



**2021 - 2022
ANNUAL
REPORT**



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ANNUAL REPORT REQUIREMENTS

According to the Improving Head Start for School Readiness Act of 2007 and Head Start Program Performance Standard 1302.102(d)(2), each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- (A) The total amount of public and private funds received and the amount from each source
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year
- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served
- (D) The results of the most recent review by the Secretary and the financial audit.
- (E) The percentage of enrolled children that received medical and dental exams
- (F) Information about parent involvement activities
- (G) The agency's efforts to prepare children for kindergarten
- (H) Any other information required by the Secretary
- (I) Summary of the programs most recent Community Assessment



MISSION STATEMENT

To provide building blocks for children and families for a lifetime of success.

Making a difference - one family at a time.

Our mission is to provide a high quality, comprehensive early childhood education program for children from birth through school age; to provide parent education that strengthens the family, develop basic literacy, and encourage job training and personal development and to develop community partnerships and coordination of community-based services.



“Making a difference - one family at a time.”

BOARD MEMBERS

- Bob Stottler - *Chair*
- Bethany Measles - *Fiscal Expert*
 - Jesse Frisbee
- Marcy Argeris - *Legal Expert*
- Kami Arnold - *Early Childhood Education Expert*
- Amy Aguirre - *Early Childhood Education Expert*
 - Delina Willie - *Past Parent*
 - Brittany Tidemann

PROGRAMS & CENTER LOCATIONS

PROGRAM OPTION

CENTER LOCATION	PROGRAM OPTIONS	COUNTY SERVED
BASIN	HEAD START CENTER BASED	SOUTH BIG HORN
BUFFALO	HEAD START CENTER BASED	JOHNSON
CODY	HEAD START CENTER BASED	PARK
LANDER	HEAD START CENTER BASED	FREMONT
LOVELL	EARLY HEAD START HOME BASED	BIG HORN
LOVELL	HEAD START CENTER BASED	NORTH BIG HORN
POWELL	EARLY HEAD START HOME BASED	PARK
POWELL	HEAD START CENTER BASED	PARK
RIVERTON	HEAD START CENTER BASED	FREMONT
SHERIDAN	HEAD START CENTER BASED	SHERIDAN
THERMOPOLIS	EARLY HEAD START HOME BASED	HOT SPRINGS
THERMOPOLIS	HEAD START CENTER BASED	HOT SPRINGS
WORLAND	EARLY HEAD START HOME BASED	WASHAKIE
WORLAND	HEAD START CENTER BASED	WASHAKIE

CENTER LOCATIONS

LOCATIONS	ADDRESS	PHONE NUMBER
BASIN - HS	609 RUE AVENUE	(307) 568-2032
BUFFALO - HS	621 WEST FETTERMAN DRIVE	(307) 684-2873
CODY - HS	1701 29TH STREET	(307) 527-6454
LANDER - HS	626 WASHINGTON STREET	(307) 332-5559
LOVELL - EHS & HS	384 E. MAIN	(307) 548-6165 EHS (307) 548-7071 HS
POWELL - EHS & HS	883 E. 7TH STREET	(307) 754-5154 EHS (307) 754-2013 HS
RIVERTON - HS	2420 ROSE LANE	(307) 856-5078
SHERIDAN	395 PHOENIX AVENUE	(307) 674-5330
THERMOPOLIS - EHS & HS	326 WARREN STREET	{(307) 347-4689 EHS (307) 864-5481 HS
WORLAND - EHS & HS	1313 BIG HORN AVENUE	(307) 347-4689 EHS (307) 347-3164 HS

Children need to develop skills that enable them to be socially competent, intelligent and self-assured individuals. We are the early childhood education organization that meets the total needs of each child, thereby ensuring that every child will have the same opportunity as his or her more advantageous peers to succeed in school and life. Our goals and objectives address the needs and demographics of families, promote the highest level of services possible, are culturally sensitive, and ensure that families and children leave Head Start with the desire to be lifelong learners and achievers.

EARLY HEAD START

EHS is a federally funded community-based program for low-income families with pregnant women, infants, and toddlers up to age three. It is a program that evolved from the Head Start Program. Early Head Start promotes healthy prenatal outcomes for pregnant women, enhances the development of very young children, and promotes healthy family functioning. EHS offers weekly home visitation to families and socialization experiences two times per month. Absaroka, Inc. operates this program year round.

All Head Start programs must adhere to Head Start Program Performance Standards. The Head Start Program Performance Standards define the services that Head Start Programs are to provide to the children and families they serve. They constitute the expectations and requirements that Head Start grantees must meet. They are designed to ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantees maintain the highest possible quality in the provision of Head Start services.

Absaroka, Inc. provided services to 44 pregnant mothers, infants and toddlers across four different counties in Wyoming during the 2021 - 2022 program year.



HEAD START

Head Start and Early Head Start are comprehensive child development programs, which serve children from birth to age five, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

The Head Start program is administered by the Department of Health and Human Services (DHHS). Grants are awarded directly to agencies for the purpose of operating Head Start programs at the community level.

The Head Start program has a long tradition of delivering comprehensive and high quality services designed to foster healthy development in low-income children. Head Start grantees provide a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; and parent involvement. In addition, the entire range of Head Start services is responsive and appropriate to the developmental, ethnic, cultural, and linguistic heritage of each child and family.

Absaroka, Inc. operated 15 Head Start classrooms across a seven county span in Wyoming during the 2021 - 2022 program year. Services are provided to 256 children who are three and four year olds.



FUNDS RECEIVED

2021 - 2022		
ABSAROKA, INC. RECEIVED FUNDING FROM THE FOLLOWING SOURCES		
SOURCE	AMOUNT	
	EARLY HEAD START	HEAD START
CHILD & ADULT CARE FOOD PROGRAM	\$0	\$151,822
HEALTH & HUMAN SERVICES	\$488,575	\$3,789,604
PRIVATE/BUSINESS DONATIONS INTEREST	\$0	\$2,026
INTEREST	\$0	\$9
NON-PROFIT GRANTS	\$0	\$240,308
INCOME FOR RENT	\$2,808	\$4,392
TOTAL	\$491,383	\$4,188,161



PROGRAM FUNDING

2020 - 2021 EXPENDITURES

DESCRIPTION	EARLY HEAD START	HEAD START	TOTAL
FEDERAL SHARE			
PERSONNEL	\$247,479	2,041,289	\$2,288,768
FRINGE BENEFITS	\$69,157	\$543,206	\$612,363
TRAVEL	\$0	\$0	\$0
EQUIPMENT	\$11,854	\$9,500	\$21,354
SUPPLIES	\$32,274	\$281,757	\$314,031
CONTRACTUAL	\$2,477	\$18,884	\$21,361
OTHER	\$116,198	\$790,566	\$906,764
T/TA	\$9,136	\$30,902	\$40,038
Health and Safety	\$0	\$73,500	\$73,500
TOTAL FEDERAL SHARE	\$488,575	\$3,789,604	\$4,278,179
NON-FEDERAL SHARE	\$86,485	\$622,288	\$708,773
TOTAL	\$575,060	\$4,411,892	\$4,986,952

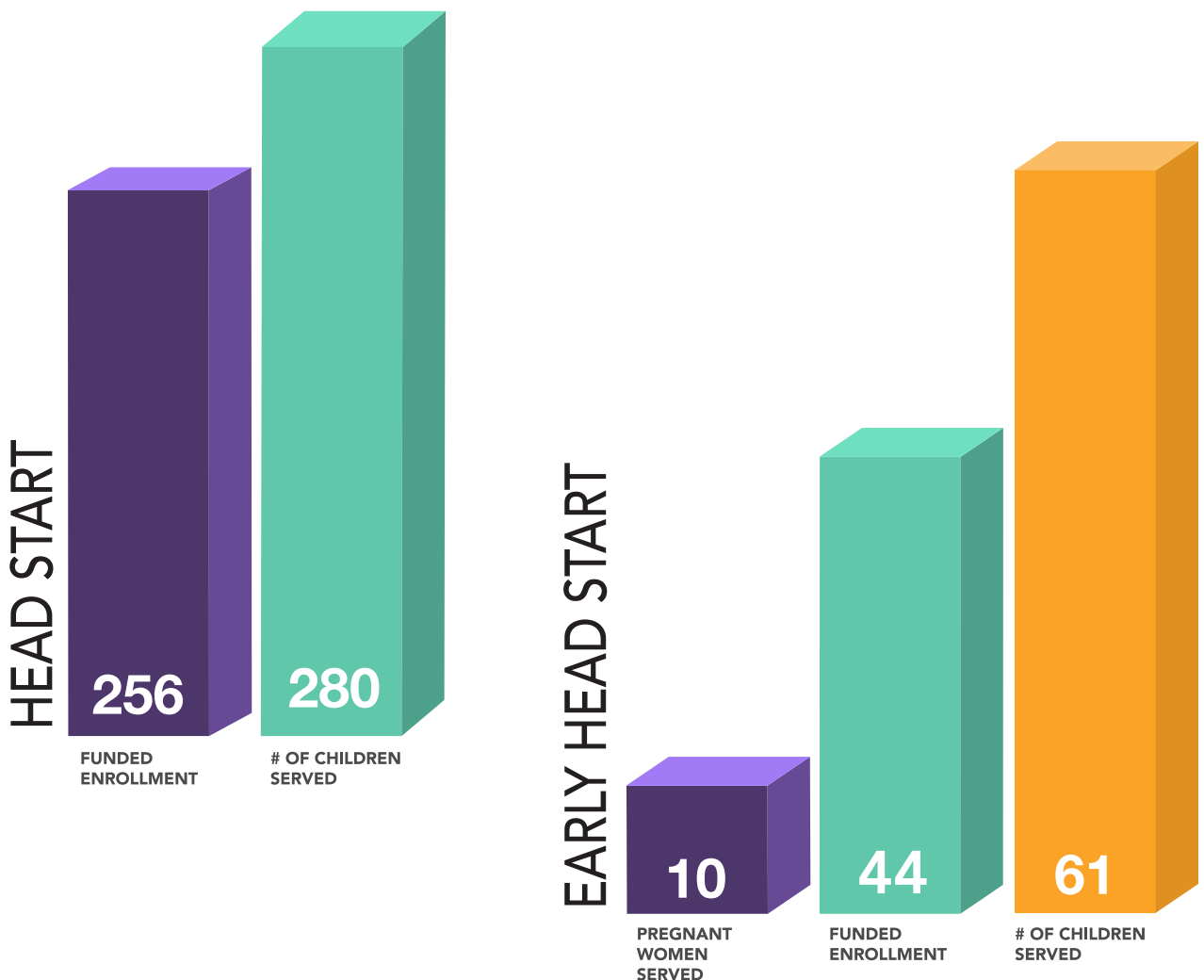
2022 - 2023 PROPOSED BUDGETS

DESCRIPTION	EARLY HEAD START	HEAD START	TOTAL
FEDERAL SHARE			
PERSONNEL	\$190,693	\$1,958,951	\$2,149,644
FRINGE BENEFITS	\$58,569	\$609,047	\$667,616
TRAVEL	\$0	\$0	\$0
EQUIPMENT	\$0	\$0	\$0
SUPPLIES	\$21,500	\$140,200	\$161,700
CONTRACTUAL	\$4,300	\$20,200	\$24,500
OTHER	\$164,781	\$648,692	\$813,473
T/TA	\$9,136	\$30,902	\$40,038
NON-FEDERAL SHARE	\$108,939	\$829,921	\$938,860
TOTAL	\$557,918	\$4,237,913	\$4,795,831

CHILDREN & FAMILIES SERVED

Annually, at the end of each program year, Absaroka, Inc. reports program outcomes to the Office of Head Start. The Program Information Report (PIR) is a compilation of program statistics concerning the numbers of children and families served, the services provided and other program information.

ENROLLMENT INFORMATION



CHILDREN & FAMILIES SERVED

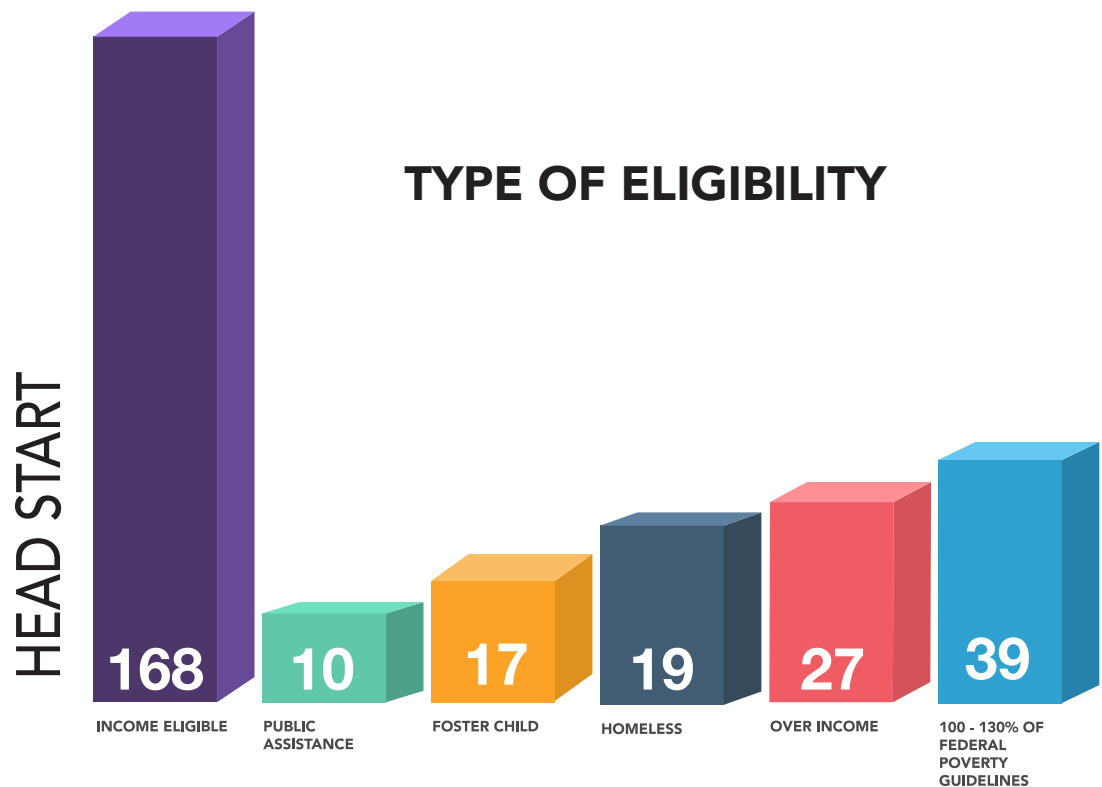
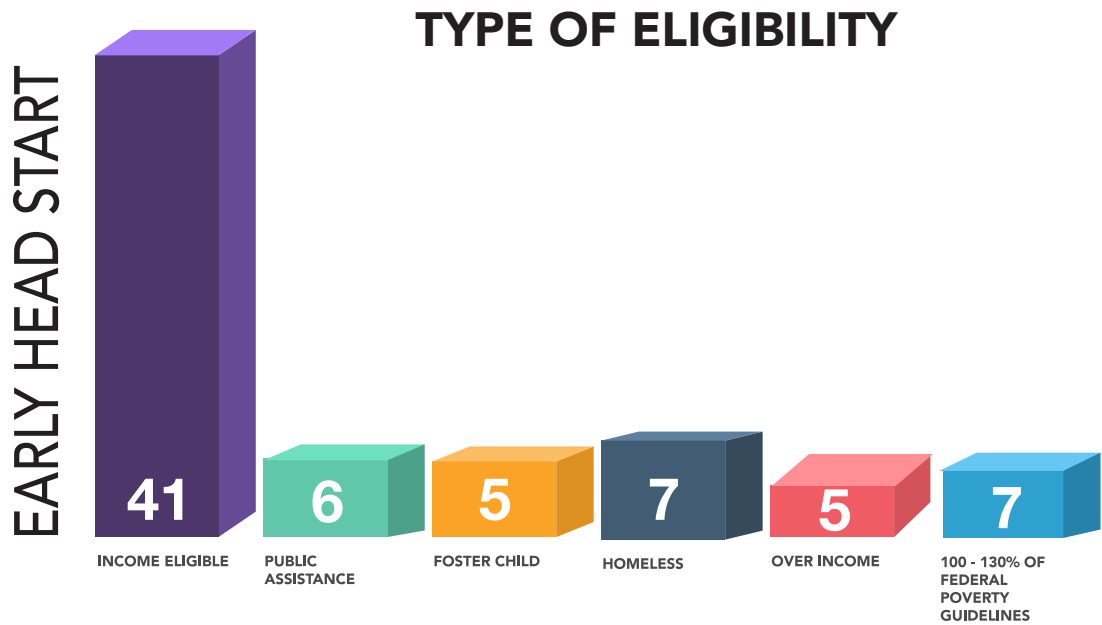
During the 2021-2022 program year, the funded enrollment for both programs was 300. The actual number of children served reflects children who were enrolled throughout the year to replace those who left. Enrollment for both programs is on-going throughout the year.



PERCENT OF ELIGIBLE CHILDREN SERVED		
COUNTY	EHS ELIGIBLES	HS ELIGIBLES
BIG HORN	78	50
FREMONT		292
HOT SPRINGS	37	28
JOHNSON		16
PARK	77	28
SHERIDAN		31
WASHAKIE	54	21
TOTAL AGE ELIGIBLES	246	466
# SERVED 2021-2022	71	280
PERCENTAGE OF ELIGIBLE SERVED	28.86%	60.09%

The number of age eligible children in the service area strongly supports that the areas being served are those of greatest need.

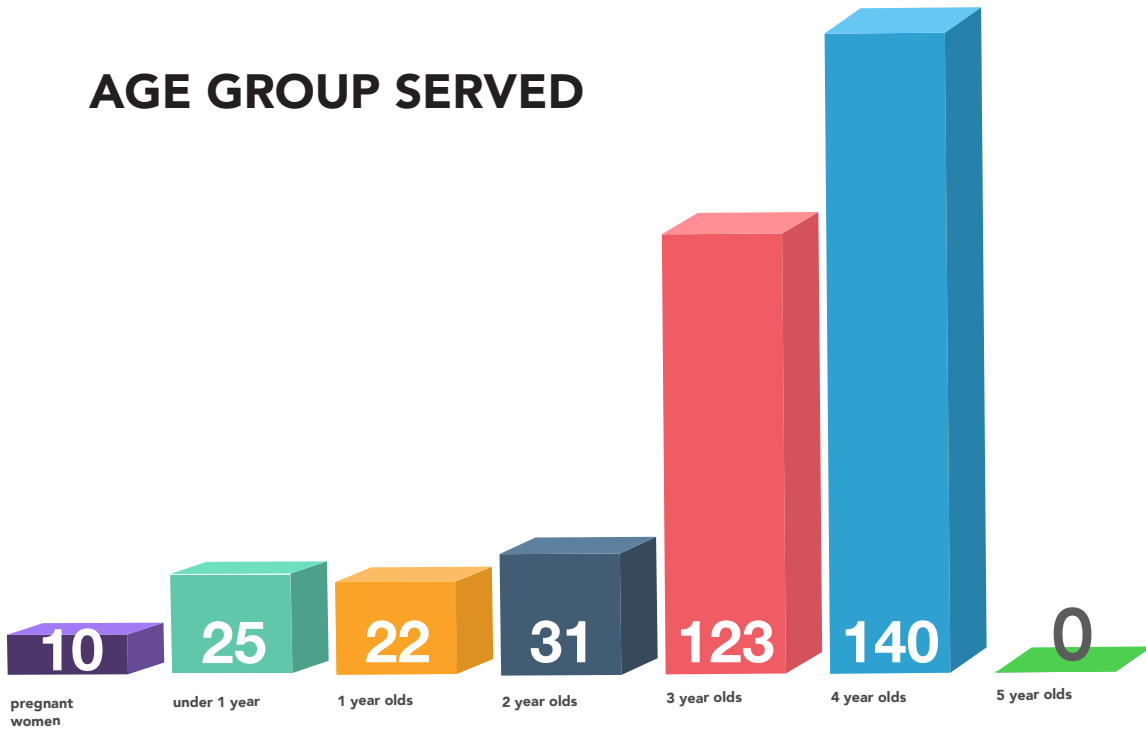
CHILDREN & FAMILIES SERVED



CHILDREN & FAMILIES SERVED

EARLY HEAD START & HEAD START

AGE GROUP SERVED

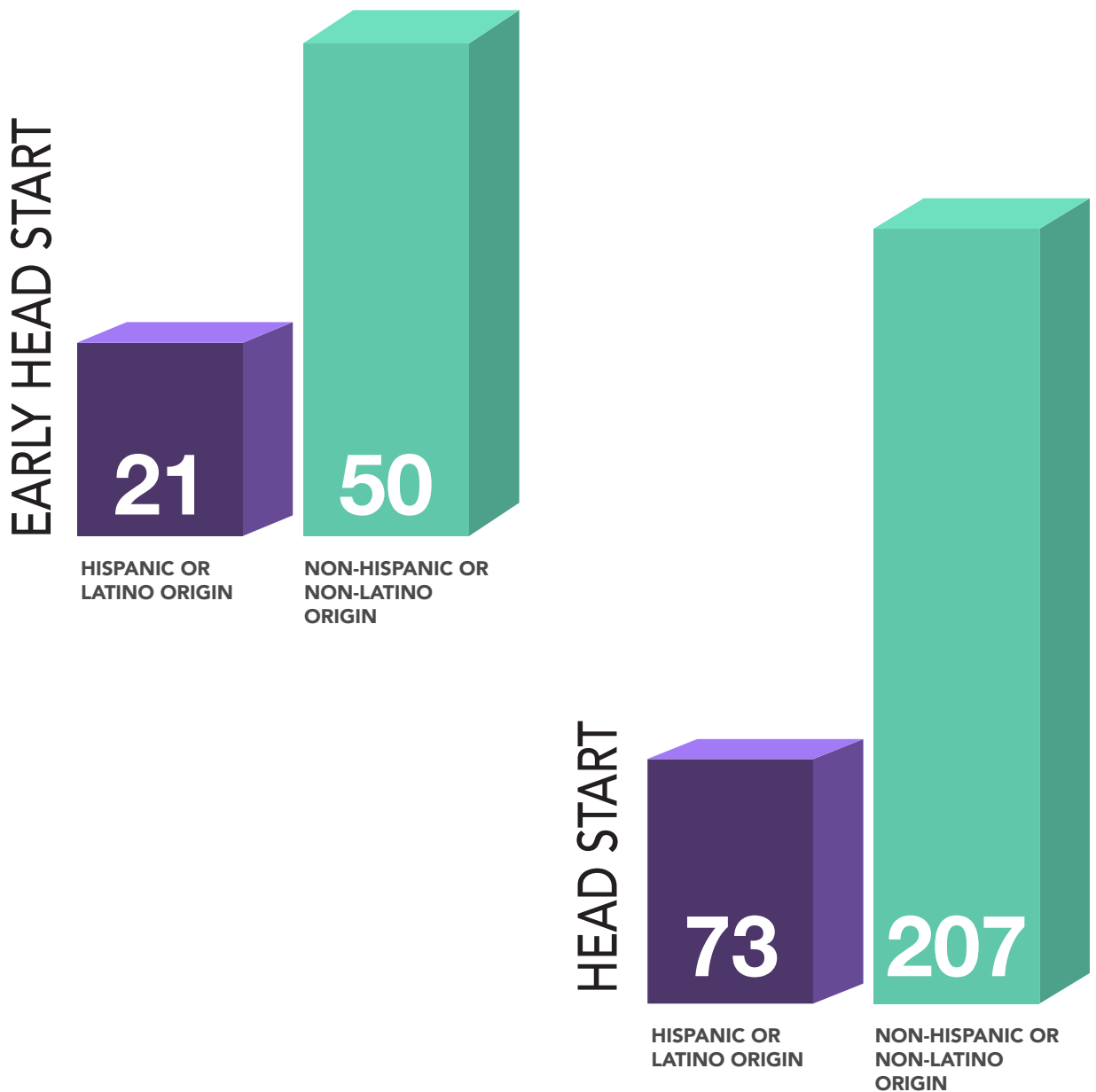


PERCENT OF CHILDREN WHO RECEIVED EXAMS

UP-TO-DATE ON A SCHEDULE OF WELL CHILD CARE	EARLY HEAD START	87%
	HEAD START	81%
UP-TO-DATE ON A SCHEDULE OF ORAL HEALTH CARE	EARLY HEAD START	90%
COMPLETED DENTAL EXAM SINCE LAST YEAR	HEAD START	78%

**These percentages are calculated using our program database and include children who were enrolled and never attended or dropped before our timed deadlines. These numbers don't take into account children entering into the program with existing exams. Actual well-childcare and dental compliance rates are considerably higher than the numbers provided.*

ETHNICITY OF CHILDREN SERVED



The Administration for Children and Families (AFC) conducted a monitoring review of Absaroka, Inc. Head Start and Early Head Start from April 9 - 13, 2018. In a report received from the ACF, no area of noncompliance was found during the course of the review. Observations were conducted during the review in the center-based classrooms using the Classroom Assessment Scoring System (CLASS). The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a 7-point scale. Results of these observations are as follows:

ABSAROKA, INC.					
DOMAIN	SCORE	DOMAIN	SCORE	DOMAIN	SCORE
EMOTIONAL SUPPORT	5.8167	CLASSROOM ORGANIZATION	5.4111	INSTRUCTIONAL SUPPORT	2.5333
DIMENSIONS					
POSITIVE CLIMATE	5.50	BEHAVIOR MANAGEMENT	5.83	CONCEPT DEVELOPMENT	1.90
NEGATIVE CLIMATE	1.00	PRODUCTIVITY	5.93	QUALITY OF FEEDBACK	2.33
TEACHER SENSITIVITY	5.63	INSTRUCTIONAL LEARNING FORMATS	4.47	LANGUAGE MODELING	3.37
REGARD FOR STUDENT PERSPECTIVES	5.13				

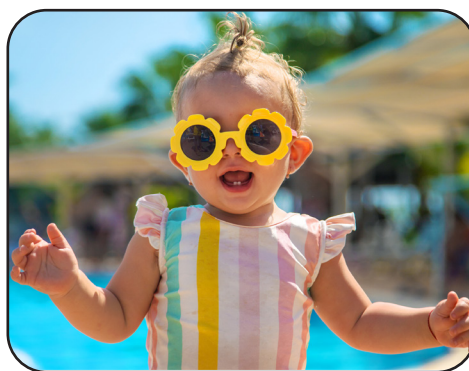


A NATIONAL OVERVIEW OF GRANTEE CLASS® SCORES IN 2020

During the 2019-2020 program year, the Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS®) Pre-K Teacher-Child Observation Instrument during its on-site reviews of grantees. CLASS® reliable reviewers visited a random sample of preschool classrooms to obtain grantee level scores. This document provides descriptive statistics of the 2020 grantee-level CLASS® data.

For more information, see: Use of CLASS® in Head Start, available on the ECLKC. Individual grantee CLASS® reports also are available on the ECLKC in the Program Service Reports.

OHS CLASS Descriptive Statistics, 2018 National Grantee - Level Scores by Dimension					
DOMAIN	DIMENSION	MEAN	STANDARD DEVIATION	MINIMUM	MAXIMUM
EMOTIONAL SUPPORT	POSITIVE CLIMATE	5.98	.28	5.17	6.61
	NEGATIVE CLIMATE	1.09	.08	1.00	1.50
	TEACHER SENSITIVITY	5.88	.30	5.06	6.63
	REGARD FOR STUDENT PERSPECTIVES	5.33	.38	4.10	6.19
CLASSROOM ORGANIZATION	BEHAVIOR MANAGEMENT	5.96	.33	5.29	6.75
	PRODUCTIVITY	6.07	.35	5.00	6.81
	INSTRUCTIONAL LEARNING FORMATS	5.32	.37	4.43	6.14
INSTRUCTIONAL SUPPORT	CONCEPT DEVELOPMENT	2.46	.41	1.76	3.46
	QUALITY OF FEEDBACK	2.90	.40	2.18	3.88
	LANGUAGE MODELING	3.45	.48	2.22	4.50



NATIONAL STATISTICS BY DIMENSION

In 2020, 78 Head Start grantees received CLASS® reviews. 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.

- Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their every day interactions.
- Classroom Organization assesses classroom routines and procedures related to the organization and management of children’s behavior, time, and attention in the classroom.
- Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

*Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives scores, then divide by 4.

FINANCIAL AUDIT

The financial audit for the fiscal year 2021-2022 was completed with no reportable findings.



PARENT ENGAGEMENT ACTIVITIES

Perhaps no element is as critical to a child's success as parent engagement. We believe that parents are a child's first and most important teachers. Head Start parents are encouraged to participate in the classroom, assist in setting educational goals for their child and read and engage in educational activities with their child at home. Early Head Start parents are taught the stages of a child's development and what they can do to nurture development at each stage. Through Policy Council and Parent Workshops, parents help shape the programs at Absaroka, Inc. Parent Workshops give all parents opportunities to be involved in their child's education.

Parents enrolled in any of the Absaroka, Inc. Head Start programs had the opportunity to participate in a plethora of Parent Engagement Activities. Some of the activities included:



- Community Activities & Events
- Policy Council
- Parent Workshops
- Intentional Parent as Educators Training
- Parent Socials & Orientation
- Second Step Parenting Curriculum
- Love & Logic Parenting resources
- GED completion (community provided)
- Volunteering in the classroom, kitchen and on field trips
- Home Learning Logs (Parent/child Activity)
- College Courses (community provided)
- Assisting with the development of the Center Calendars & Newsletters
- Providing Input into the Curriculum
- Families work together with staff to assess strengths & needs where they develop a family partnership agreement to strengthen needs

The parent, family & community engagement outcomes are used in conjunction with ELOF to provide tools for families to help their child be successful through 3rd grade & beyond.

SCHOOL READINESS

Early Head Start provides the foundation for school readiness. The State Advisory Council partnered with the Wyoming Department of Education to create the Early Learning Guidelines on what research says that babies and toddlers need to know to be successful in their learning. The program currently uses the Parents as Teachers Curriculum. Partners for a Healthy Baby Home Visiting Curriculum is used to further support the Parents as Teachers Curriculum. Early Head Start Home Visitors continue to emphasize throughout the child's enrollment that the parents are their child's first and best teacher. Home Visitors work in the home providing guidance to the parents in all areas of learning that leads to school readiness. The social and emotional development of young children and the nature of their attachments and relationships are critical to their overall development. Through these relationships and interactions with families and other adults, infants and toddlers learn and develop - physically, socially, emotionally and intellectually. Absaroka, Inc. fosters trusting attachments between families, infants, toddlers and Home Visitors to support learning in all areas. Therefore, Absaroka, Inc. strives to assign one long term Home Visitor to each child/family enrolled in the program. Home Visitors assist parents in developing daily and routine interactions with their infant and/or toddler. Parents understand how these interactions support the foundation for early learning. Well-trained Home Visitors promote the development of healthy social and emotional skills in the earliest years, which provide the foundation that supports the development of emerging literacy and numeracy skills, thus, leading to school readiness.

Head Start promotes children's school readiness in all areas of development in the classroom and in the family home. Head Start uses the Creative Curriculum which aligns with the Wyoming Early Childhood Readiness Standards as well as the Head Start Early Learning Outcomes Framework (HSELOF). As children enter the program, a developmental screening is completed in addition to teachers gathering parental input to a child's developmental levels. Teachers use this input, along with ongoing classroom observation, to plan developmentally appropriate lessons. In the Head Start children are assessed three times per program year using the Creative Curriculum Assessment Tool-Teaching Strategies Gold. Teachers document children's development in the areas of Approaches to Learning, Social and Emotional Development, Physical Development and Health, Language, Literacy and Communication, Mathematics, Creative Arts, Science and Technology and Social Sciences. Together, parents and teachers plan goals to work on at home and in the classroom. During the second and third observation times, teachers and parents evaluate the child's progress, and design new ways to reach the original goal or set new goals and objectives. Head Start teachers and parents work together to prepare children for a positive school experience.



ESSENTIAL DOMAIN: SOCIAL EMOTIONAL

EARLY HEAD START

Child shows interest in, interacts with, and develops personal relationships with other children.

Birth-9 months:	100% met the goal as of 7/31/22
8 to 18 months:	100% met the goal as of 7/31/22
16 to 36 months:	80% met the goal as of 7/31/22

HEAD START

Child engages in prosocial and cooperative behavior with adults.

98% at or above by the end of 3rd checkpoint

ESSENTIAL DOMAIN: APPROACHES TO LEARNING

EARLY HEAD START

Child uses creativity to increase understanding and learning.

Birth-9 months:	100% met the goal as of 7/31/22
8 to 18 months:	83% met the goal as of 7/31/22
16 to 36 months:	86% met the goal as of 7/31/22

HEAD START

Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.

92% at or above by the end of the 3rd checkpoint

ESSENTIAL DOMAIN: LANGUAGE AND LITERACY

EARLY HEAD START

Child uses increasingly complex language in conversation with others.

Birth-9 months:	100% met the goal as of 7/31/22
8 to 18 months:	83% met the goal as of 7/31/22
16 to 36 months:	83% met the goal as of 7/31/22

HEAD START

Child understands, follows, and uses appropriate social and conversational rules.

90% at or above by the end of the 3rd checkpoint

ESSENTIAL DOMAIN: LITERACY

HEAD START

Child demonstrates awareness that spoken language is composed of smaller segments of sound.

77% at or above by the end of the 3rd checkpoint

ESSENTIAL DOMAIN: COGNITION

EARLY HEAD START

Child learns to use a variety of strategies in solving problems.

Birth-9 months:	100% met the goal as of 7/31/22
8 to 18 months:	75% met the goal as of 7/31/22
16 to 36 months:	100% met the goal as of 7/31/22

HEAD START

Child explores the positions of objects in space.

92% at or above by the end of the 3rd checkpoint

ESSENTIAL DOMAIN: PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

EARLY HEAD START

Child coordinates hand and eye movements to perform actions.

Birth-9 months: 75% met the goal as of 7/31/22

8 to 18 months: 100% met the goal as of 7/31/22

16 to 36 months: 0%* met the goal as of 7/31/22

*There was only one child that fell within this age range and they had not mastered the skill at time of reporting.

HEAD START

Child uses perceptual information to guide motions and interactions with objects and other people.

96% at or above by the end of the 3rd checkpoint



COMMUNITY ASSESSMENT UPDATE

2022 Community Assessment Key Findings

Population: The agency continues to serve many transient families within our service area. Hiring staff and keeping these positions filled continues to be a struggle agency wide.

5 of the 7 counties that we serve saw decreases in their overall population over the past 9 years. Every single county in our service area had a decrease in the number of children under 5.

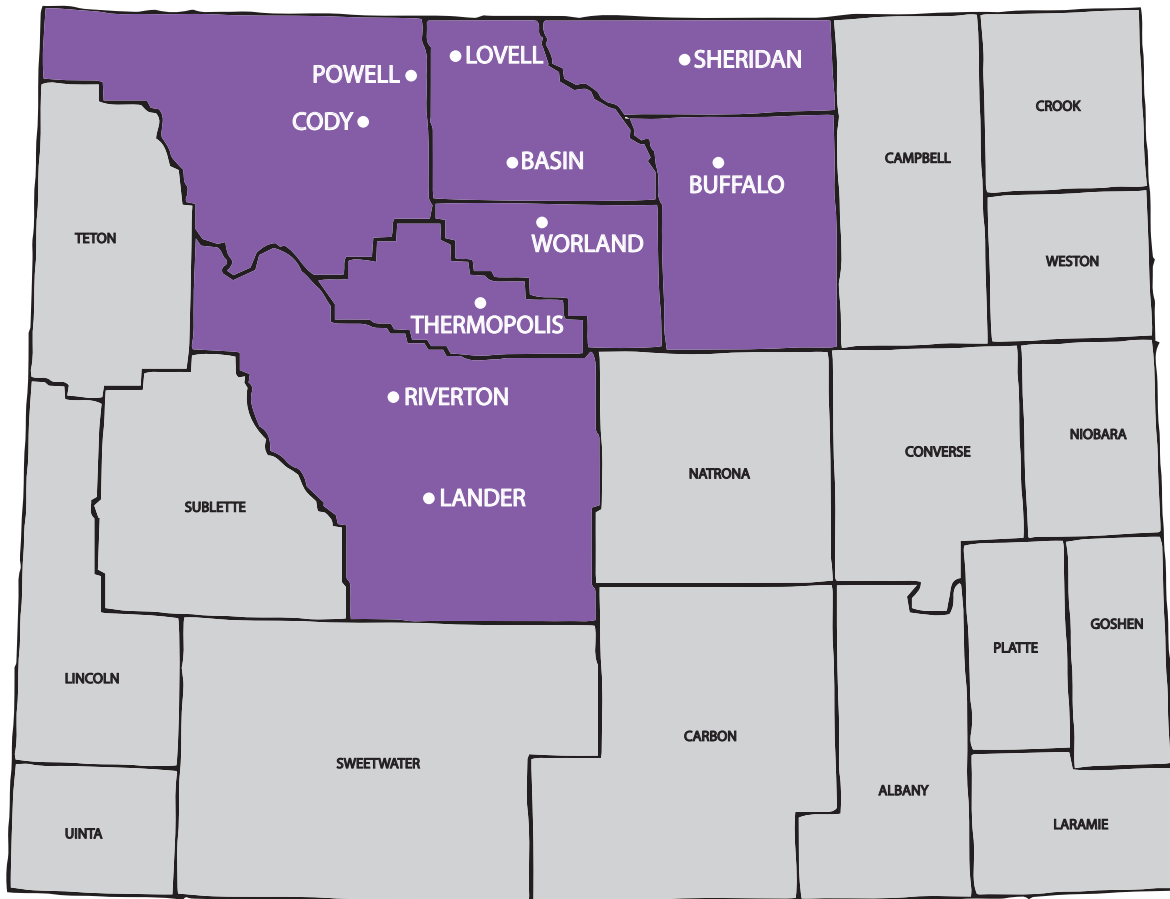
Poverty: The poverty rate among children is highest in Johnson County (2nd in state), followed by Fremont County (4th in state).

Health: The entire service area continues to be impacted by the COVID-19 pandemic.

Housing: The limited supply of affordable housing continues to be a major issue for the service area. The five-year average for families being served in the program experiencing homelessness is 13.2%.

YEAR	PUBLIC ASSISTANCE	FOSTER CHILDREN	HOMELESSNESS	TOTAL CHILDREN SERVED
13-14	29 - 5.77%	6 - 1.64%	64 - 12.72%	503
14-15	23 - 6.28%	5 - 1.37%	55 - 15.03%	366
15-16	6 - 1.65%	5 - 1.38%	64 - 17.63%	363
16-17	4 - 1.15%	8 - 2.29%	58 - 16.62%	349
17-18	33 - 8.13%	13 - 3.2%	48 - 11.82%	406
18-19	29 - 7.77%	20 - 5.36%	55 - 14.75%	373
19-20	16 - 4.4%	23 - 6.3%	66 - 18%	367
20-21	21 - 6%	15 - 4.3%	49 - 14%	350
21-22	16 - 4.6%	22 - 6.2%	26 - 7.4%	351
	1.4% DECREASE FROM LAST YEAR	1.9% INCREASE FROM LAST YEAR	6.6% DECREASE FROM LAST YEAR	

SERVICE AREA MAP



COUNTY SERVED	CENTER LOCATION	PROGRAM	CHILDREN SERVED	LENGTH OF PROGRAM
PARK	CODY	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
	POWELL	EARLY HEAD START	PREGNANCY TO AGE 3	YEAR ROUND
	POWELL	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
BIG HORN	BASIN	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
	LOVELL	EARLY HEAD START	PREGNANCY TO AGE 3	YEAR ROUND
	LOVELL	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
SHERIDAN	SHERIDAN	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
JOHNSON	BUFFALO	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
WASHAKIE	WORLAND	ADMINISTRATIVE OFFICE	N/A	N/A
	WORLAND	EARLY HEAD START	PREGNANCY TO AGE 3	YEAR ROUND
	WORLAND	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
HOT SPRINGS	THERMOPOLIS	EARLY HEAD START	PREGNANCY TO AGE 3	YEAR ROUND
	THERMOPOLIS	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
FREMONT	LANDER	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY
	RIVERTON	HEAD START	3 & 4 YEAR OLDS	AUGUST - MAY

