



Head Start

Community Action Partnership of Kern

2011/2012 ANNUAL REPORT



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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 services to all of our children.

As a community, we value every child.



Shandy Lopez

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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.





**my daughter
is a 4 year
old and is
reading at
first grade
level!**



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;

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.

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Parent & Family Engagement

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.



**we increase
our child's
chances for
success if
we are
involved.**



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!

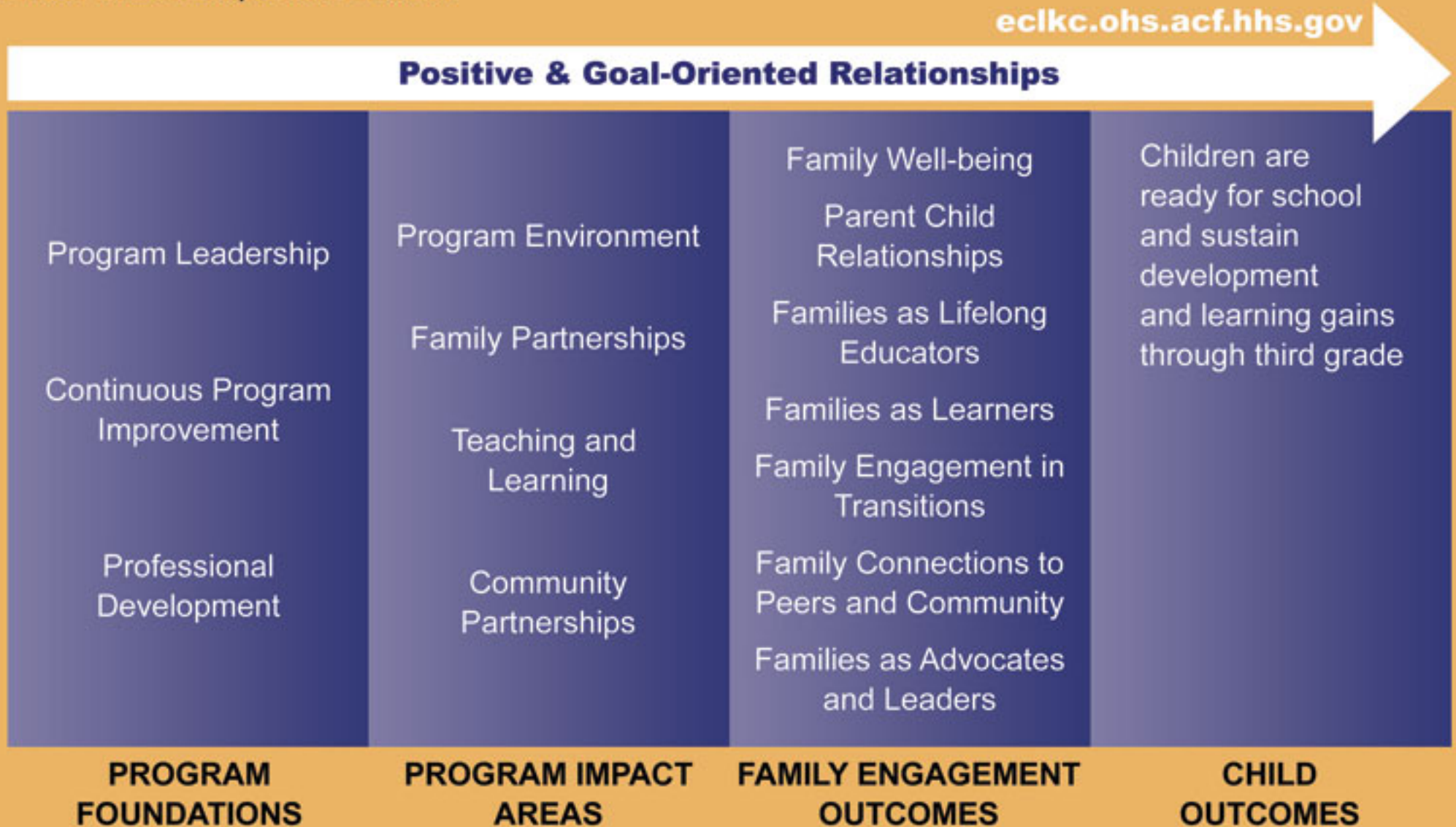


PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK ENGAGING FAMILIES—PRENATAL TO AGE 8

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole - across systems and service areas - to promote parent and family engagement and children’s learning and development.

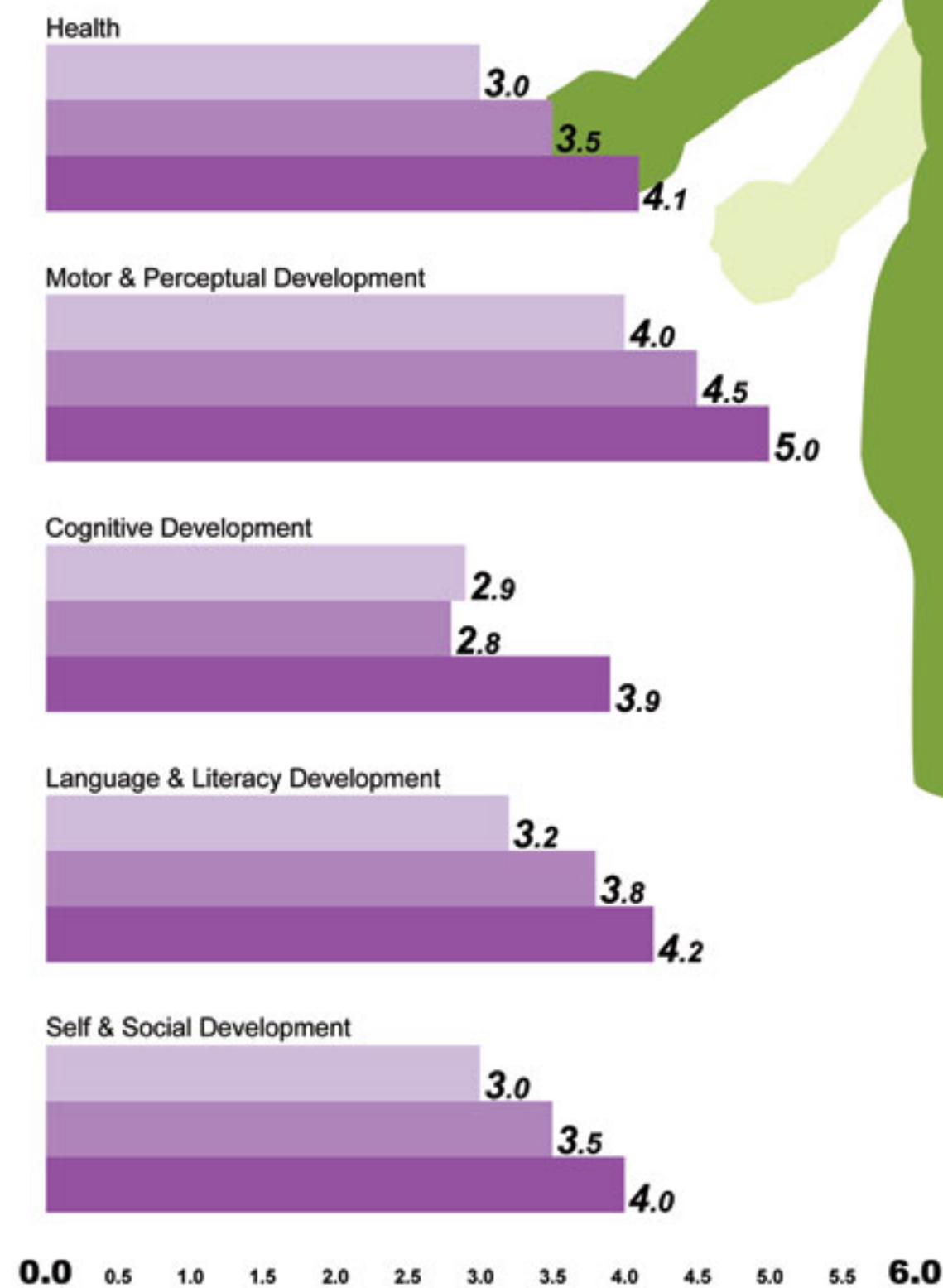
When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

eclkc.ohs.acf.hhs.gov

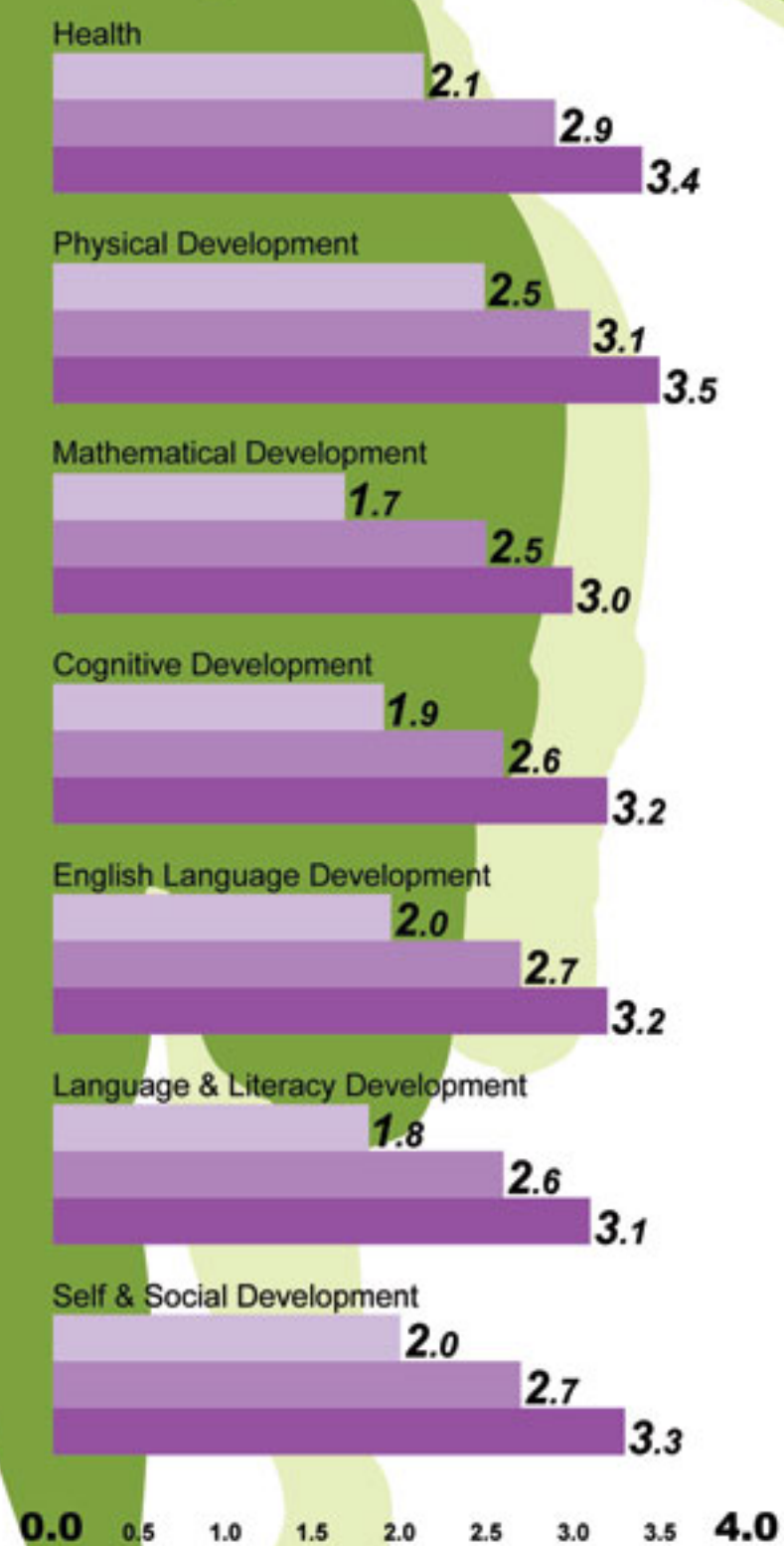


Defining the Impact of Head Start

Developmental Domains 1 - 4



Developmental Domains 1 - 7



A white silhouette of a young child is positioned on the left side of the page, facing right. The child's head is at the top, and their legs are at the bottom. The silhouette is set against a green background that features a large, faint number '7' in the upper right corner.

DESIRED RESULTS

Children's success in early elementary is impacted by their experiences prior to entering school. Research shows that children who attend high quality preschool programs are more successful in school; have lower drop out rates, and they are better readers. The Desired Results System has been established by the California Department of Education (CDE), Child Development Division (CDD) to improve program quality in early care and education programs across the state. The Desired Results System consists of the 6 Desired Results (below).

Teachers use the Desired Results Developmental Profile (DRDP) to look at children's growth and development. There are 6 levels of development for infants and toddlers, while there are 4 for pre-kindergarten. The DRDP informs teachers of a child's progress and provides information for planning for the child's learning activities.

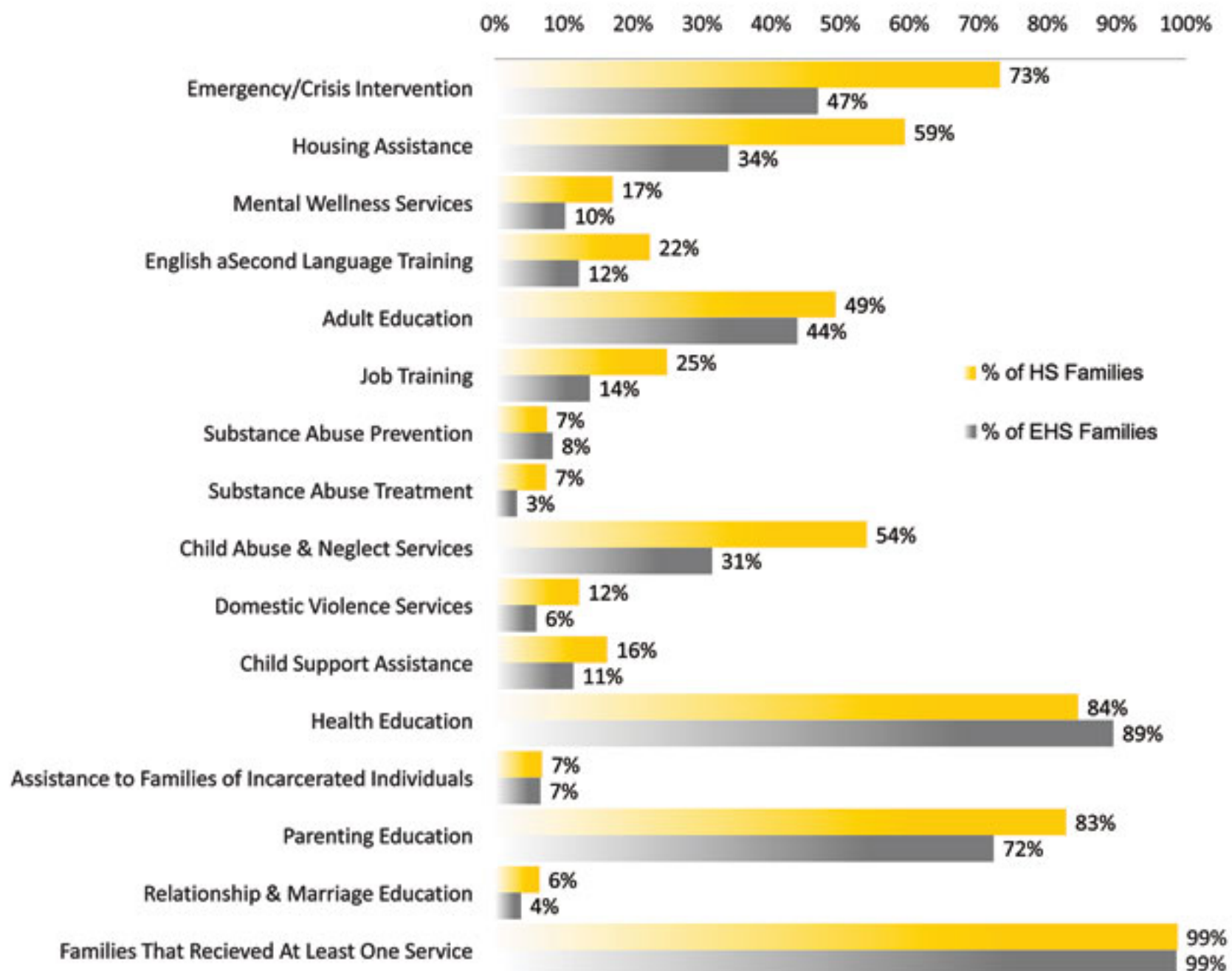
Parent Conferences take place twice a year. Teachers will meet to share DRDP results with families, so that together we can plan on how to best meet the needs of the child. Family Survey Programs will ask families to

- 1 - Children are personally and socially competent.**
- 2 - Children are effective learners.**
- 3 - Children show physical and motor competence.**
- 4 - Children are safe and healthy.**
- 5 - Families support their child's learning and development.**
- 6 - Families achieve their goals.**

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Family Services

The Head Start & Early Head Start Program assists parents and guardians in their efforts to improve the quality of life for themselves, as well as their children. We provided the following services and/or referrals for services to families and children in the 2011/2012 Program Year:

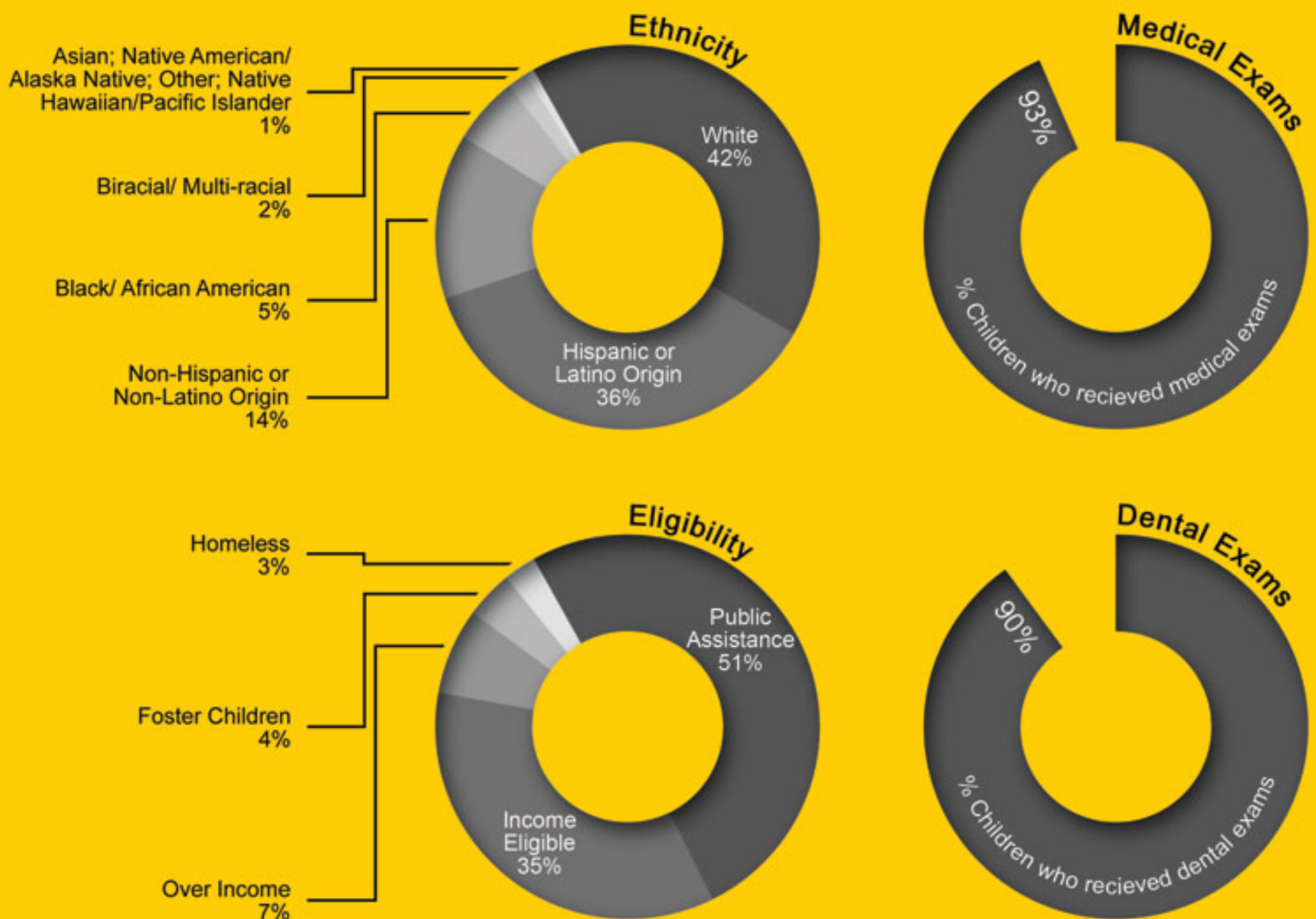


The graph provided above is based on the total cumulative number of Head Start & Early Head Start families served in the Program Year 2011-2012.

ENROLLMENT INFORMATION

Inclusion of children diagnosed as having a disability, intellectual or physical, has always been an important part of what we do in Head Start. Inclusion and participation is an important factor in every child's growth and development - children with disabilities can move forward in spite of their challenges, or overcome them altogether if provided the right environment.

Head Start recognizes this. In fact, it is so important to us that it is included in our mandate(s) that 10% of our enrolled children, at any given time, must be diagnosed as having a disability. More information on our services for children with disabilities can be found on page 10.



These charts are based on the cumulative enrollment for Head Start (3020) & Early Head Start (567) during the 2011-2012 Program Year (PY). The average monthly enrollment for PY 2011-2012, as a percentage of funded enrollment, was 100%.

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Service Highlights

NUTRITION

We provide delicious and healthy meals for children following the USDA Food Program Guidelines. Breakfast, lunch and/ or a healthy snack is provided to children at no cost.

Nutritious food is prepared daily by the dedicated CAPK Central Kitchen staff and delivered to Child Development Centers.

Parents often assist the teachers with meal service at the centers, and children are shown how to serve their own food and are encouraged to try different types of food. Alternative meals are available for children with food allergies or restrictions due to medical or religious reasons.



DISABILITIES

Head Start is open to any child that has a disability and will coordinate care with early intervention and early childhood programs to provide appropriate developmental services.

Staff works closely with community agencies to meet a child's individual needs. Teaching staff work as a team with each family to ensure that their child is included in the full range of school readiness activities and services of the program.



MENTAL WELLNESS

Head Start offers free mental health services to children, families and pregnant women. Mental health services include classroom, as well as individual observations, individual and family consultations, and social/emotional screenings for children and families who have a need for services. Monthly Parent support groups are provided with information that promotes family wellness.



HEALTH

Healthy babies and children are the main goal of our program. Head Start has established many partnerships with health providers in the community to ensure that all children stay up to date on a schedule of well child care according to our states Early and Periodic Screening Diagnosis and Treatment Schedule. Staff assist families in securing a medical home, if needed.



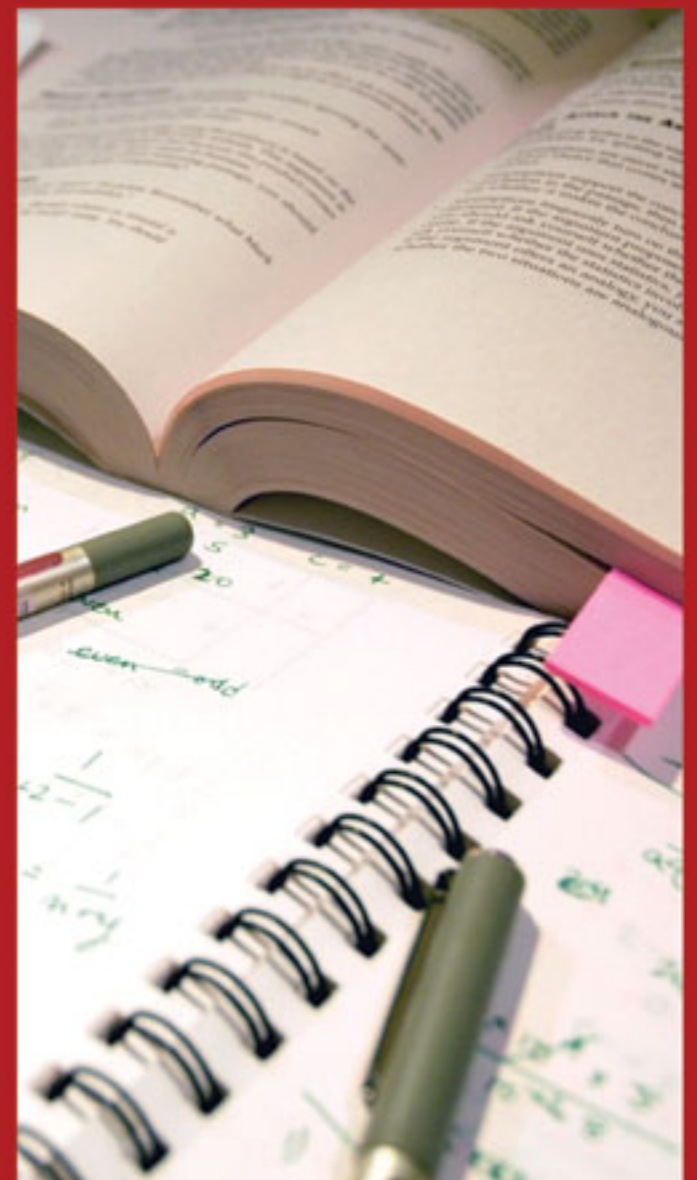
ORAL HEALTH

It is our goal to provide oral health access and education to the children and parents we serve in the Head Start Program. We ensure that dental examinations are completed for every enrolled child within 90 days of entering the program. We have developed partnerships with over 50 dental care providers in the county to help us meet this goal. Our program has some of the highest dental exam averages in the state of California.



ADULT EDUCATION

Head Start is provided a portion of its annual funding to assist families as well as staff in achieving their career and educational goals. In the 2011/2012 Program Year, several Head Start and Early Head Start employees received an AA or BA degree, ensuring your children receive the highest quality of education and development available in Kern County.



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Program Monitoring

AREAS OF PROGRAM STRENGTH

The Community Action Partnership of Kern underwent their Head Start and Early Head Start Triennial Monitoring Review from November 27, 2011, to December 2, 2011.

As stated in the Office of Head Start, Head Start Review Report , dated March 5, 2012:

The grantee had strengths in its communication, ongoing monitoring systems and Early Childhood Education (ECE) services. The program practiced effective communication between the Board of Directors, the Policy Council and program staff, as well as with parents. Board members were well informed regarding all program activities because a member of the Board attended Policy Council meetings and reported back each month. In addition, a member of the Policy Council attended monthly Board of Directors meetings and reported on the activities of the Center Committees and standing committees of the Policy Council.

Board and Policy Council members participated in annual joint trainings and Self-Assessment planning meetings. They played an active role in increasing knowledge of the Head Start Program Performance Standards, communicating ideas, and addressing concerns, with a common focus on children and families and a commitment to quality services. The grantee's management team provided monthly program reports to the Board and the Policy Council, both orally and in writing, and was available to answer questions or offer further explanation. In addition, communication among program staff was transparent and effective at all levels. Parents stated program staff were always accessible at the centers and responded in a positive, supportive manner to assist in achieving family and child goals.

The grantee developed strong ECE accountability by adopting the California State Early Learning Standards for ages 0 to 5, aligning them with the Head Start Child Development and Early Learning Framework and integrating the standards into services, training and monitoring. Adoption of State standards ensured improved child performance, better communication and collaboration among teachers and public schools, and thorough understanding of how instructional decisions contributed to school readiness. Summary assessment results from the Desired Results Developmental Profile (DRDP) and DRDP for Infants and Toddlers (DRDP-IT) resulted in identification of long-term goals, which were then folded into classroom curricula, teacher training and service delivery.

OVERVIEW OF FINDINGS

The Federal Review brought to our attention two fiscal areas of non-compliance:

The first non-compliance was related to section 74.34(f)(1)(iii) of the Federal Performance Standards, which requires that we record the funding source, a unique identifying grant number, with each equipment purchase. This matter was quickly addressed and source identifiers are now included in all of our equipment records.

The second area of non-compliance was found in 1309.22(a) which requires that, in some circumstances, a clause be written into a lease or mortgage agreement for properties being utilized by the Head Start Program. This clause allows the Administration for Children and Families (ACF), who oversees the Head Start grants across the nation, a window of 60 days after mortgage default, or termination of lease agreement, to attempt to prevent a Head Start facility from closing its doors indefinitely. The title paperwork identified during the triennial review has since been amended to include the above mentioned clause.

Annual External Audit

The most recent Community Action Partnership of Kern independent audit report was released November 14, 2012. The external Audit was conducted by Brown Armstrong, Certified Public Accountants. A copy of the report may be reviewed at the provided link:

<http://www.capk.org/store/files/276.pdf>



**staff were so
helpful - kern
has a great
program!**



Operational Budgets

2011 - 2012 Program Year

Income

Head Start Federal Funding	\$	20,042,004
Early Head Start Federal Funding	\$	2,711,145
Local Funding (including In-kind)	\$	4,137,115
Total Income	\$	26,890,264

Expenses

Federal Share of Net Outlays		
Personnel	\$	17,664,496
Equipment & Supplies	\$	1,229,246
Contractual	\$	323,123
Other	\$	3,536,284
Sub-Total	\$	22,753,149
Recipient's Share of Net Outlays	\$	4,137,115
Total Expenses	\$	26,890,264

2012 - 2013 Program Year

Income

Head Start Federal Funding	\$	20,030,407
Early Head Start Federal Funding	\$	2,738,677
Local Funding (including In-kind)	\$	5,692,271
Total Income	\$	28,461,355

Expenses

Personnel	\$	17,414,021
Equipment & Supplies	\$	1,180,202
Contractual	\$	319,370
Other	\$	3,855,491
Sub-Total	\$	22,769,084
Recipient's Share of Net Outlays	\$	5,692,271
Total Expenses	\$	28,461,355





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

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Phone: 661.336.5236
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This report, it's charts, tables, photos and general layout and design were prepared by Chase Rangel, Assistant to the CEDS Director. It's narrative content and report data are the sum of all the hard work put forth by the dedicated CEDS Division staff, support divisions and community partners in the 2011/2012 Program Year. If you have any questions about the content provided in this report, you may contact Chase Rangel via email at crangel@capk.org.