



**2020 - 2021  
ANNUAL  
REPORT**



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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*
  - Luke Stallings

## PROGRAMS & CENTER LOCATIONS

CENTER LOCATION	PROGRAM OPTION	
	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 2020 - 2021 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 by the ACF Regional Offices and the Head Start Bureau's American Indian and Migrant Program Branches directly to local public agencies, private organizations, Indian Tribes and school systems 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 2020 - 2021 program year. Services are provided to 256 children who are three and four year olds.



## FUNDS RECEIVED

2020- 2021 ABSAROKA, INC. RECEIVED FUNDING FROM THE FOLLOWING SOURCES		
SOURCE	AMOUNT	
	EARLY HEAD START	HEAD START
CHILD & ADULT CARE FOOD PROGRAM	\$0	\$166,960
HEALTH & HUMAN SERVICES	\$455,465	\$5,969,142
PRIVATE/BUSINESS DONATIONS INTEREST	\$0	\$30,127
INTEREST	\$0	\$10
INCOME FOR RENT	\$1,848	\$5,352
<b>TOTAL</b>	<b>\$457,313</b>	<b>\$6,171,591</b>



## PROGRAM FUNDING

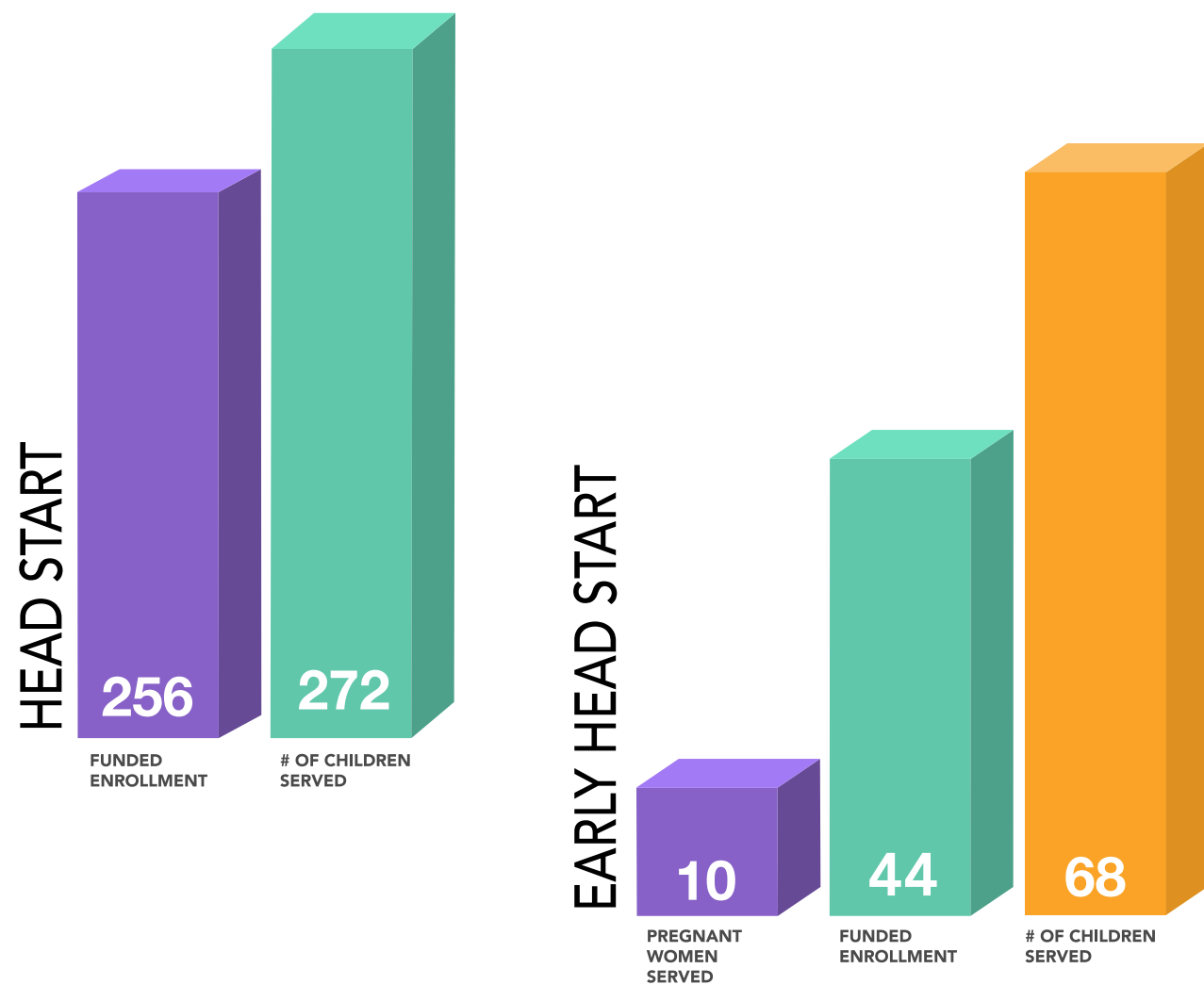
2020 - 2021 EXPENDITURES			
DESCRIPTION	EARLY HEAD START	HEAD START	TOTAL
FEDERAL SHARE			
PERSONNEL	\$255,319	2,020,977	\$2,276,296
FRINGE BENEFITS	\$61,534	\$575,129	\$636,663
TRAVEL	\$0	\$0	\$0
EQUIPMENT	\$0	\$34,479	\$34,479
SUPPLIES	\$24,548	\$202,389	\$226,937
CONTRACTUAL	\$2,789	\$112,542	\$115,331
CONSTRUCTION	\$0	\$1,954,605	\$1,954,605
OTHER	\$103,987	\$843,485	\$947,472
T/TA	\$9,136	\$30,901	\$40,037
Health and Safety	\$0	\$194,635	\$194,635
<b>TOTAL FEDERAL SHARE</b>	<b>\$457,313</b>	<b>\$5,969,142</b>	<b>\$6,426,455</b>
<b>NON-FEDERAL SHARE</b>	<b>\$63,120</b>	<b>\$533,380</b>	<b>\$596,500</b>
<b>TOTAL</b>	<b>\$520,433</b>	<b>\$6,502,522</b>	<b>\$7,022,955</b>

2021 - 2022 PROPOSED BUDGETS			
DESCRIPTION	EARLY HEAD START	HEAD START	TOTAL
FEDERAL SHARE			
PERSONNEL	\$246,144	\$2,095,812	\$2,341,956
FRINGE BENEFITS	\$79,816	\$663,288	\$743,104
TRAVEL	\$0	\$0	\$0
EQUIPMENT	\$0	\$14,500	\$14,500
SUPPLIES	\$22,000	\$135,450	\$157,450
CONTRACTUAL	\$5,400	\$27,000	\$32,400
OTHER	\$73,257	\$426,233	\$499,490
T/TA	\$9,136	\$30,902	\$40,038
NON-FEDERAL SHARE	\$107,653	\$820,011	\$927,664
<b>TOTAL</b>	<b>\$543,406</b>	<b>\$4,213,196</b>	<b>\$4,756,602</b>

## 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 2020-2021 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.

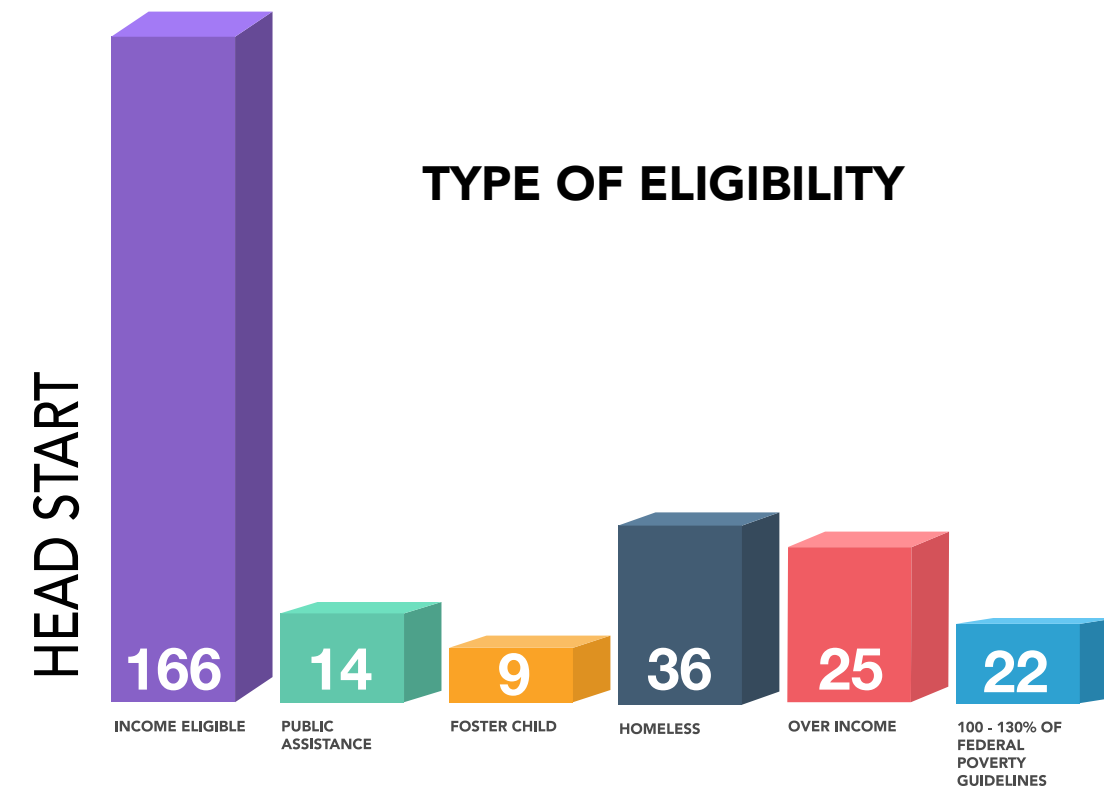
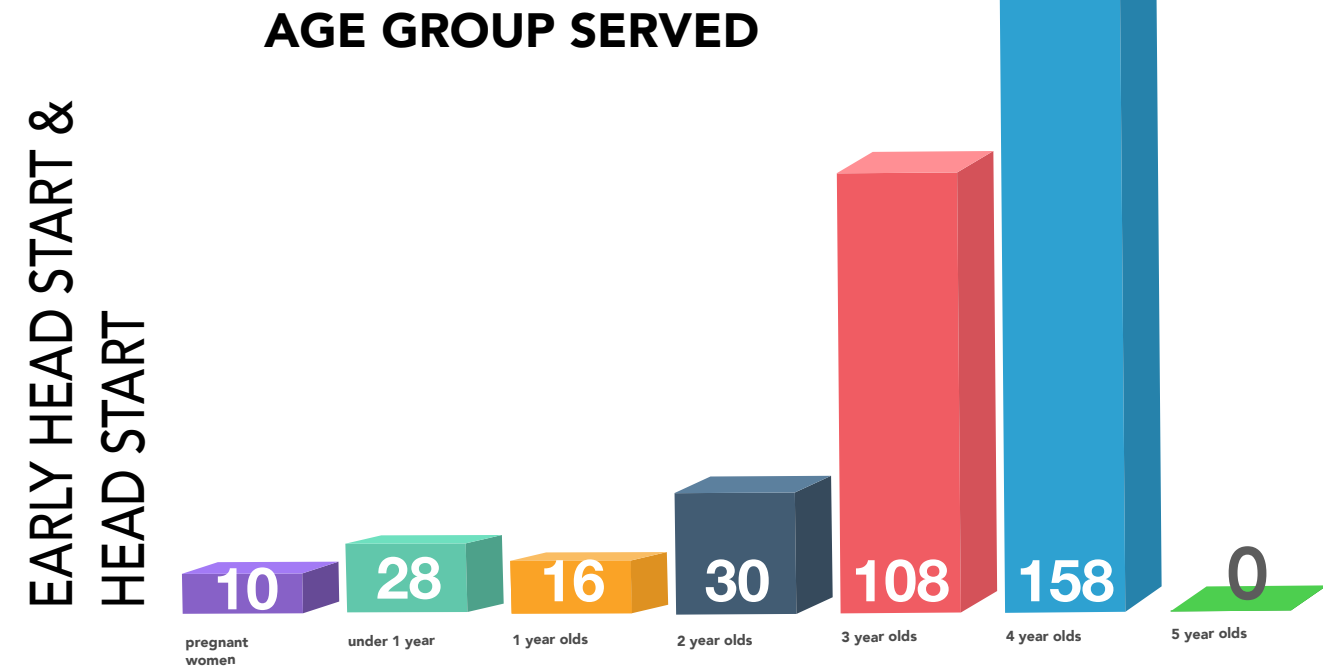
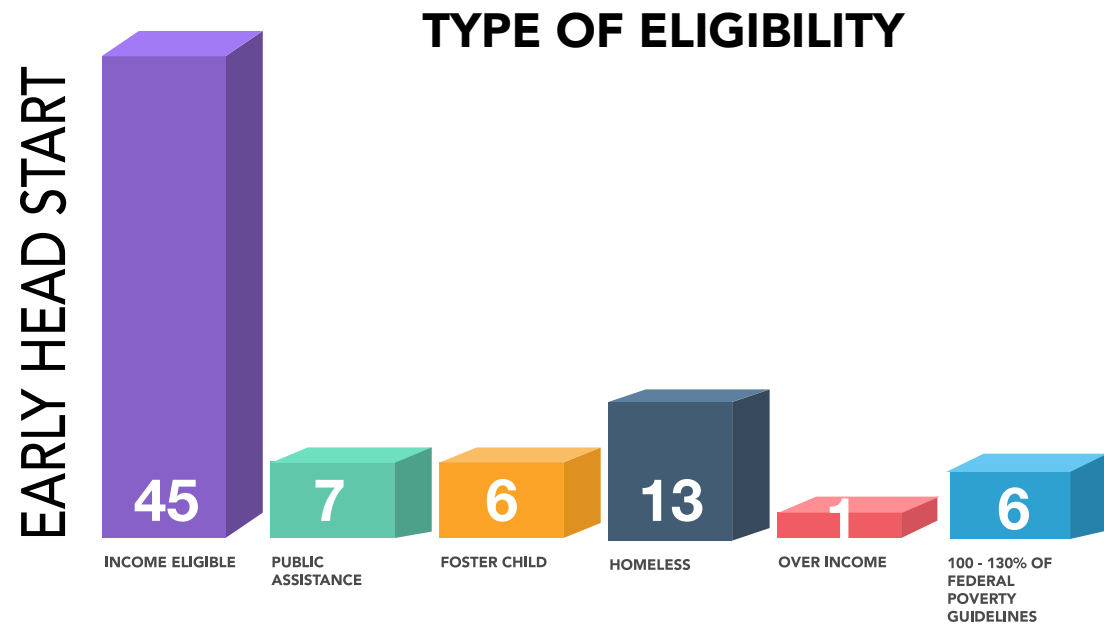


PERCENT OF ELIGIBLE CHILDREN SERVED		
COUNTY	EHS ELIGIBLES	HS ELIGIBLES
BIG HORN	78	50
FREMONT		292
HOT SPRINGS	37	28
JOHNSON		16
PARK	77	28
SHERIDAN		31
WASHAKIE	54	21
<b>TOTAL AGE ELIGIBLES</b>	<b>246</b>	<b>466</b>
<b># SERVED 2020-2021</b>	<b>78</b>	<b>272</b>
<b>PERCENTAGE OF ELIGIBLE SERVED</b>	<b>31.71%</b>	<b>58.37%</b>

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**

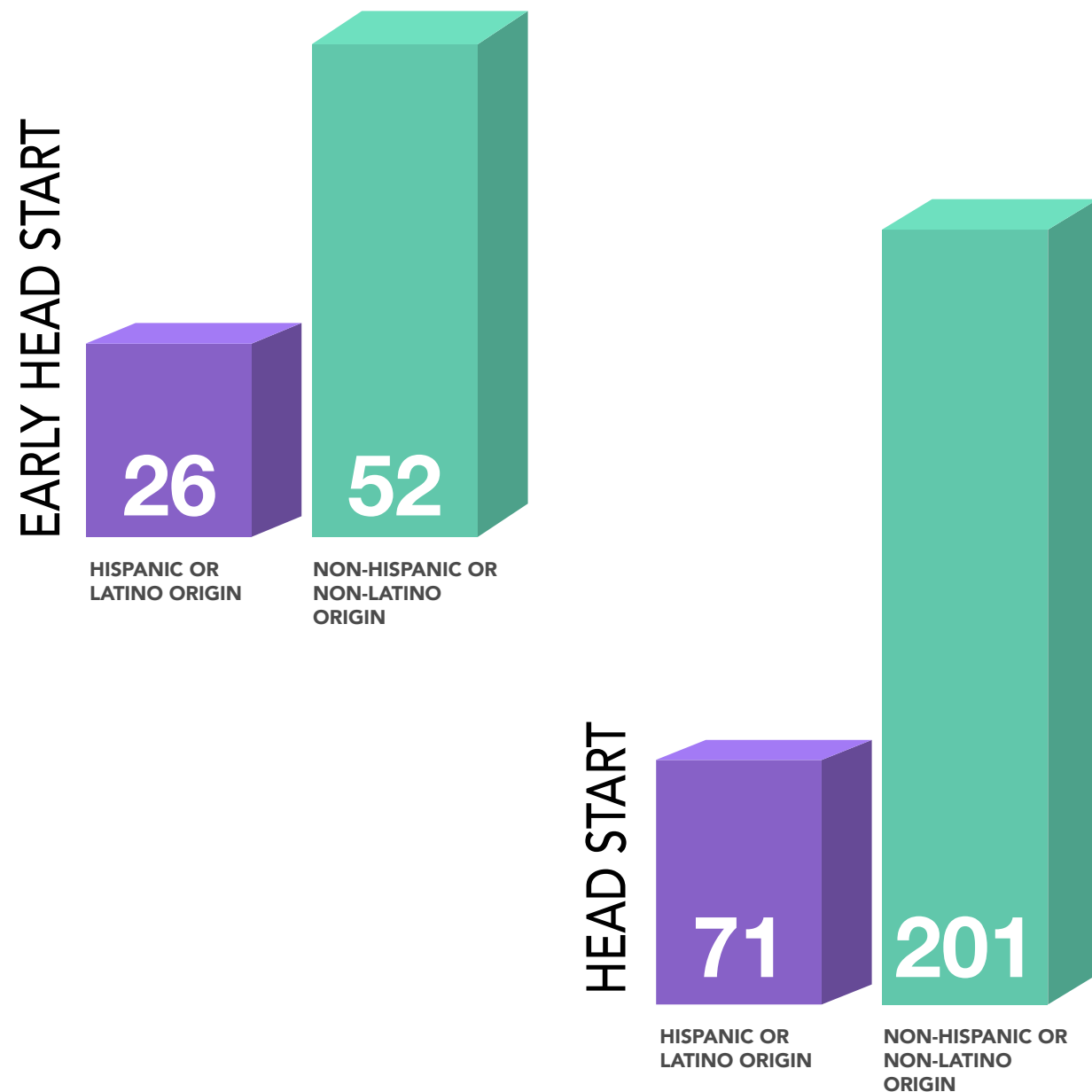


**PERCENT OF CHILDREN WHO RECEIVED EXAMS**

UP-TO-DATE ON A SCHEDULE OF WELL CHILD CARE	EARLY HEAD START	91%
	HEAD START	76%
UP-TO-DATE ON A SCHEDULE OF ORAL HEALTH CARE	EARLY HEAD START	87%
COMPLETED DENTAL EXAM SINCE LAST YEAR	HEAD START	62%

\* Percentages noted above were impacted by the COVID-19 Pandemic

**ETHNICITY OF CHILDREN SERVED**



The Administration for Children and Families (AFC) conducted a monitoring review of Absaroka, Inc. Head Start and Early Head 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 2020-2021 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
- ReadyRosie

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.

**"Perhaps the most significant factor in the success of Head Start has been the involvement of parents, volunteers, and the community. Their commitment and the services provided by dedicated Head Start staff have been instrumental in creating a quality program that truly provides young children with a 'head start' in life."**

**-Ronald Reagan**

## 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 - MyTeachingStrategiesGold. 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:	75% met the goal as of 7/31/21
8 to 18 months:	92% met the goal as of 7/31/21
16 to 36 months:	80% met the goal as of 7/31/21

### **HEAD START**

Child engages in prosocial and cooperative behavior with adults.

95% 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 7/31/21
8 to 18 months:	63% met the goal as of 7/31/21
16 to 36 months:	89% met the goal as of 7/31/21

### **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.

86% 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:	60% met the goal as of 7/31/21
8 to 18 months:	70% met the goal as of 7/31/21
16 to 36 months:	85% met the goal as of 7/31/21

### **HEAD START**

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

92% 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:	75% met the goal as of 7/31/21
8 to 18 months:	67% met the goal as of 7/31/21
16 to 36 months:	93% met the goal as of 7/31/21

## **HEAD START**

Child explores the positions of objects in space.

83% 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:	50% met the goal as of 7/31/21
8 to 18 months:	83% met the goal as of 7/31/21
16 to 36 months:	75% met the goal as of 7/31/21

### **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

19-2

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
	1.6% INCREASE FROM LAST YEAR	2% DECREASE FROM LAST YEAR	4% DECREASE FROM LAST YEAR	

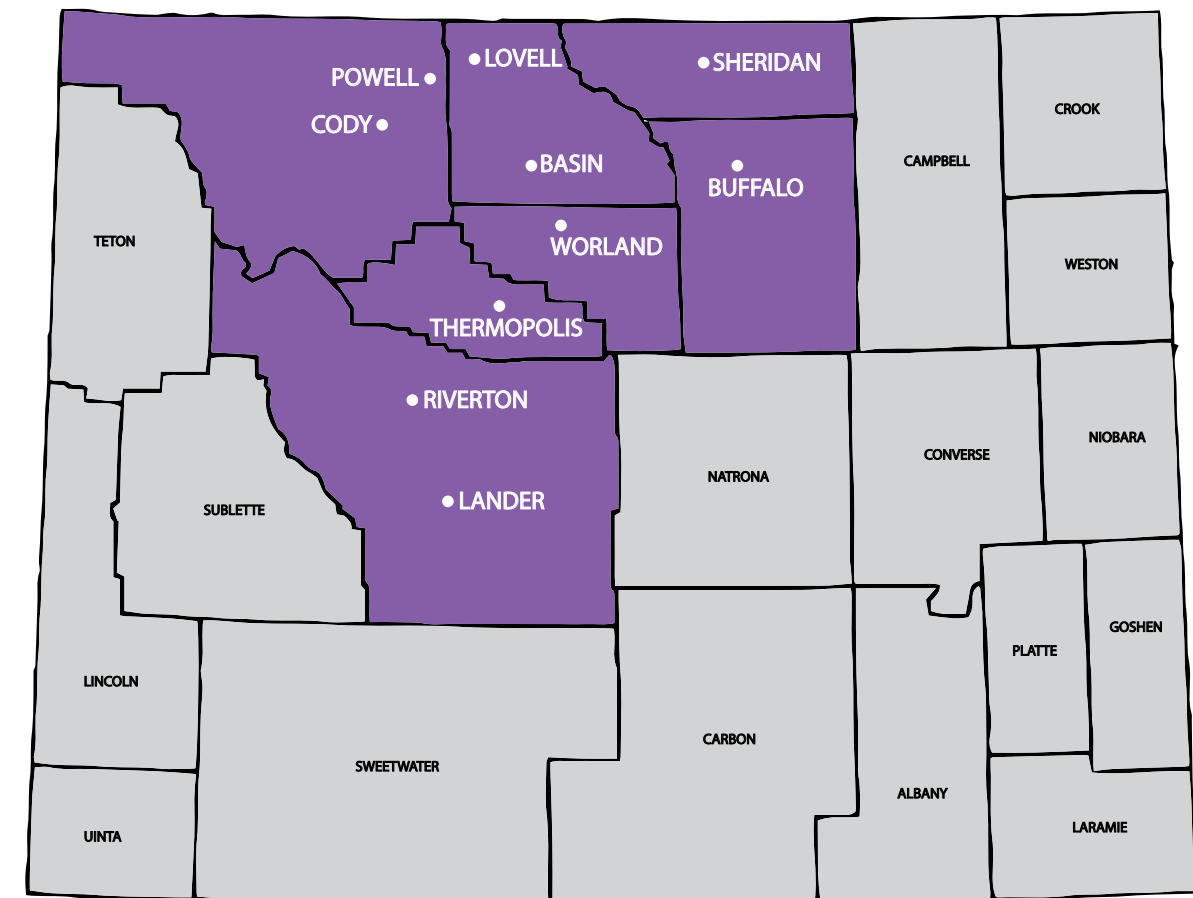
## 2021 Community Assessment Key Findings

**Population:** Since 2000, the service area population has increased 10%, although this growth has not been uniform across the service area. Hot Springs County has seen a 4.1% decrease in population while Washakie County has fallen 1.9%.

**Poverty:** The poverty rate among children is highest in Hot Springs County, followed by Washakie County and Fremont County. The five-year average for families being served in the program experiencing homelessness is 15%.

**Health:** The entire service area has been impacted by the COVID-19 pandemic. This includes everything from hiring staff to program recruitment and program enrollment for eligible children.

**Housing:** The limited supply of affordable housing continues to be a major issue for the service area. This has further been compounded by COVID-19 because of pre-existing economic pressures in low-income households already face.



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

