



ANNUAL

REPORT

2016-2017



Serving: Campbell | Converse | Crook | Goshen | Natrona | Niobrara | Platte | Weston Counties

Dear Early Childhood Stakeholders,

Wyoming Child & Family began administering programs for children and families in eastern Wyoming in 1965. Through many opportunities for growth and expansion, services are currently extended to approximately 700 children and their families in eight counties. Our program funding includes Head Start, Early Head Start, TANF Preschool (Discovery Preschool), Childcare and Early Intervention and Developmental Preschool services for children birth through five. Our service area extends to eight counties covering most of the eastern side of Wyoming. Wyoming Child and Family has services located in Casper, Glenrock, Douglas, Wheatland, Lusk, Guernsey, Gillette, and Torrington. Services are provided through a variety of home based and center based programs.

We enjoy an excellent reputation for providing high quality early childhood education, designed to meet individual and community needs. Our parents and staff partner together to provide quality services and education for children and families of our program. Improving school readiness, engaging families in their child's education and partnering with others remain as important priorities. We continue to invest in staff development and improving the quality of interactions to support positive child outcomes. Our data affirms that our results meet and, in many instances exceed state and national outcome measures.

Lauren Nordeen, *Executive Director*

Wyoming Child & Family Development, Inc.

Our Mission

We make a positive difference for young children, families, and communities through partnerships and comprehensive early childhood developmental services.

Our Vision

Families, Staff, and Communities: Together, we grow children.

Our Values

It's all about R.E.S.P.E.C.T.

Respect: A culture that recognizes the value and individuality of everyone.

Excellence: A commitment to quality in all we do.
Strength-based: Recognizing, developing, and sustaining the capabilities and talents of all.

People: Professional, competent and caring employees and volunteers.

Environments: A positive, safe, nurturing environment.

Caring Relationships: At every level, by working together, we recognize the value of building and sustaining quality relationships.

Trust: Holding what we say and do in trust and confidence.

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Our Core Programs

WCFD celebrates 52 years as a local nonprofit serving the most vulnerable children and families in an eight county service area in Wyoming. We enjoy an excellent reputation for providing high quality early childhood education, designed to meet individual and community needs. Improving school readiness, engaging families in their child's education and partnering with others remain as important priorities. Wyoming Child and Family has services located in Casper, Glenrock, Douglas, Wheatland, Lusk, Guernsey, Gillette, Moorcroft, Newcastle, and Torrington. Services are provided through a variety of home based and center based programs. WCFD reaches children living in poverty, challenged by a special need or experiencing a fragile home situation through four core programs.

HEAD START

Our largest and best-known program for children ages 3 to 5, which provides early education along with physical, behavioral health, nutritional and family development services that emphasize prevention and early intervention. Children are prepared to enter kindergarten ready! Services are provided in all eight WCFD counties.

EARLY HEAD START

Serves pregnant women and children from prenatal to age 3, to enhance the physical, emotional and cognitive development of infants and toddlers and to promote healthy family functioning. Services are provided in Converse, Goshen, Natrona, and Platte Counties.

CHILDCARE

WCFD childcare serves birth to age 3 children. Our goal is to enhance the physical, emotional and cognitive development of infants and toddlers and to promote healthy family functioning. Services are provided in Goshen and Natrona Counties.

EARLY INTERVENTION AND DEVELOPMENTAL PRESCHOOL SERVICES

Services include free developmental screenings, early intervention, special education and related services for children in Converse, Goshen, Niobrara and Platte counties. WCFD is considered Region 10 of the 14 regional developmental preschools serving birth to six year olds state-wide.

DISCOVERY PRESCHOOL PROGRAM (TANF)

Children and families in this program receive many of the same services that are provided through Head Start including early education, meals, developmental screening, family support and parent engagement opportunities. Services are provided in Gillette, Lusk, Douglas, Torrington, Moorcroft, Newcastle and Wheatland.



WCFD Services Benefit Many Children and Families

Our service area is home to 2,149 children under the age of five years old with families who have incomes below the federal poverty level. Early Head Start and Head Start funding has allowed 27.54% of the income and age eligible children in the WCFD service area to receive high quality early childhood services to help prepare them for success in school and in life. Funded and cumulative enrollment numbers for the various programs operated are listed below.

| FUNDING SOURCE | FUNDED SLOTS | CUMULATIVE ENROLLMENT |
|----------------------------|--------------|-----------------------|
| Head Start (HS) | 368 | 412 |
| Early Head Start (EHS) | 121 | 162 |
| Developmental Disabilities | 214 | 259 |
| TANF (Discovery Preschool) | 48 | 60 |

*EHS includes services for 8 pregnant moms that were followed with subsequent enrollment of the child.

The average monthly enrollment (as a percentage of funded enrollments) for Early Head Start and Head Start was 100% and 99% respectively.

Success Story:

"Having my children attend the center has added structure to our lives. Before the kids stayed at home with mom and we had no set schedule. School has helped with having a schedule which has been really beneficial for my son. My 6 month old son had seizures. He wasn't making gains at first and had to have intense treatments, like chemo. Now the seizures are gone and he is making huge gains! It is helpful when staff tell me exactly why and what he is doing. "

~ Parent

School Readiness Efforts

Children are school ready when they have the skills, knowledge, and attitudes necessary for success in school and for later learning and life. WCFD's comprehensive school readiness efforts include:

- Ongoing communication with families to support each child's learning at home
- Specialized supports for children with behavioral challenges
- Supporting families to establish good school attendance for children
- Snacks, meals, and physical activity to encourage lifelong healthy choices
- Family engagement opportunities to help build parents' confidence for being involved in their child's education and advocating for their child
- Helping families recognize the link between overall health and school readiness by encouraging preventative medical and dental exams

At the end of the program year:

- 91% of Early Head Start children received well child exams and 92% of the children 1 year and older had dental exams
- 94% of Head Start children received well child exams and 96% received dental exams
- Collaborative partnerships that support school readiness for all community children
- Encouraging children to investigate, explore and engage in purposeful play
- Individualized experiences and instruction for each child
- Ongoing observations and assessment to inform intentional teaching

Everything we do, and everything we ask parents to do, is to support school readiness. We want all enrolled children and families to be ready for success in school and beyond. Throughout the year, individual child outcome data is used to adapt experiences to help children progress in their development and learning. One hundred percent of enrolled children made progress

towards school readiness.

School readiness begins at birth, as adults interact with children and support their growth and development through everyday routines and experiences; they are providing the foundation for success in school.

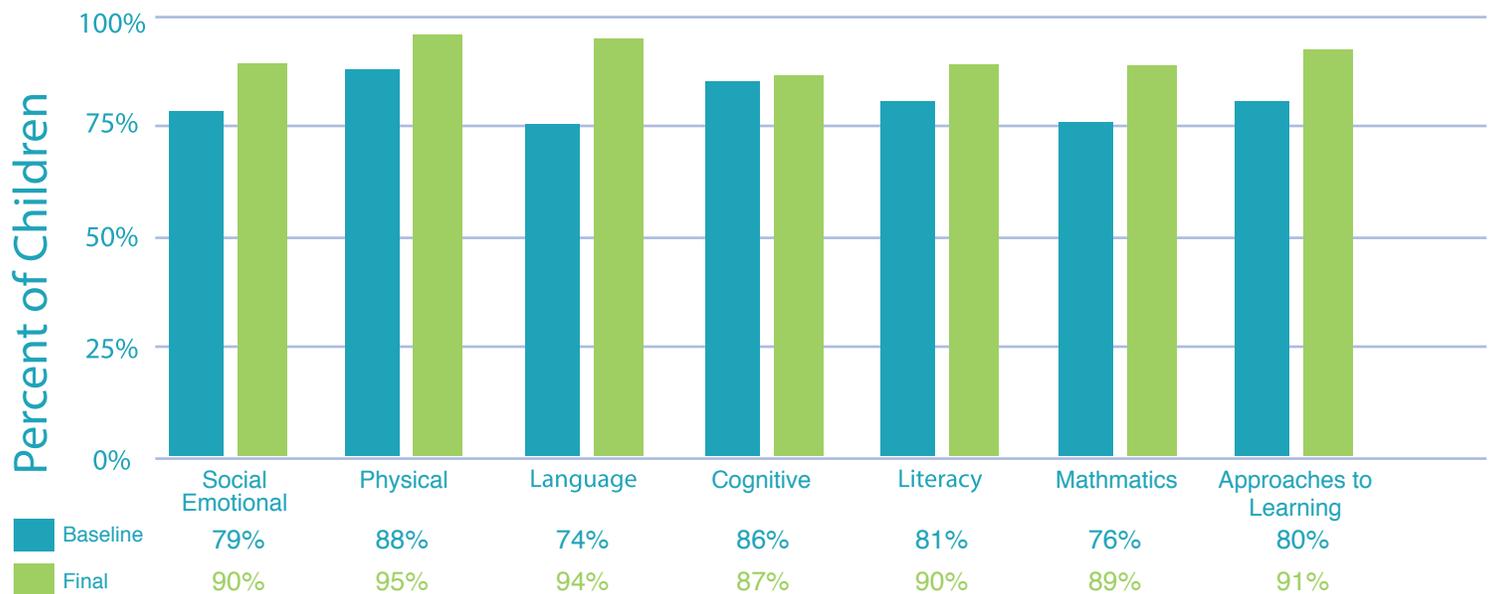
Three times each year, WCFD aggregates child level outcome data at the program level. Though the primary purpose for tracking each child's developmental progress is to inform planning and individualize instruction, it is also important to understand how children are progressing at the program level. WCFD utilizes two different ongoing assessment tools to track progress for children. The Hawaii Early Learning Profile (HELP) is used to track progress for children who are less than two years old and will be age eligible to remain in Early Head Start. Teaching Strategies Gold (TSG), is the assessment tool used to assess all children who are at least 2 years old in Early Head Start and all preschool age children.

For consistency in reporting data, children are tracked in their cohort age group based on the public school cutoff date for age eligibility rather than moving children up to the next age group as they age chronologically. Thus the same children are tracked in each age group for the entire program year. Over the course of the program year, the percent of children within age level expectations increased across age groups in all areas of development, an indication that WCFD programs are effectively improving school readiness for children and narrowing the achievement gap.

School Readiness Outcomes

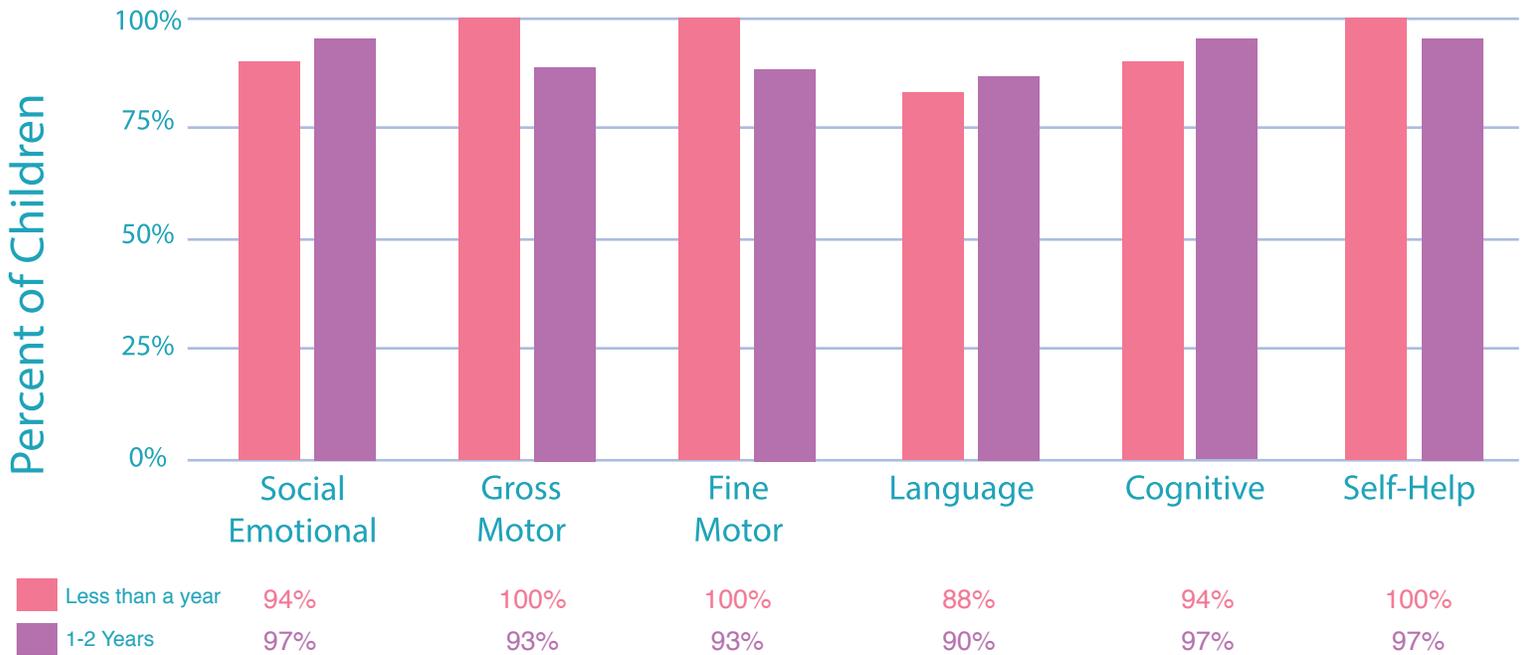
2016-2017 EHS Children Transitioning to Preschool

Measurement is based on current age level expectations for each child when the assessment is completed. More children within the range of age level expectations at the final checkpoint indicates that some children who were not meeting age level expectations at the beginning of the year, were by the end of the year. All children who were enrolled the full year made progress towards meeting preschool entry expectations. Clearly participation in EHS results in the desired outcome of improved school readiness.



EHS Children with Age Appropriate Skills

A comparison of baseline to final data for returning EHS children is encouraging. Over the course of the program year, the percent of children within age level expectations increased in all areas of development.



The school changed my daughter's perspective. She plays with others. Received speech services and goes to a social skills play group at Peak that I found out about through the Center. That has helped her with her attitude. She used to hurt her sister and the dog, but the Center worked one on one with her and helped develop her social skills. I am thankful for the program, without it, my kids would have poor social skills.

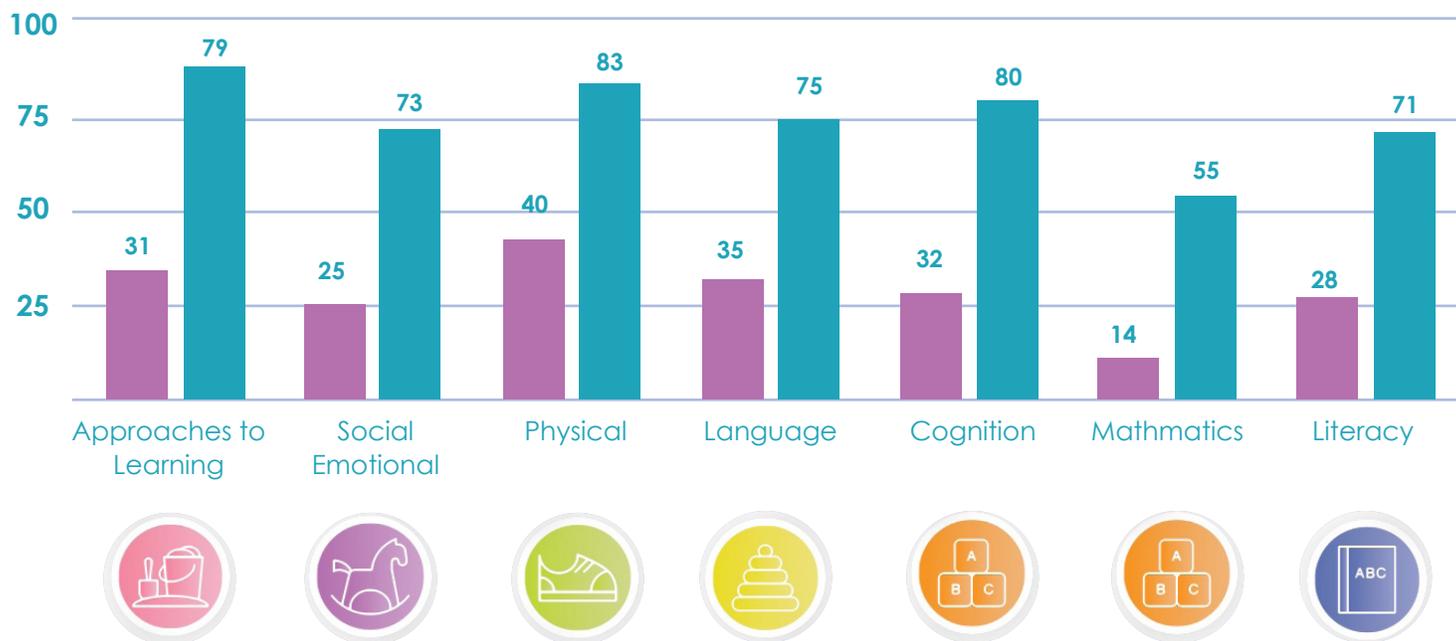


School Readiness Outcomes

Head Start 3-Year-Olds Returning to Head Start

WCFD Target Indicators and Widely Held Developmental Expectations

■ Baseline 2016
■ Final 2017



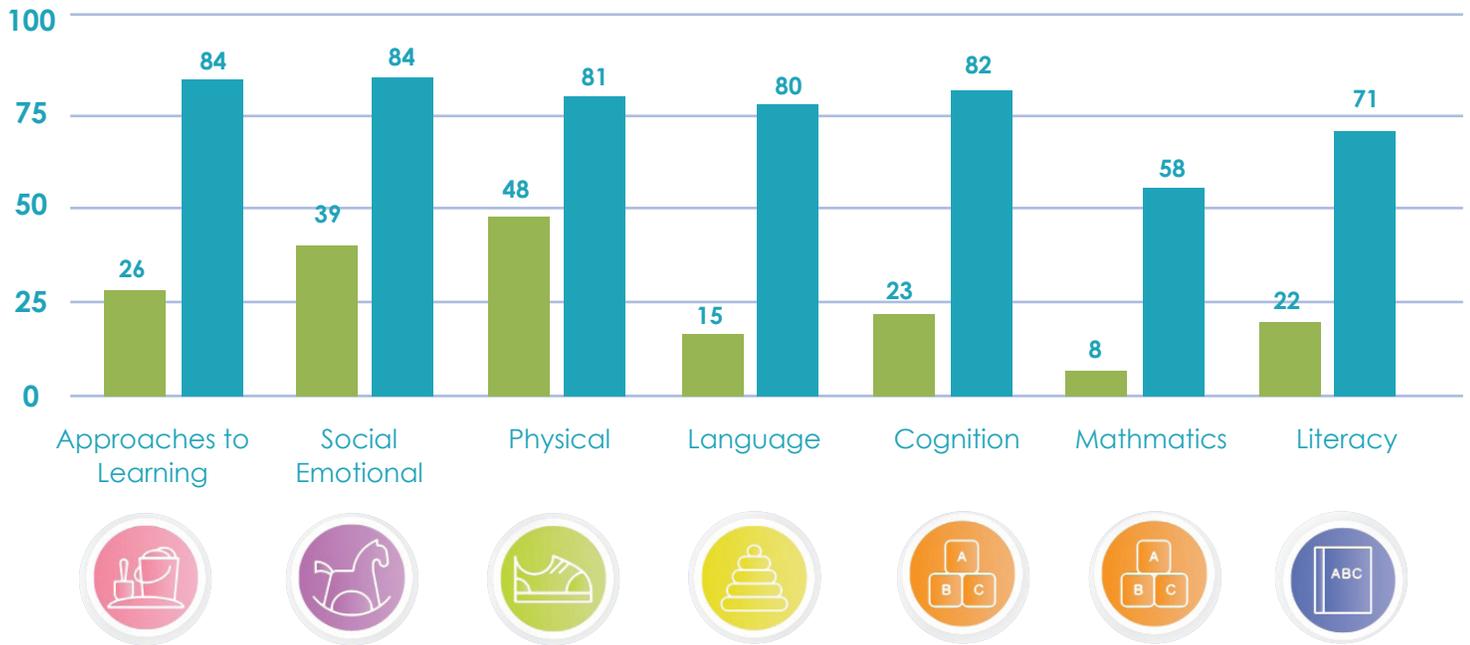
Outcome data for three and four year old children is tracked separately. Data includes 439 children. Twenty-six percent (26%) have an identified delay and are receiving special education services. There are 255 four year old children included (58%) of the total, and 184 three year old children (42%) of the total. Eight percent (8%) of the children are dual language learners.

goes beyond simply falling within the scope of typical development for their age and extends into the overlap area that is both within their current age level and entry level expectations for the upcoming school year. This data is reflected in the following graphs. Though data is also aggregated at a mid-year point, only baseline and final outcome data is included.

It is important to keep in mind that widely held expectations for children include a range of development and that expectations increase as children get older. Ideally, children's progress along the developmental continuum

Head Start 4 Year Olds Meeting Kindergarten Expectations

■ Baseline 2016
■ Final 2017



The majority of all children enrolled met age level expectations overall by the end of the year and made significant progress towards entry expectations for the next school year. Tools for determining a child's status and progress include, but are not limited to, direct assessment, structured observations, checklists, staff or parent report measures, and portfolio records or work samples. Indicators for each school readiness area that are the lowest during baseline assessments are specifically targeted for improvement to boost student achievement and help close the achievement gap for the at-risk children served through WCFD programs.

" He was ready for kindergarten. He knows his alphabet forwards and backwards, and he is counting to 200. He is teaching parents sign language. I encourage parents to get their child in the program."

~ Parent

Family Engagement



" We have constant communication with the teacher and get daily updates. Staff can monitor my child's progress to see if he will be ready for kindergarten. Staff go far above to get parents involved in children's education."

~ Parent

Wyoming Child & Family Development recognizes that what we say and do with families matters and can make a positive impact on the life of a child. We want to develop strength-based and goal-oriented relationships with our families. These family relationships are the key to our work with children on their path to school readiness. We want to build lasting bonds with families starting at our first meeting. We want to help families develop goals and strategies to meet their needs and then continue to be their partners during times of crisis or challenge. Relationship-building with our families and children is the foundation of all we do. Engagement is more than just the act of showing-up for an event or meeting. Engagement is the reciprocal process of listening, responding, and making a difference. It is WCFD's goal to keep our families engaged and growing – all in an effort to support the success of their children.

Volunteers/Improving Family Well-Being

Over 1000 Volunteers

Volunteers are critical to the success of Wyoming Child and Family Development and have been an effective way of mobilizing community resources to strengthen services. Volunteers provide a wide range of services and support to enrolled children and their families. Volunteers can be professionals and nonprofessionals, parents, local residents, and members of the larger community, board members, those who work in classrooms, offices, or kitchens, and those who provide necessary health education, medical and dental examinations, and other health services. Volunteers can assist with classroom activities, transportation, upkeep and renovation of centers, playground supervision, parent education, and other similar tasks. Over one thousand volunteers helped WCFD make a difference in the lives of children and families this year.



My husband was laid off from his job. We were homeless, living with parents and sleeping on an air mattress. Now we both have jobs. We had a family goal to get housing and have accomplished that goal.

~Parent



Improving Family Well-Being

All development occurs in the context of a relationship and WCFD has systems in place to support parents in their role as the primary influence on their child's development and to ensure positive and lasting change for children and families. Groups of families are making great progress in the areas of obtaining further education such as getting a GED or college education. They are also experiencing success in obtaining employment, reliable transportation and appropriate services for the well-being of their family. Individual families are experiencing progress in family goals targeting their child's school readiness, family relationships, and building positive parent-child relationships.

Family engagement is vital to children's success in school and in life. WCFD has a family engagement school readiness goal, with measurable data outcomes. Ensuring children attend school, having a source of ongoing medical and dental care, working on individual child education goals at home, and participating in parent/teacher conferences and education home visits are ways families demonstrate a commitment to supporting their child's education.

Early Intervention, Special Education and Related Services



The Wyoming Department of Health, Behavioral Health Division contracts with Wyoming Child and Family Development, Inc. (WCFD) to provide early intervention, special education and related services to children in Converse, Goshen, Niobrara and Platte counties. WCFD is considered Region 10 of the 14 regional developmental preschools serving birth to six year olds state-wide.

Developmental Screenings are the First Step

Wyoming Child and Family Development, Inc. offers free developmental screenings to all children, birth through 5 years of age, living in Converse, Goshen, Niobrara, and Platte counties. As noted in the statewide “One Before Two” campaign, “one developmental screening before the age of two is ideal, one developmental screening before the age of five is essential”. Developmental screenings include a trained professional assessing a child’s speech and language development, fine and gross motor development, cognitive/pre-academic development, adaptive and social development, as well as assessing hearing, vision, general physical health, and dental health. For many children, screenings confirm that a child is meeting his or her developmental milestones. However, sometimes screening results indicate concerns and may lead to a multidisciplinary evaluation.

If a child is not meeting her milestones in one or more areas or if a child has a medical condition that would be considered a disability, WCFD will make a referral for a multidisciplinary evaluation of the child, which includes input from the child’s parents. After all, they know their child best. Referrals for evaluations also come from physicians, public health nurses, social workers, neonatal infant care units, and parents.

If a need for early intervention services is identified, children receive these services free of charge until they no longer need the services or until they transition to their next educational setting, often public school. In all cases early intervention positively impacts children’s development and their educational outcomes.



Leadership and WCFD Management Team

Shared Governance

Governance in Head Start is complex. Head Start and Early Head Start programs are guided by committed governing bodies that understand and faithfully implement their roles as leaders and fiduciary agents. Congress charges governing bodies of organizations that operate Head Start programs to include members with particular expertise, to exercise specific oversight and leadership functions, and to create a governance system that includes an active role for the Policy Council, whose membership is primarily parents of enrolled children with some additional community representatives.

Both governing bodies have been instrumental in developing and overseeing school readiness goals and progress. They have also played an active role in strategic planning, self-assessment, and funding request presentations with city and county entities. They are dedicated to achieving the mission of the organization. The Board and Policy Council are in integral part of WCFD services.

Board of Directors

Catherine (Kate) Steinbock, *Chairperson*

Mark Knickerbocker, *Vice-Chairperson*

Harla Gilbreath, *Secretary*

Daniel Sisson, *Treasurer*

Twila Barnette

Joel Dingman

Herbert Doby

Barbara Frederick

Judy Mac

Kate Norton

Marion Smith

Rebecca Steinhoff

Policy Council

Kate Norton, *Chairperson*

Cindy Griebe, *Vice-Chairperson*

Kristen Henderson, *Secretary*

James Cathcart

Jamie Cowan

Katie Fitzsimmons

Genalyn "Gems" Gosser

Kristen Henderson

Janet Kalpin

Rhonda McDonald

Courtney Reynolds

Heather Stevens

Crystal Stevens-Benson

Amanda Ward

Casey Whiteman

Council Alternates

Haley Bustamante

April Elliott

Michelle Hames

Christy Heil

Tyler Howe

Krystal Lowry

Kayte Lytle

Pat McDonald

Program Design and Management Team

Lauren Nordeen, Executive Director/Head Start/Early Head Start /Developmental Disabilities/Mental Health Director

Danielle Wondercheck, Business Manager/Fiscal Officer

Mary Kugler, Assistant Director, ERSEA Coordinator, Mental Health, Area Coordinator

Marian Moats, Assistant Director, Education/ NAEYC/Discovery Preschool Coordinator, Area Coordinator

Gina Olson, Deputy Assistant Director, Home Visitor/Family Services/CDA Coordinator

Jodie Palmer, Special Services Coordinator, Area Coordinator

Melissa Miller, Health/Safety/Nutrition/Area Coordinator

Financial Report

Wyoming Child and Family Development, Inc. has a comprehensive external financial audit completed annually. The results of this most recent audit found WCFD to be in compliance in all areas with no exceptions noted. The report did not identify any deficiencies in internal control over financial reporting that would be considered a material weakness. The results of the audit disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

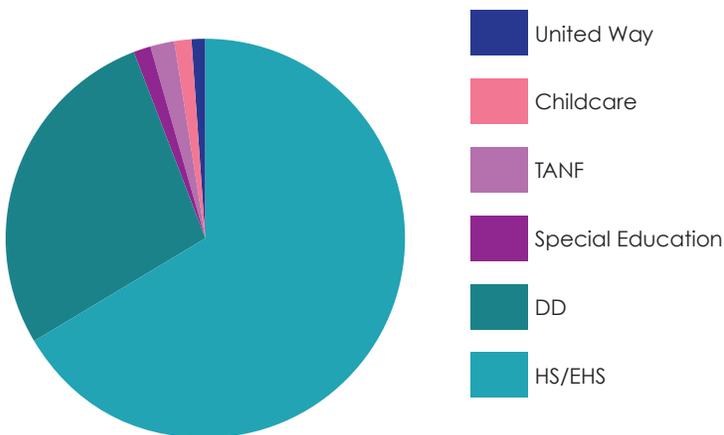
During the 2016-2017 Fiscal Year ending June 30, 2017, WCFD received funding from the following sources:

| | |
|---|-------------|
| Head Start/Early Head Start | \$5,494,408 |
| Developmental Disabilities | \$2,073,355 |
| Title VI B Preschool Special Education | \$119,427 |
| Part C Special Education for Infants and Families with Disabilities | \$55,185 |
| TANF (Discovery Preschool) | \$291,557 |
| Child Care | \$117,364 |
| United Way Program | \$55,442 |
| Medicaid | \$176,147 |
| Other Grant programs/UDSA/Misc. income | \$23,381 |
| In-kind 20% | |

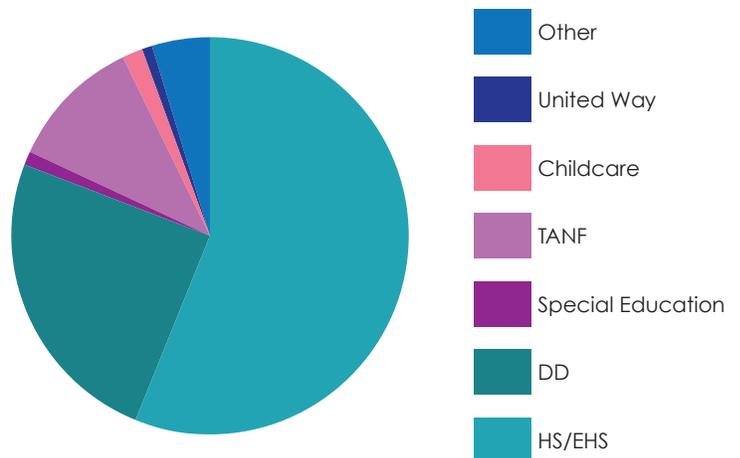
In-kind and Local Match:

Head Start and Early Head Start require a 20% match in in-kind contributions. Our in-kind match includes documented volunteer time, donated supplies and services, donated space for trainings or meetings, and fund assistance from United Way organizations. The in-kind generated for 2016-2017 was \$1,466,541 as of 6/30/2017.

Revenue: \$8,402,564



Expenses: \$8,128,783



WCFD will make the following documents available to the Public upon request: Form 990, Conflict of Interest Policy, Annual Financial Statements, and Articles of Incorporation. Documents may be reviewed during regular business hours at the Central Business Office.

Thank you Partners

Success is a team effort. On behalf of the over 700 children and families served through WCFD programs, we say thank you to our generous community partners and donors. Their contributions help make a positive difference for young children, families, and communities. It is difficult to put into words how appreciative we are for each contribution of time, talent and financial support that helps us achieve our vision. We literally could not accomplish our goals without this outside support.

- Russell Construction
- Daniel's Fund
- Work Force Services
- Kiwanis
- Knights of Columbus
- Faith-based partnerships, through local churches
- Decker's Market - Lusk
- Solutions for Life
- Wyoming Child and Family Development Parent Groups
- Basin Electric Power
- First State Bank
- First Interstate Bank – Casper & Gillette
- UW of Northern Utah
- CFC of Natrona County
- Halliburton Giving Choices
- Match Play Classic
- Department of Family Services
- Wyoming Kids First
- Natrona County Early Child Alliance
- Safe Kids of Central Wyoming
- Children's Advocacy Project
- Ready League
- Eastern Wyoming College
- Child Development Services of Wyoming
- National, Regional and Wyoming Head Start Association
- Local Chambers of Commerce
- Department of Education
- Division of Behavioral Health –
- Department of Health
- Early Intervention Councils
- Mercer Family Resource Center
- Women Infants and Children (WIC)
- Joshua's Storehouse
- Central Wyoming Counseling Center
- Cent\$ible Nutrition
- Foster Grandparents
- Seton House
- Child Development Centers
- Housing Authority
- Health Care for the Homeless
- Helpmate
- University of Wyoming Extension Office
- Interagency Coordinating Councils
- Senior Center
- Niobrara Health and Life Center
- Town Councils
- United Way of Natrona County
- United Way of Campbell County
- Mile High United Way
- Weston County Children's Center
- Moorcroft Preschool
- Local Fire Departments
- Local Police Departments
- Sheriff's Departments
- Bark Firm
- First Interstate Bank system Foundation
- Healthy Concepts
- Joyce Evans
- VFW Ladies Auxiliary
- Points West



“

Early Head Start has been helpful for family stability so I can go to school. I am working towards an elementary education degree. WCFD is the best out there. They have helped with routines and potty training. My oldest child went to a different day care and was not ready for school. I like the education focus on school readiness.

”

External Reviews Results

The Administration for Children and Families (ACF) did not conduct any external reviews during the 2016-2017 program year.

All Wyoming Child and Family Development sites are licensed by the State of Wyoming Department of Family Service, follow National Association for the Education of Young Children (NAEYC) Standards, and participate in the USDA's Child and Adult Care Food Program (CACFP).

We are a USDA Provider:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

USDA is an equal opportunity provider, employer, and lender.

Our mission, vision and values will continue to shape our decisions and serve as guides for current operations and future planning. Wyoming Child and Family will continue to partner with families and communities to prepare children for success in school and in life.

VISIT US ONLINE www.wyomingchild.org 

WHAT OUR FAMILIES SAY

"It's the Best Program my family has ever been privileged to attend. Thank you."

"You guys in the program have really done a lot to give kids an extra hand in growing and becoming prepared for the other school years that are right in front of them. Every year they keep stepping forward."



OUR MISSION

We make a positive difference for young children, families, and communities through partnerships and comprehensive early childhood developmental services.

OUR VISION

Families, Staff, and Communities: Together, we grow children.