



ANNUAL

REPORT

2015-2016



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 centers 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.

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.

Table of Contents

Welcome Letter	2
About WCFD	3
WCFD Services Benefits	4
School Readiness Efforts	5
School Readiness Outcomes	6-9
Beating the Odds	10-11
Family Engagement	13
Volunteers/Improving Family Well Being	14
Early Intervention and Screening	15
Leadership and Management Team	16
Financial Report	17
Thank You Partners	18
External Reviews	19

Our Core Programs

WCFD celebrates 50 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 centers 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, 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	423
Early Head Start (EHS)	121	169
Developmental Disabilities	238	279
TANF (Discovery Preschool)	27	35

*EHS includes services for 11 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.

Head Start Success Story:

"Head Start has helped my family in many ways. I have had three children in the program. My first was helped very well and when she entered kindergarten she was ahead of the others in her class. My second has had extra speech during his enrollment and has improved his speech immensely. My third has been supported very well and is excelling in the program. Our family has grown closer together and been an influence on the community because of the Head Start Program."

~ Head Start 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
- Program school readiness goals with targeted indicators for growth and development
- Encouraging children to investigate, explore and engage in purposeful play
- Collaborative efforts with staff and parents provide 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.

Current levels of development are used to track children who are age eligible to return to Early Head Start. Tracking program level data is more challenging during these stages of development due to sometimes broad ranges of age appropriate development. 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.

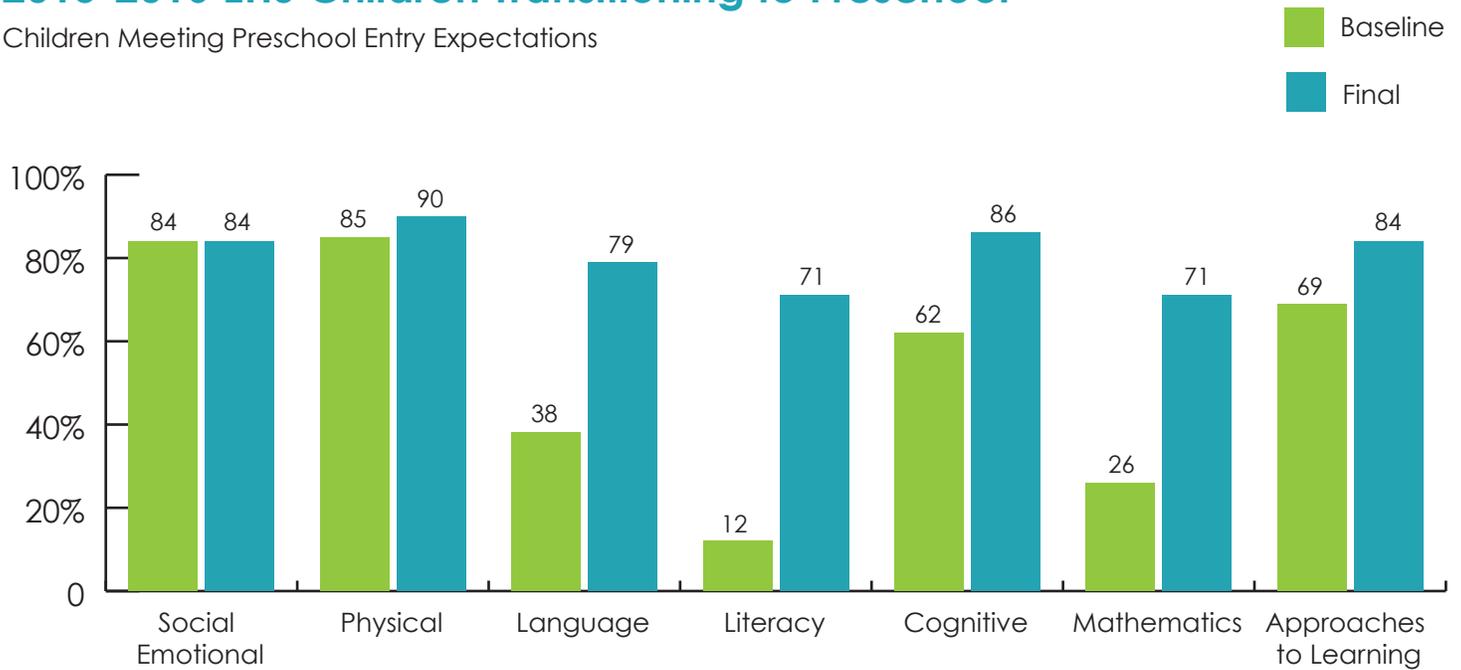
I struggled in school and I don't wish for my children to struggle. Head Start has helped my two sons get ready for school and has helped me in getting them ready for school as well.

~ Parent

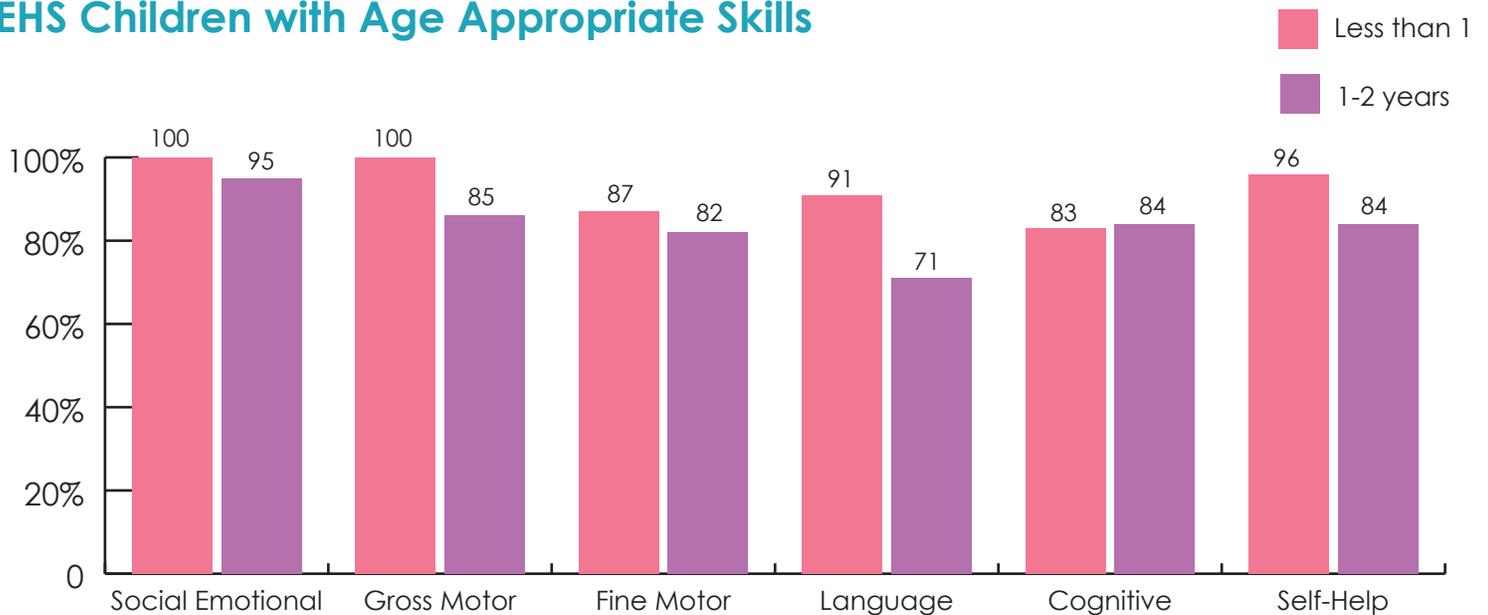
School Readiness Outcomes

2015-2016 EHS Children Transitioning to Preschool

Children Meeting Preschool Entry Expectations



EHS Children with Age Appropriate Skills



Graphs include all enrolled children. Eighteen percent of the children enrolled in Early Head Start have an identified developmental delay and receive early intervention services. The graph for EHS children transitioning to preschool uses expectations for the end of the year as a readiness measure for the transition to preschool. It is important to note that preschool entry level expectations for two and three year olds are the same in social-emotional development and in gross motor development. The most significant improvements are in literacy and math development. Progress in these areas is a reflection of successful partnerships with parents to support children's development which

includes regular attendance and participation in the program.

School readiness outcome data for preschool age children is tracked separately for children who will transition to kindergarten. The school readiness outcome graphs represent data for 128 three year old and 201 four year old children. Twenty-seven percent (27%) have an identified delay and received special education services, up five percent from last year. Final outcome percentages include all children enrolled at the final checkpoint even those recently enrolled.



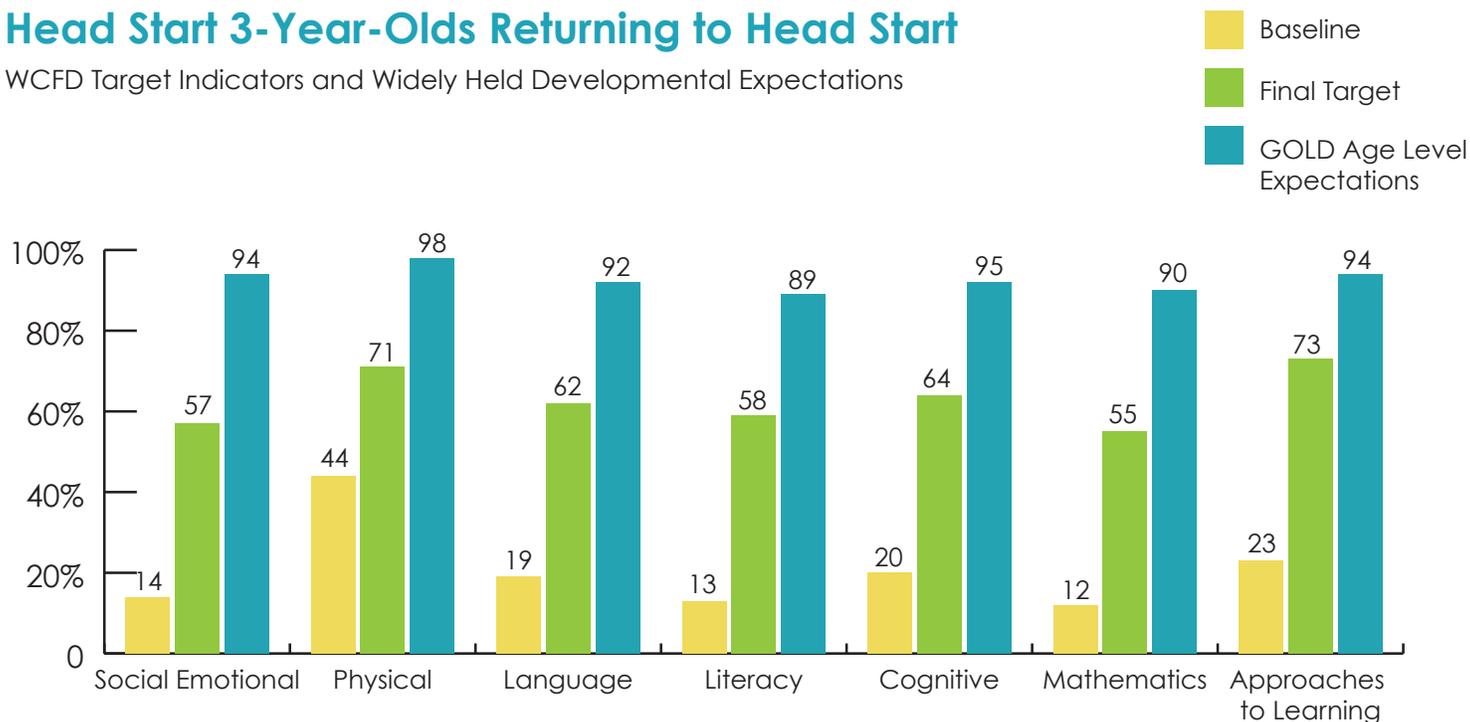
Early Head Start has provided a safe and nurturing environment for my children. This has made them better learners, because they don't worry about safety or hunger. Many opportunities have also been provided for my personal growth from helping in the classroom to a leadership position on Policy Council. These opportunities and environment have assisted my family to become better communicators and improved our overall quality of life.



School Readiness Outcomes

Head Start 3-Year-Olds Returning to Head Start

WCFD Target Indicators and Widely Held Developmental Expectations

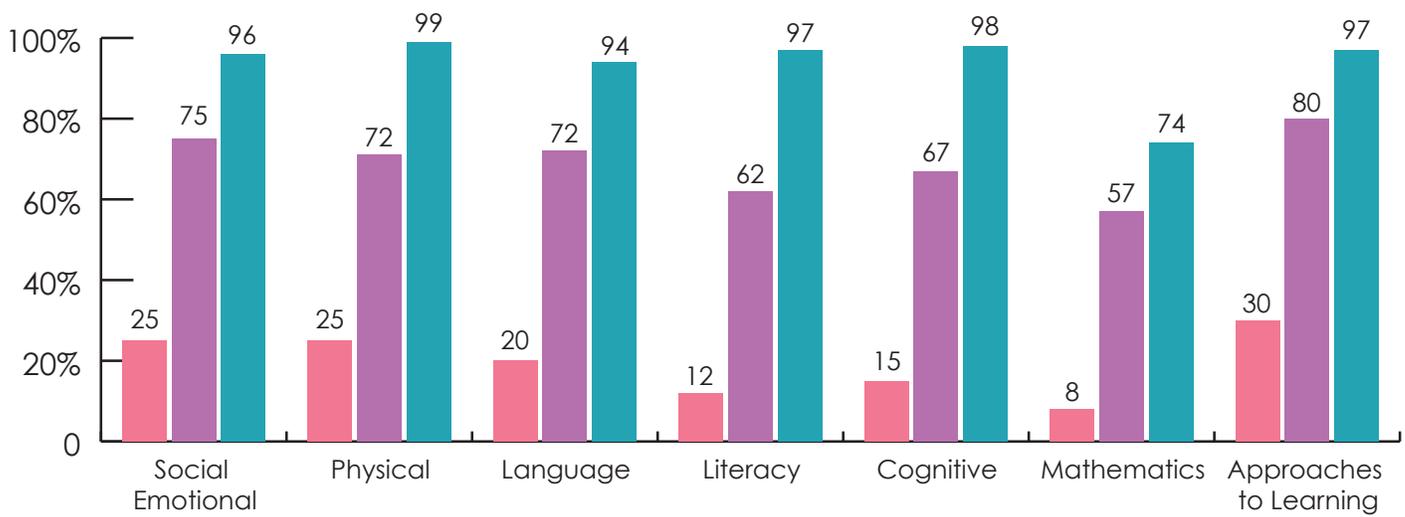
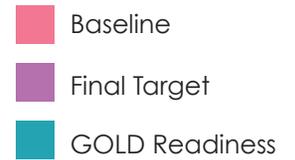


Though WCFD tracks child outcomes solidly within age level expectations, the grantee also has an obligation to identify gaps in children's experiences that adversely impact school readiness. Only then can disparities in opportunities be effectively addressed. Annual target indicators are defined upon baseline data completion and are reflect the lowest skills in each area of development. School district expectations and community wide kindergarten entry level data are other considerations for tracking target indicators.

Targeting specific low skills provides as a means for improving overall child outcomes and mitigating potential gaps in the attainment of skills essential for student success. Strong partnerships with families that target low skill areas alleviate differences in learning trajectories to close the achievement gap. The majority of all children enrolled met age level expectations overall by the end of the year and made significant progress on specific skills targeted for improvement to maximize readiness efforts.

Head Start Children Transitioning to Kindergarten

WCFD Target Indicators and Widely Held Developmental Expectations
Using Teaching Strategies GOLD Assessment System



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.

My child teaches me in so many ways, what she learns at Early Head Start and then brings home:

- Nurturing
- Sharing
- Good Habits
- Early School Skills

~ **Early Head Start Parent**

Beating the Odds



Samantha Griffis, a WCFD parent was honored as the National Head Start Association (NHSA) Beating the Odds Award winner in May 2016. Samantha

has beaten the odds and remained focused on her goals through a difficult journey. She continued to grow in the face of adversity, holding fast to her desire to, as she says in her application for the award, "to complete my education and get a career that would support my family as well as allow me to spend important quality time with them." Her story illustrates how dedication and determination can help you realize dreams. Her story in her own words:

My name is Samantha Griffis. I spent the first 14 years of my life as the daughter of an Air Force Officer at various bases around the country. From this experience I gained a love of travel, compassion, and empathy for other children growing up in the military. I maintained my connection to this lifestyle when my husband joined the military in 2006 after the death of our first son during infancy. I felt at home on the post and was actively involved in the community. I related to both children and adults on the post because of my life experiences with the military and our shared patriotism. I spent four years being a military spouse before my husband was honorably discharged. I am now the mother of two wonderful boys and spouse to a disabled Veteran. My husband spent the better part of four years in and out of VA hospitals, receiving treatment, while I was responsible for financially, mentally, and physically providing for my young boys, maintaining the household, and figuring out how to manage my husband's disabilities. He currently suffers from

Post-traumatic stress disorder (PTSD), tinnitus, knee problems, nerve damage, and traumatic brain injury (TBI). Marriage and raising children is hard without the added impacts of mental and physical illness or the death of a child.

It took years for the VA to determine my husband's disability and while we struggled through trying to figure out what changes we had to make as a family and the changes my husband suffered I did everything I could to keep my children in a safe environment with normal consistent routines. During this time I found out our son had hearing loss and this would bring on new challenges. I became involved in the state hearing loss group and learned all I would need to know to get things moving for my son. I returned to school to complete my education and get a career that would support my family as well as allow me to spend time important quality time with them. My children are the most important thing to me and I want to provide them a happy loving life.

Since returning to school in 2011, I have balanced school, work, and family. It has not always been easy but my dedication and determination have kept me going. I hope to leave a lasting impact on my future students and my children from my life experiences.

Needing to provide for my family the decision to return to school and earn a degree that would turn into a career was essential. I picked up part-time flexible jobs I could work around my class schedule and enrolled my children in Early Head Start. I started a work study job I could do between classes that would also provide another source of income. Through Early Head Start I was informed of different programs to assist me and it also provided me with social interaction with other parents. It was also a great opportunity for my children to play and have weekly visits to make sure they were meeting their benchmarks. I kept my grades up and was able to get a few scholarships that

helped support my family while I was in school. Once I finished my associates I applied for the Wyoming Workforce Investment Act which is a program that will help you the last two years of school while earning your degree.

To help keep me and my family on the right path we attend church regularly, got involved in the local community gardens, and attended as many local events as possible.

I chose to give my children as normal as I could of a childhood even though mentally I was struggling not knowing what would come next. I learned a great deal during this time and one of them was that it is fine to ask for help when it is needed. There were times when I was not able to figure out just to deal with a problem whether it was a leaking toilet or help with school on my own. I enlisted the help of friends and church members when needed and stopped worrying about seeming needy. I also tried to stay as active in my children's life as possible. I spent many spare hours at Head Start volunteering in the classroom or hanging out with my child when I had some spare time. I volunteered for policy council to be a part of the changes or decisions since my one son was attending and my other would be the next year. I felt I was making a difference in their lives by supporting the program they were in. Keeping busy was one of the keys to my success. If I had not returned to school, attended church, or volunteered in various places I may not be in the place I am today. I am not one for giving up and I knew no other way than to go out and get moving.

Returning to school later in life in the position as a temporary single mom was challenging. I already held a degree in drafting but all the local companies I applied with informed that it would be around 50 to 60 hours a week of work. I was not prepared to leave my young children that much and decided a better career was needed. I started at our local community college and participated in the Student Support Services (Trio program) and studied hard to keep a high

3.9 GPA. I attended school full time and was invited into Phi Theta Kappa National Honor Society and The Society for Leadership and Success. While in these programs I held different positions and gained many leadership skills and friendships. While attending Gillette College I was chosen as one of two Phi Theta Kappa Members to represent our school on the All-Academic Team.

After graduating with my Associates of Science in Elementary Education and Secondary Education I started school at Valley City State University. While attending this college I was in the Workforce Investment Act program. I was able to maintain a 4.0 GPA and finished my student teaching in Dec. 2014. I have currently completed all the requirements for my Bachelors of Science in Elementary Education and am working on my Title I Reading certificate and Library Media Certificate. I will be graduating the spring of May 15, 2015.

Since I have officially finished all my classes and required state test for my bachelors I will continue to work toward my certificates. I will complete my Title I Reading certificate this coming fall and the Library Media this fall or next spring depending on if I am hired for a teaching job. I am currently applying for teaching jobs in the local area and plan to continue working for toward a Master's Degree. Eventually I would love to be a librarian in a school library. My ultimate goal is to combine my two passions and teach at Department of Defense Schools where I will be able to support my country and teach children.

Samantha's journey of success has continued. Now a mother of three, she is working full time, in her new career.



Head Start has helped me be a better advocate for my children. Through the Head Start developmental screenings all three of my children at different times have shown they have delays and needed extra help. The staff at Head Start didn't just tell me there was a problem then leave me to figure it out on my own, they helped me get in touch with therapist for each of my children's needs. They also helped me to better understand what I could do as a parent at home to help my children.

Along with helping me help my children, they also helped me get my driver's license, they helped me get in touch with the people running the driver's education class and when I thought I wasn't going to be able to attend the classes due to not having a sitter for my kids, they helped me come up with some ideas of people that might be able to help me. Without the encouragement and support they gave me, I wouldn't have had the guts to go through with the class and I would still be stuck in the situation I was in.

Family Engagement

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.

Fostering parent engagement increases parent competence and confidence which results in longitudinally sustained engagement in their child's education. Interviews with parents confirm that WCFD is making progress towards this outcome. Jennifer, who served as a local parent group officer, shared her story.

Though making the leap to run as an officer was a little scary, the support staff provided for her in this role was very helpful. She appreciated the format of the minutes, the officer meetings a couple of days before the full parent group meets to get everyone on the same page, and the incentives to entice parents to attend meetings and get involved. She believes it is essential to be involved in her son's school and fully intends to remain active when he transitions to kindergarten. She wants to show her son that school is positive. She knows being involved in his education models that staying in school is important; education is important; and together they can reach the milestone of him graduating high school.

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.

“
Head Start and Early Head Start has opened up my eyes as a parent to all the simple daily things we do with our children that are actually developmental. Being a part of Parent Group and Policy Council for two years has encouraged me not only as an individual but as a parent so thank you Head Start and Early Head Start.

~Parent

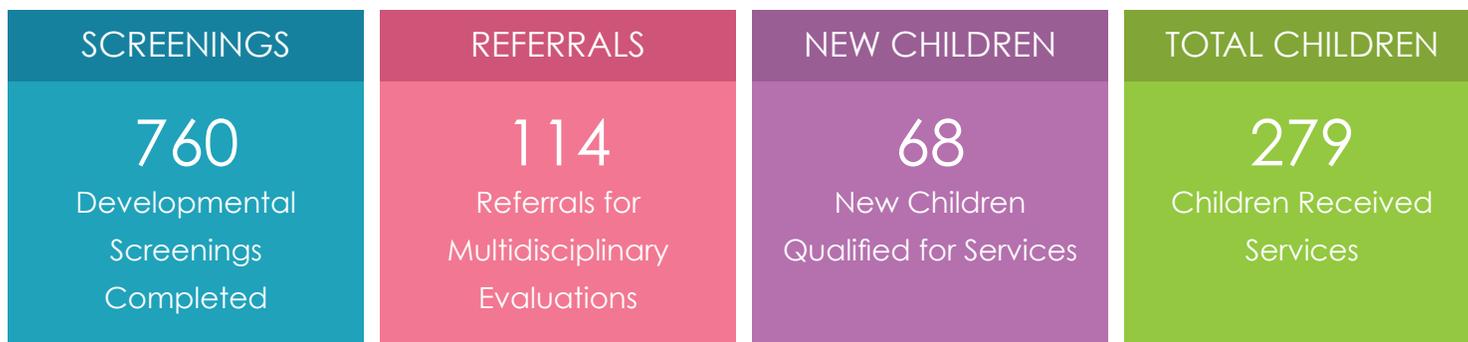
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Improving Family Well-Being

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 their 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*
Judy Mac, *Vice-Chairperson*
Harla Gilbreath, *Secretary*
Daniel Sisson, *Treasurer*
Twila Barnette
Lacey Brott
Joel Dingman
Herbert Doby
Barbara Frederick
Mark Knickerbocker
Danny Tripp
Oralia Mercado
Marion Smith

Policy Council

Danny Tripp, *Chairperson*
Brooke Craddock, *Vice-Chairperson*
Brittney Perkins, *Secretary*
Angie Mulkey
Rhonda McDonald
Amanda Ward
Sara Newell
Courtney Lythgoe
Meralyn Larson
Heather Stevens
Kristen Henderson
Ashley Edwards
Kate Norton

Heather Haskell
Tiffany Hofer
Mary Romine
Adrianna Ward
Kellie Pierce
Kaylynn See

Council Alternates

Minty Truitt
Chrystal Richards
Kayla Heim
Kelsie Richins
Cindy Griebe
Christy Heil

Program Design and Management Team

Lauren Nordeen, *Executive Director/Head Start/Early Head Start /Developmental Disabilities Director*
Danielle Wondercheck, *Business Manager/Fiscal Officer*
Mary Kugler, *Assistant Director, ERSEA Coordinator, Area Coordinator*
Marian Moats, *Assistant Director, Education/NAEYC/Discovery Preschool/Area Coordinator*
Gina Olson, *Deputy Assistant Director, Home Visitor/Family Services/CDA Coordinator*
Jodie Palmer, *Special Services/Mental Health 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.

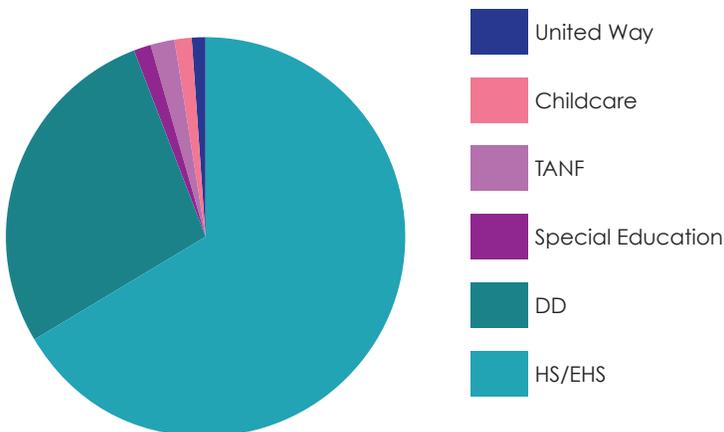
During the 2015-2016 Fiscal Year ending June 30, 2016, WCFD received funding from the following sources:

Head Start/Early Head Start	\$5,326,691
Developmental Disabilities	\$2,084,958
Title VI B Preschool Special Education	\$105,644
Part C Special Education for Infants and Families with Disabilities	\$70,980
TANF (Discovery Preschool)	\$149,794
Child Care	\$123,296
United Way Program	\$75,124
Medicaid	\$264,606
Other Grant programs/UDSA/Misc. income	\$23,191
In-kind 20% match for Early Head Start and Head Start Federal Funding	

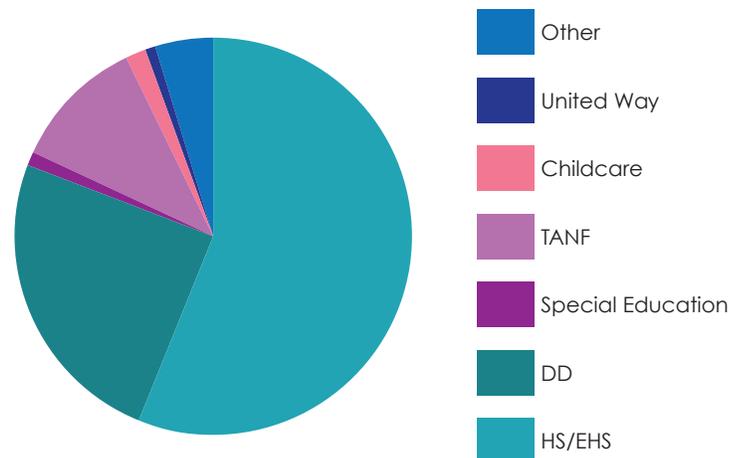
In-kind and Local Match:

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 2015-2016 was \$1,403,605 as of 6/30/2016.

Revenue: \$8,445,960



Expenses: \$8,341,338



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.

- Local medical and dental providers
- Public Health
- Mental Health agencies
- Local School Districts
- County Commissioners
- Local childcare providers
- Kiwanis
- Knights of Columbus
- Faith-based partnerships, through local churches
- Decker's Market - Lusk
- St George's Episcopal Church
- Solutions for Life
- Wyoming Child and Family Development Parent Groups
- Basin Electric Power
- First State Bank
- UW of Northern Utah
- MOA Wyoming
- CFC of Natrona County
- Truist
- Halliburton Giving Choices
- Match Play Classic
- Cloud Peak Energy Resources
- S & S Builders LLC
- 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
- Workforce Services
- 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
- Tiernan McIlwaine
- 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
- Niobrara Electric Association
- Duane Schiffrans
- United Way of Converse County
- United Way of Natrona County
- United Way of Campbell County
- Mile High United Way
- Weston County Children's Center
- Moorcroft Preschool
- FAST Program
- Local Fire Departments
- Local Police Departments
- Sheriff's Departments
- Human Resource Councils
- Bark Firm
- First interstate Bank
- First Interstate Bancsystem Foundation
- Gillette Contractor's Supply
- Healthy Concepts
- Joyce Evens
- Ellen & Scott Nelson
- VFW Ladies Auxiliary
- Points West
- Suncor Energy
- Dorothy Lockwood Memorial
- Safeway

External Reviews

The Administration for Children and Families (ACF) conducted two monitoring events for Wyoming Child and Family Development during 2015-2016. In October 2015 WCFD received a CLASS (Classroom Assessment Scoring System) monitoring event to assess the quality of teacher-child interactions in Head Start Classrooms. Two reviewers completed observations in 19 out of our 23 Head Start classrooms using the CLASS tool to measure the quality of teacher-child interactions. WCFD scores exceeded minimum thresholds in all areas. The Comprehensive Services and School Readiness review event conducted in April 2016 was also a success for WCFD. All areas were found to be in compliance during the course of the review.

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:

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Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (in Spanish).

USDA is an equal opportunity provider and employer.

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 a extra hand in growing and becoming prepared for the other school years that's 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.