy, and meeting the needs of children with developmental disabilities. The following stories, shared by our family advocates, show the impact of their work on families and their children (names have been changed to protect the identities of families and children).

THE QUINTANNO FAMILY

The Quintanno family showed a lot of growth throughout the school year and experienced several successes. At the beginning of the school year, Camilla (mother) was pursuing her citizenship. Her family advocate referred her to Immigrant Connections and with their assistance she was able to become a U.S. citizen. She had her citizenship ceremony in January. The Quintanno family had a new baby that they needed resources for, and their family advocate referred to Safe Kids of Johnson County for car seats and to Happy Bottoms for diapers. Their big family goal was to own a house. To achieve this goal, they saved money and searched throughout the community for a home to purchase. The Quintanno family was able to purchase and move into their own home in March. Moving into their own home allowed them more space and provided a safer environment for the children and the family.

THE KATIB FAMILY

The Katib family started the school year with one parent in the home in an active meth addiction. This family member had previously been the sole income provider. The Katib family needed resources to be able to keep their home, pay for their utilities, and obtain food and clothing for their children. Samia, the mother, also needed help seeking employment and child care so that she could provide income for her family while Hakim, the father, went to a treatment facility. Hakim is now six months sober and the Katib family is using fewer community resources and has a higher income. Samia reports that she feels like the family is in a good place and life is getting better.

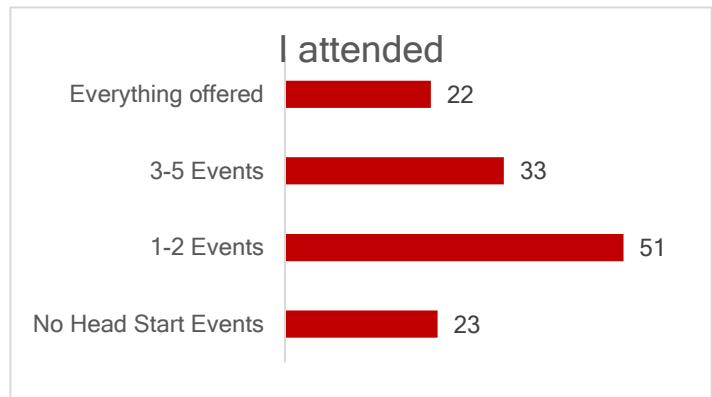


Our hope as a program is that children and their families will become capable of living their best lives - a life in which they are self-reliant and hard-working and are able to apply the skills they have learned while their children attend Head Start to improve their relationships and their family life. We know that this program works and that lives are changed because of Head Start.

Parent Survey Results

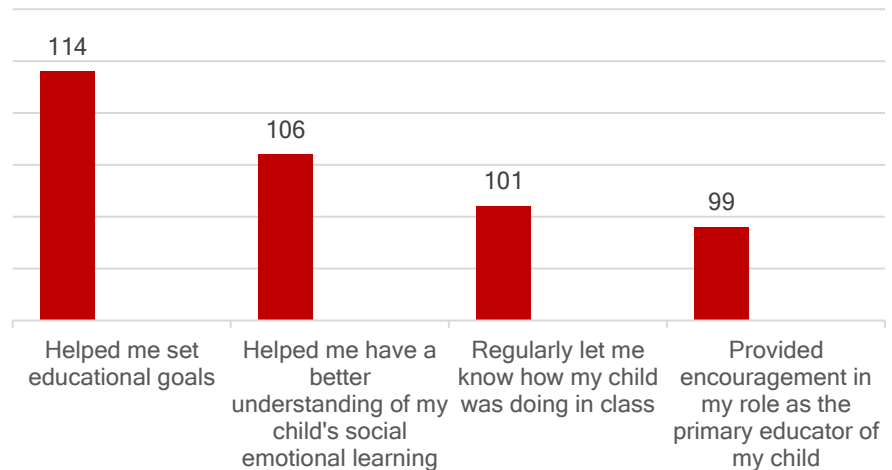
Parents were surveyed at the end of the 2023-2024 school year. 118 parents responded to the survey.

In the end-of-year family survey, parents were asked if they participated in parent engagement activities. Amazingly, 22 parents reported that they attended every event that Olathe Head Start offered. Eighty-two percent of those completing the survey reported attending at least one event and 43% attended three or more events.



Parents were asked the support they received from their child's teacher and 97% of parents reported that teachers helped them set educational goals (114 parents of the 118 respondents). Ninety percent of parents reported that their child's teacher helped them to have a better understanding of their child's social and emotional learning (106 parents) and 86% of parents reported that teachers regularly let them know who their child was doing in class (101 parents). And, 84% of parents reported that their child's teacher provided encouragement in their role as the primary educator of their child (99 parents).

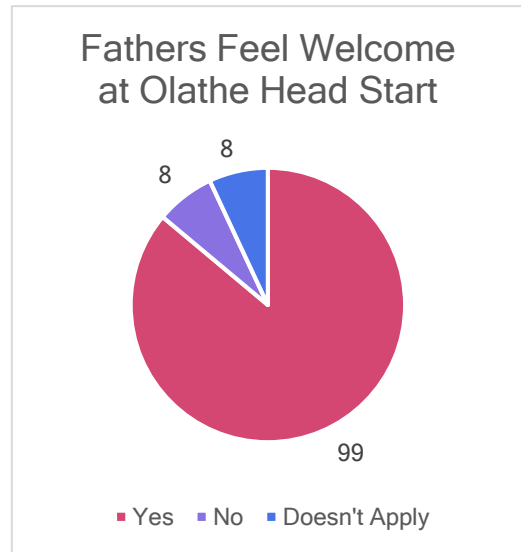
How Classroom Teachers Supported Parents
(respondents were able to choose more than one response):



To understand parents' overall satisfaction with the program, parents were asked to respond to this statement: I am happy with my overall experience with Olathe Head Start this year. Parents are overwhelmingly happy with our program with 100% of parents reporting they

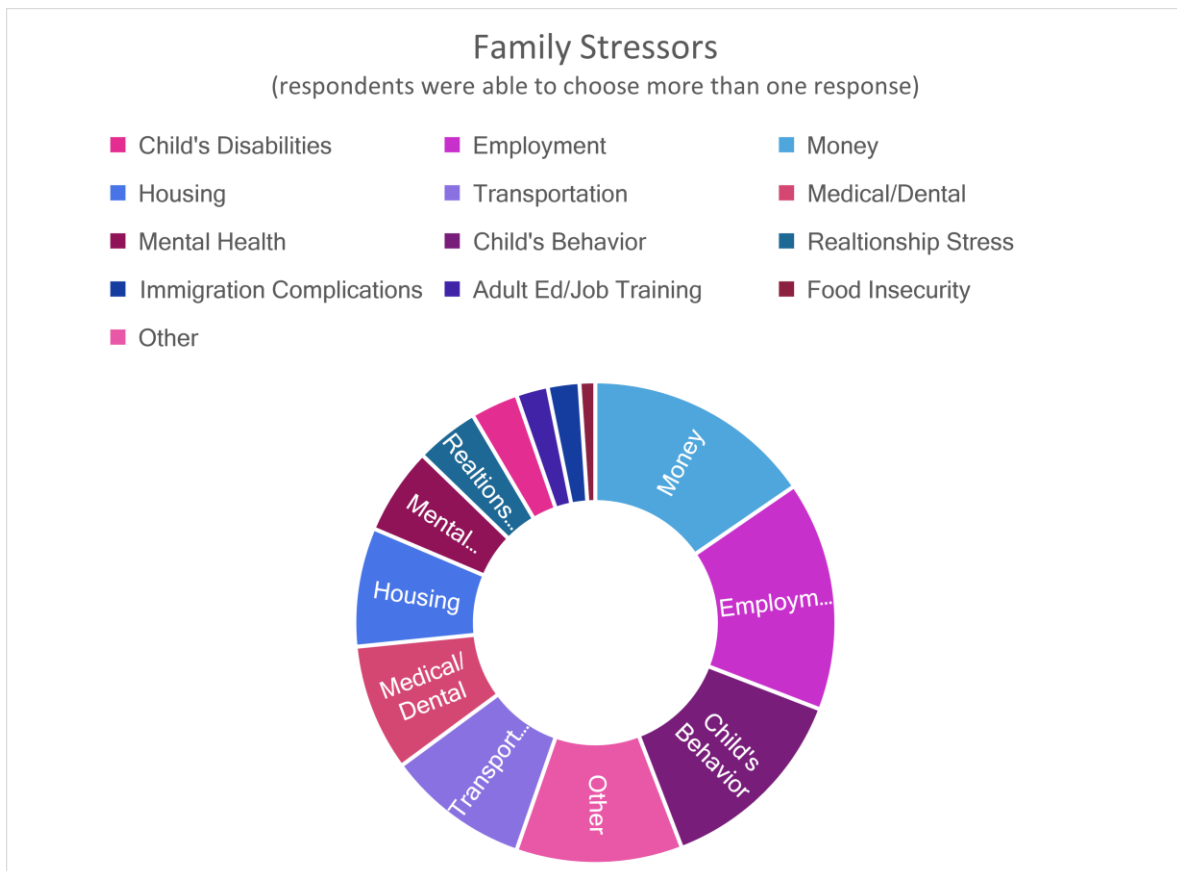
were happy with their overall experience with Head Start (an increase from 91% in 2022-2023).

It is important that both fathers and mothers feel welcome in our program. We asked parents if fathers or father figures in their household felt welcome. Overwhelmingly, 99 of 118 respondents reported that fathers or father figures felt welcomed (this question did not apply to 8 of the 118 respondents).



All families experience stressors - no matter their socioeconomic status. That is just a part of life.

Head Start families often experience many more stressors. The chart below shows the stressors that families completing the survey shared with us.



The top five stressors for families in our program were: money, employment, child behavior concerns, medical/dental issues, and transportation issues. We asked families what other stressors they experienced (note that 21 respondents chose “other”). They told us that “other” included: Work schedules, weather and driving, being a single parent, working so much, parent’s schooling, caring for an ill parent, incarceration of a sibling, death of a parent, and raising grandchildren.

FEDERAL REVIEW

The Office of Head Start conducted a Focus Area Two Monitoring Review during the week of March 28, 2022. This Review highlighted compliance and strengths in each of the program's service areas.

Program Management and Quality Improvement Summary

The recipient utilized a data-informed approach to guide the program's service delivery. Members of the leadership team, the governing board and policy council regularly analyzed assessment data to identify areas of need and design services supportive of families' needs, such as additional assistance due to the pandemic. The recipient increased strategies and partnered with food banks and local health providers to offer direct assistance to families. Ongoing data analysis enabled the recipients to identify emerging areas of need and provide responsive services.

Education and Services Summary

Unified School District #233 fostered the social emotional development of children. Through conversations and observations, staff recognized that the most critical aspect of preparing children for future success was strengthening their social-emotional skills. Toward that aim, teachers utilized the information from child assessments and anecdotal notes to identify gaps in children's social-emotional abilities. Strategies were then implemented to assist children with developing coping skills. The program also added additional support to the classroom, including a mental health consultant and a social emotional support teacher who rotated between classrooms for observation and intervention. These practices demonstrated the program's commitment to the social emotional development of children.



Family and Community Engagement Services Summary

Olathe Head Start built strong community partnerships to help improve the well-being of enrolled families. The program partnered with a local health clinic to offer medical and dental services on a sliding scale so all families could afford the cost. Additionally, the program offered a mobile option for families who could not get to the clinic location. The Head Start

program also partnered with a local food bank that provided hot meals, clothing, footwear vouchers, English classes, finance courses, and assistance with past utility bills. Of the 197 families the program served this year, 192 were engaged in family partnership agreements, and there were 233 referrals to community partners for additional resources. These partnerships provided families with access to community services to improve their well-being.



Fiscal Infrastructure Summary

The program collaborated to provide oversight and internal controls to safeguard Head Start funds. The members of the governing bodies and program staff met annually to review and analyze progress toward goals and the funding needed to aid these efforts. This analysis resulted in goal revision if needed, followed by funding allocations for budget development. For example, during the pandemic, the program developed a new goal to hire additional staff for increased family services. This goal was funded using the Coronavirus Aid, Relief, and Economic Security Act funds. This program's collaborative oversight resulted in funding support for program goal attainment.



ERSEA Summary

The program's ERSEA team utilized data to promote children's regular attendance and full participation in Head Start services. Strategies for monitoring daily attendance included staff contacting families after a child was absent for 3 days with no documented reason and working with the family to create a plan to improve attendance. The staff also provided education related to the benefits of daily attendance by emphasizing its impact on children's progress and development. These methods received positive feedback from both the teachers and parents, as many behavioral concerns improved with regular attendance. Focusing on the

benefits of consistent participation helped the program support positive child and family outcomes.



The results of the Focus Area Two review also found that Olathe Head Start had one area of non-compliance. This non-compliance was around safety practices, specifically testing for lead in each facility's water source. The program corrected the area of noncompliance by completing lead tests on each center's water. The test results showed no lead existed in the

water. Therefore, based on the findings of a follow-up review conducted the week of September 30, 2022, the area of noncompliance was closed.



COMMUNITY PARTNERSHIPS



FINANCIAL SUMMARY

Olathe Head Start does not receive private funds. The total amount of public funds received from the Office of Head Start for this Period of Funding 08/01/2023-07/31/2024 was \$1,876,842. The Non-Federal Share for this period was \$469,211.

The Annual Comprehensive Financial Report - June 2023 for Olathe School district can be found [here](#). The updated report for the fiscal year ending June 2024 will be available in December 2024 and a link will be shared at that time.

Funding Type	Head Start
Program Operations	\$1,712,047
Quality Improvement	\$50,944
Training and Technical Assistance	\$17,976
Cost of Living Adjustment	\$95,875
Total Funding	\$1,876,842

