

2010/2011

Annual Report



 **Head Start**
Community Action Partnership of Kern

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Head Start

Child Education & Development Services

Head Start and Early Head Start is a community of families, teachers, and organizations dedicated to forging a path towards a bright and healthy future for every child.

We embrace families as a source of tremendous linguistic, ethnic, and cultural diversity that serves as the foundation for our entire Head Start program.

We recognize parents as the child's first and most important teacher. For us, one of our most important charges is to empower parents to support their children—not only in preschool, but to advocate for them throughout their educational careers.

In partnership with parents, our teachers provide an engaging and culturally relevant learning environment that supports the individual development of every child.

As the old adage goes, it truly does take a village. It is the strength, dedication, and expertise of our partners and staff that allow us to offer high-quality, comprehensive early care and education programs to all of our children.

As a community, we value every child.

2010/2011 Program Year

Income	
Head Start federal funding	\$ 20,732,194
Early Head Start federal funding	\$ 2,873,109
Local funding (including in-kind)	\$ 3,320,285
Total income	\$ 26,925,588

Expenses	
Federal share of net outlays	
Personnel	\$ 16,961,661
Equipment and supplies	\$ 1,780,055
Contractual	\$ 265,663
Other	\$ 4,597,924
Sub-total	\$ 23,605,303
Recipient's share of net outlays	\$ 3,320,285
Total expenses	\$ 26,925,588

2011/2012 Program Year

Income	
Head Start federal funding	\$ 19,888,474
Early Head Start federal funding	\$ 2,719,100
Local funding (Including in-kind)	\$ 5,651,895
Total income	\$ 28,259,469

Expenses	
Personnel	\$ 13,302,015
Benefits	\$ 4,190,631
Travel	\$ 65,882
Equipment	\$ 140,000
Supplies	\$ 1,212,511
Contractual	\$ 401,260
Construction	\$ 0
Other	\$ 3,459,812
Sub-total	\$ 22,772,110
Recipient's share of net outlays	\$ 5,693,028
Total approved budget	\$ 28,465,138

Budgetary information included in this report has yet to undergo an external audit.

Triennial Federal Review

The Office of Head Start, under the Department of Health and Human Services, conducted an on-site monitoring review of the Community Action Partnership of Kern Head Start program from December 15, 2008, through December 19, 2008. The program was found to be in full compliance with all applicable Head Start Program Performance Standards, laws, regulations and policy requirements.

State Contract Monitoring Review

The Child Development Division, under the California Department of Education (CDE), conducted a Contract Monitoring Review of the Community Action Partnership of Kern State Preschool (CSPP) and General Child Care (CCTR) contracts from May 2, 2011, through May 5, 2011. Each contract was found to be in full compliance with all applicable CDE Funding Terms and Conditions, laws, regulations and policy requirements.

Annual External Audit

The most recent Community Action Partnership of Kern independent audit report was released June 30, 2010. The external Audit was conducted by Daniells Phillips Vaughan & Bock Accountancy Corporation. A copy of the report may be reviewed at the provided link:

<http://www.capk.org/store/files/29.pdf>

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American Recovery & Reinvestment Act

Through one-time Quality Improvement (QI) American Recovery and Reinvestment Act (ARRA) funds totaling over 1.4 million dollars, Community Action Partnership of Kern was able to enhance the skills of its dedicated staff that we may better serve children and families. ARRA funds were used to collect vital information that we may provide more meaningful services to the communities of kern County.

ARRA Projects Overview:

- Conducted Family Service Worker Wellness Institute to better fortify the leadership of our staff, that they may provide the highest quality services to children and families;
- Conducted Infants and Toddlers Environment Rating Scale/ Early Childhood Environment Rating Scale (ITERS/ECERS) reliable assessor training to strengthen our inter-assessor reliability to national standards for the scale we use to rate our infant, toddler and preschool learning environments as part of our annual self-assessment;
- Contracted with Dual Language expert to facilitate the development of our dual language policy, procedures for ongoing dual language and dual literacy child assessments, and a reporting system in response to the Head Start for School Readiness Act, Section 649(h) Limited English Proficient Children;
- Contracted with a kinesthetic educator to enhance our *I am Moving, I am Learning* curriculum, services, and professional development;
- Hired community specialists to facilitate the development and research process of our 2010 Community Assessment Update. Our program is modeled after this document, as it outlines the strengths and areas in our community that need improvement. This document is our road map for assisting and providing services in the communities around us;
- A temporary 1.84% Cost of Living Adjustment (COLA) was made possible for Head Start & Early Head Start employees through ARRA funding. This COLA was later made a permanent increase to our funding by the Office of Head Start;
- Fifty percent of the QI funding, as earmarked by the ARRA award, was used to improve the compensation of our education personnel, and Family Service Workers. This was to ensure that compensation is adequate to attract and retrain qualified staff in order to enhance program quality.



Head Start & Early Head Start ARRA Income & Expenses

July 1, 2009– September 30, 2010

Income

Head Start federal funding (ARRA COLA)	\$ 345,775
Early Head Start federal funding (ARRA COLA)	\$ 46,531
Head Start federal funding (ARRA Quality)	\$ 887,375
Early Head Start federal funding (ARRA Quality)	\$ 131,848
Local funding (including in-kind)	\$ 0
Total income	\$ 1,411,529

Expenses - 7/1/2009 through 2/28/2010

Federal share of net outlays	
Personnel	\$ 906,500
Equipment and supplies	\$ 10,103
Contractual	\$ 0
Other	\$ 64,248
Sub-total	\$ 980,851

Expenses - 3/1/2010 through 9/30/2010

Federal share of net outlays	
Personnel	\$ 205,038
Equipment and supplies	\$ 17,571
Contractual	\$ 0
Other	\$ 189,347
Sub-total	\$ 411,956
Recipient's share of net outlays	\$ 0
Total expenses	\$ 1,392,807
Unexpended balance at 09/30/2010	\$ 18,722

Head Start & Early Head Start ARRA Income & Expenses

October 1, 2010–September 30, 2011

Income

Head Start federal funding (ARRA Quality)	\$ 18,522
Early Head Start federal funding (ARRA Quality) (Project period extended to 9/30/11)	\$ 200
Local funding (including in-kind)	\$ 0
Total income	\$ 18,722

Expenses - 10/1/2010 through 2/28/2011

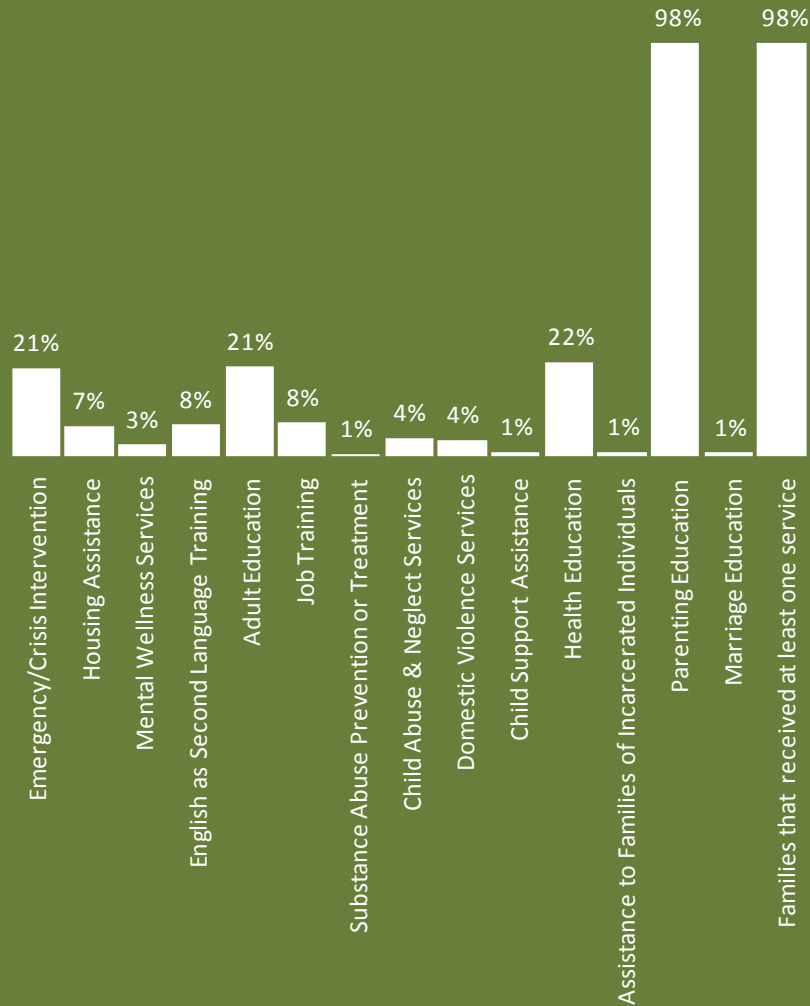
Federal share of net outlays	\$ 0
Sub-total	\$ 0

Expenses - 3/1/2011 through 9/30/2011

Federal share of net outlays	
Supplies	\$ 200
Other	\$ 17,796
Sub-total	\$ 17,996
Recipient's share of net outlays	\$ 0
Total expenses	\$ 17,996
Unexpended balance at 09/30/2011	\$ 726

Family Services & General Statistical Information

Head Start assists parents and guardians in their efforts to improve the quality of life for themselves, as well as their children. Head Start & Early Head Start provided the following services and/or referrals for families and children in the 2010/2011 Program Year:

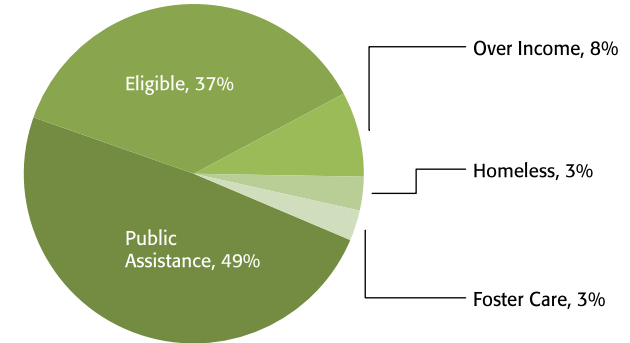


89% of enrolled children received Medical Examinations; 83% of enrolled Head Start children received Dental Examinations.

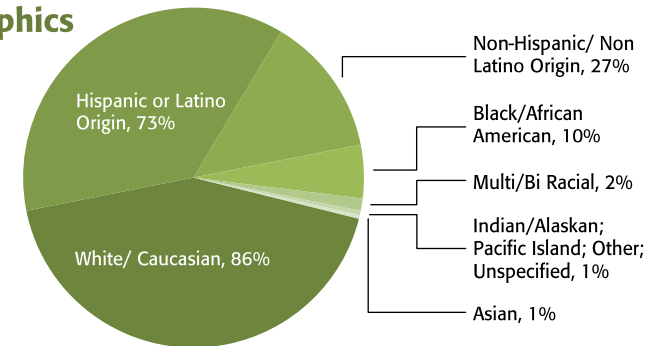
Enrollment

3,802 Children & Families Served
 100% Average Monthly Enrollment
 9% HS Children with Disabilities
 8% EHS Children with Disabilities

Eligibility



Demographics



School Readiness

Framework:

School readiness involves more than just children. School readiness, in the broadest sense, is about children, families, early learning environments, schools, and communities. Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and their environments (Maxwell & Clifford 2004).

Child Education and Development Services (CEDS) staff supports California’s effort to improve outcomes for children, to strengthen child education for school readiness, and to close the achievement gap in California. However, it is known that school readiness doesn’t begin when a child turns 3 or when the child turns 5; therefore the significant contributions that CAPK’s high quality infant/toddler programs offer is a key contributor to building relationships with families and providing consistent care giving – it is key for preparing our youngest children for success. We implement this by following California’s Early Learning Development System, The Head Start Framework and The Head Start Parent, Family and Community Engagement Framework.

These foundations are written for each of the domains based on research and evidence and are enhanced with expert practitioners’ suggestions and examples; their purpose is to promote understanding of children’s learning and to guide instructional practice and experiences. It is anticipated that teachers, administrators, parents, and policymakers will use these foundations as a springboard to augment efforts to enable all young children to acquire the competencies that will prepare them for success in school.

Process:

Phase 1

- Home Visits
- Acclimation Period
- Developmental Screens (45 days timeframe)

Phase 2

- DRDP (60 day Timeframe)
- On-going Assessment (observations)
- Portfolio Samplings
- Staff/Parent Conferences
- Individualization- Child Developmental Progress
- Case Conferencing (Identifies areas of strengths and needs)
curriculum development- lesson plans

- Webbing strategies—parent input into curriculum webbing strategies (group planning)

Phase 3

- Transition into Head Start/ Public School
- Transition Exit Visit
- Student Summary Report
- Community Child Care EHS/Kindergarten Packet HS

School Readiness (*continued*)

Transition Activities

Early Head Start

The purpose of Early Head Start Transition is to create the supportive climate needed for an effective move for the toddler and their families. This ensures a responsive relationship that is secure, consistent, and continuous as the family transitions into the Head Start or pre-school program. Building this cohesive partnership is necessary to prepare families as their children journey into another chapter of their lives and move forward to school age.

Teachers and parents will develop an exit plan when the toddler reaches the age of 2.6, known as the Transition Exit Interview. During this time the teacher and parent will review the child assessment outcomes, portfolios, as well as other preschool and care alternatives for the transitioning child. This planning phase must take place prior to the child entering a new setting, or 6 months prior to the child's third birthday.

Head Start

Our staff are attentive in the process of transitioning Head Start children into the elementary school system. Children are provided various experiences to aide in transition phases, such as scheduling field trips to kindergarten classrooms, as well as to their local school cafeterias.

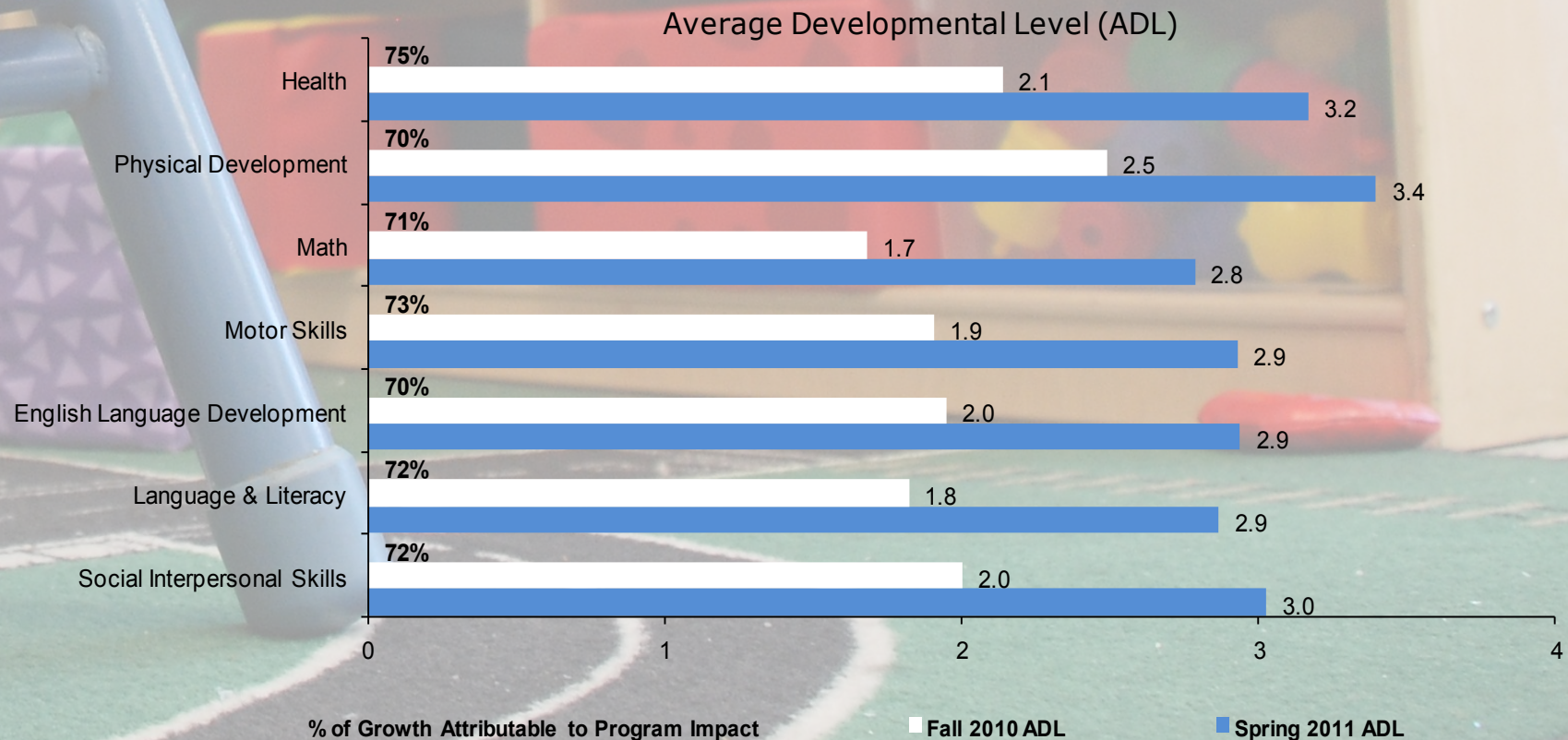
To reinforce school readiness, our dedicated staff coordinate with school districts so that Head Start children and families may attend Open House. Family Service Workers provide assistance with completing applications to local libraries, and provide children with Summer Activity Packets.

Child Outcomes

Defining the Impact of Head Start

Our teachers observe each child and assess their progress in the areas of Social-Emotional Development, Cognitive Development and Health and Physical Development. Children are rated on 41 measures on a scale of 1 to 4:

1. Exploring Level – become familiar with new knowledge and try out new skills they start to learn;
2. Developing Level – begin to demonstrate basic mastery in a knowledge and skill area;
3. Building Level – refine and expand their knowledge and skills in the area of learning;
4. Integrating Level – connect the knowledge and skills they have learned in one area to other new knowledge and skill areas.



Parent Activities & Program Governance

Here in Head Start we believe and recognize that parents are the primary educators of their children. Parent involvement is the primary focus and is the key to the program's success. Parents are encouraged to actively participate in activities such as Policy Council committee meetings, by volunteering in the classroom, in home visits, curriculum planning, as well as by attending field trips and staff training.

Head Start Policy Council

The Policy Council (PC), a body of Head Start parents elected by Head Start parents, provides the opportunity to participate in policy and decision making arenas of the Head Start program such as annual budgets, program planning, operations, personnel, policies, and procedures.

PC Finance Committee

This committee, facilitated by the PC Treasurer, works with key Board and HS/EHS management to develop and review key documents such as the annual HS/EHS application for continued funding. This committee reviews financial reports and policy to formulate recommendations to the full Policy Council for more informed decision making.

PC Planning Committee

Lead by the PC Vice Chairperson and the Program Design and Management Administrator (Staff Sponsor), the Planning Committee assists with the development of the Community Assessment, as well as program Goals & Objectives. The committee reviews and assists with drafting policy to support the program in meeting those defined goals.

PC Personnel Committee

The HS/EHS Program Director and the PC

Secretary head the Personnel Committee, which is responsible for reviewing policy and procedure related to personnel matters, which include the employee codes of conduct & policy manual.

PC Bylaws Committee

The Parliamentarian chairs the By-Laws Committee Meetings. The Bylaws committee reviews and recommends changes to the Bylaws. This committee interprets the Bylaws when questions arise, and is responsible for ensuring that amendments are rewritten into the Bylaws on an *Annual* basis.

Volunteers

Twenty percent (20%) of our annual budget must be funded from non-federal sources. Through the help of volunteer services and community partners we are able to achieve this goal. So please, contribute to the success of the program and ask us how you can help Head Start!

Volunteering for Head Start is a rewarding experience not only for you, but the program as a whole!





Child Education & Development Services is a Division under the Community Action Partnership of Kern, and is located at 5005 Business Park North, Bakersfield, California 93309.

Enrollment: 1.800.701.7060

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