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Community Action Partnership of Kern’s Head Start (HS) and Early Head Start (EHS) program 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 serve 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 to raise a child. 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.

This report, its charts, tables, general layout, and design were prepared by Chase Rangel, Data Analyst, for the Head Start and State Child Development Division. Its narrative content and report data are the sum of all the hard work put forth by our dedicated staff, support divisions, and community partners in the 2014/2015 Program Year. If you have any questions concerning the content provided in this report, contact Chase Rangel at crangel@capk.org.
The Promise of Community Action: Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.

Since 1965, Community Action Partnership of Kern (CAPK) has provided an integrated network of services as the official anti-poverty agency in Kern County. One of more than 1,000 Community Action Agencies nationwide, CAPK is one of the largest 501(c)(3) organizations in Kern County. The agency’s mission is to advocate for resources that will empower Kern County residents to become self-sufficient. To achieve its mission, CAPK offers a variety of services, resources, and opportunities to help residents pursue their educational goals, secure and retain employment, maintain adequate housing, reduce food insecurity, access medical services, and more. In addition, CAPK is strongly committed to providing quality child care and preschool education.

Jeremy Tobias, CAPK’s executive director, leads the agency and reports to an all-volunteer, 15-member tripartite board of directors who represent the public, private, and low-income sectors of Kern County. The board provides general oversight for all of CAPK’s programs, including Head Start and Early Head Start.

Included on the CAPK board is a member of the Head Start Policy Council, an additional governing body exclusive to the Head Start and Early Head Start programs. Additionally, a CAPK board member is seated on the Head Start Policy Council. This system of shared governance ensures communication and oversight between the two bodies for the efficient implementation of Head Start policy. (Additional information on the Head Start Policy Council is on page 19.)

Reporting to CAPK’s executive director are seven division directors who are responsible for all of the agency’s programs and services, including Head Start & State Preschool. With the guidance and support of the board of directors as well as staff efforts and commitment, CAPK remains focused on fulfilling its mission and the Promise of Community Action.
CAPK
Board of Directors:

James Camp Chair
Curtis Floyd Vice-Chair
Fred Plane Secretary
Garth Corrigan Treasurer
Tony Martinez Public Official
Don Bynum Public Official
Mike Maggard Public Official
Yolanda Ochoa Low-Income Sector
Ana Vigil Low-Income Sector
Charlie Rodriguez Low-Income Sector
Felicia Leland PC Chair
Craig Henderson Private Sector
Warren Peterson Private Sector
Kathleen Philley Private Sector

Head Start Policy Council

Felicia Leland PC - Chair
Carey Behill Vice Chair
Sophia Garza Secretary
Dalia Gagne Treasurer
Adriana Ortiz Parlimentarian
Ana Vigil Board Representative
Tracie McAlister 1st year PC Member
Travis Middleton 1st year PC Member
Jessica Perkins 2nd year PC Member
Cindy Granados 1st year PC Member
Adi Sanchez 1st year PC Member
Ashley Senigaur 1st year PC Member
Ashley Womack 1st year PC Member
Irma Chacon 1st year PC Member
Eneryda Martinez 1st year PC Member
The Head Start Child Development and Early Learning Framework

Promoting Positive Outcomes in Early Childhood Programs Serving Children 3 to 5 years old.

The Framework represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential domains of school readiness identified by the National Education Goals Panel (see inner circle) and lays out essential areas of learning and development. The Framework can be used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to school readiness goals and track children’s progress across developmental domains (see chart domains in left graphic). The domains and their elements apply to all 3 to 5 year-olds in Head Start and other early childhood programs, including dual-language learners and children with disabilities.

English Language Development

The ten domains to the left apply to all children. One domain, English Language Development, above, applies to children who are dual-language learners (DLLs). These children speak a language other than English at home.
School readiness is more than just about children. School readiness, in the broadest sense, is about children, families, early environments, schools, and communities (NASBE 1991). 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.

Research In Review - School Readiness Assessment

Head Start staff supports California’s effort to improve outcomes for children, to strengthen child education for school readiness, and to close the achievement gap in our state. However, it is known that school readiness does not begin when a child turns three years old or when the child turns 5. CAPK’s high quality infant/toddler programs help prepare our youngest children for success by building relationships with families and providing consistent care giving. We implement these services 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 policy makers 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; and
- Developmental Screens (45-day time frame).

Phase 2
- Desired Results Developmental Profile (DRDP) (60-day Time frame);
- On-going Assessment (observations);
- Portfolio Samplings;
- Staff/Parent Conferences;
- Individualization - Child Developmental Progress;
- Case Conferencing (Identifies areas of strengths and need) curriculum development - lesson plans; and
- Plan of Possibilities (parent input into curriculum planning strategies - group planning).

Phase 3
- Transition into Head Start/Public School;
- Transition/Exit Visit;
- Student Summary Report; and
- Community Child Care EHS/Kindergarten Packet HS;
Transition Activities:

Early Head Start

Early Head Start Transition serves to create the supportive climate needed for an effective transition for toddlers and their families. This ensures a responsive and cohesive relationship that is secure, consistent and continuous as the family transitions into the Head Start 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 known as the Transition Exit Interview when the toddler reaches 2 years and 8 months. During this time the teacher and parent will review the child assessment outcomes, portfolios, as well as other preschool alternatives for the transitioning child.

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 aid in transition phases, such as field trips to kindergarten classrooms and to their local school cafeteria.

To reinforce school readiness, our dedicated staff coordinate with school districts so that Head Start children and families may attend Open House at prospective schools. Family Service Workers provide assistance with completing applications to local libraries, and provide children with summer activity packets.
Children’s success in early elementary school 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 dropout rates; and are better readers. The Desired Results System has been established by the California Department of Education, Child Development Division, to improve program quality in early care and education programs across the state.

Teachers use the Desired Results Developmental Profile (DRDP) to assess children’s growth and development. There are up to six levels of development for Early Head Start and four for Head Start. The DRDP informs teachers of a child’s progress and provides information critical to planning for the child’s learning activities.

Parent conferences take place twice a year. Teachers meet with parents to share DRDP assessment outcomes so that teachers and parents, together, can plan how to best meet the needs of the child.

Each year our program provides a Desired Results Parent Survey to families. We encourage parents to complete the survey, which covers a broad array of topics from overall satisfaction with our program, to how successful we are with providing access to various resources. The results inform our program planning and ensure that families’ needs are being met.

Charts at right reflect assessments for children enrolled in each of the three 2014-2015 assessment periods, fall, winter, and spring.
2014-2015 DRDP - Fall, Winter & Spring Growth

Self & Social Development
- F
- W
- S

Language & Literacy Development
- F
- W
- S

Cognitive Development
- F
- W
- S

Motor & Perceptual Development
- F
- W
- S

Early Head Start Developmental Levels
- Responding with Reflexes
- Expanding Responses
- Acting with Purpose
- Discov. Ideas/Exploring Complex Movements
- Developing Ideas/Making Complex Movements
- Connecting Ideas

Head Start Developmental Levels
- Not yet at first level
- Exploring
- Developing
- Building
- Integrating
The Head Start and Early Head Start Programs assist parents, guardians and families to improve the quality of life for themselves as well as their children. Providing and connecting families with vital resources is an inherent component in Head Start and Early Head Start. Our holistic and comprehensive services set us apart from the rest.

Graphs provided here are based on the total cumulative number of Head Start and Early Head Start families served in the Program Year (PY) 2014-2015. We provided the following services and/or referrals for services to 88% of the families and children served during this period.
Inclusion of children diagnosed as having an intellectual or physical disability is an important part of the Head Start mission. Children with disabilities can move forward in spite of their challenges if provided the right environment.

Head Start recognizes this, and so at least 10% of our funded enrollment is reserved for children with an IEP\(^2\) or IFSP\(^3\). More information on our services for children with disabilities can be found on page 16.

The charts on the right are based on the cumulative enrollments for Head Start (2,884) and Early Head Start (402) during PY 2014-2015. The average monthly enrollment as a percentage of funded enrollment was 98%.

**Highlight:**
- 83% of children enrolled during PY 2014-2015 received medical examinations.
- 68% of all Head Start children received dental exams that same year.

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1. English as a Second Language Learner (ESL)
2. Individualized Education Plan (IEP)
3. Individualized Family Services Plan (IFSP)
4. Below Federal Poverty Guideline
5. 100 - 130% of the Poverty Guideline
6. Greater than 130% of the Poverty Guideline.
7. American Indian; Asian; Native Hawaiian or Pacific Islander; Biracial; Other
Nutrition
Head Start provides delicious and healthy meals for children that follow the USDA Food Program Guidelines. Breakfast, lunch and/or a healthy snack are provided to children at no cost to their families.

Educational and nutritional experiences are provided for children in order to promote good nutrition and healthy lifestyles. These activities may include hands-on cooking experiences, field trips, reading stories, and preparing their own meals from fruits and vegetables grown in center gardens.

Parents often assist teachers with meal service at our centers, but children are shown how to serve themselves and are encouraged to try different types of food. We create an environment of positive eating experiences through family style food service, and by encouraging children to assist with table place settings.

Health
Healthy babies and children are a primary goal of our program. Head Start has established many partnerships with health care providers in the community to ensure that all children stay up to date on a schedule of well childcare, according to our state’s Early and Periodic Screening Diagnosis and Treatment Schedule. To meet this goal, our staff assist families in securing a medical home, if needed.

Oral Health
It is our goal to provide oral health care 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 among Head Start programs across the nation.

Mental Wellness
Head Start offers free mental health services to children, families, and pregnant women enrolled in the program. Mental health services include classroom and individual observations, individual and family consultations, and social/emotional screenings for children and families who have a need for services. Monthly parent support groups receive information that promotes family wellness.

Disabilities
Head Start is open to children with disabilities and will coordinate care with early intervention and early childhood programs to provide appropriate developmental services.

Staff work 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 that our program has to offer.
Parent and Family Engagement in Head Start 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.

Parent and family engagement activities are grounded in positive, ongoing and goal-oriented relationships with families. 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.
In support of the PFCE, parents and Family Service Workers (FSW) collaborate to create Family Plans at the start of the school year. These goals are later revisited by the FSW at the conclusion of the year to evaluate each family’s progress.

The Family Engagement team has included financial goals as an integral part of the family plan. Rather than introduce financial education as a new and discrete component of our services, Head Start staff build it into the existing Family Plan process. FSWs and home-based educators discuss long term goals with families and chart out steps, now including financial planning, to achieve those goals. There is a solid level of trust between families and the Head Start front line team, which can be mobilized to empower parents to utilize relevant resources.

The Head Start program conducted a Family Financial Empowerment Survey in May of 2014, with an impressive 47% response rate from parents. Results gleaned from these surveys will inform the program of parents’ interest in financial literacy education. CAPK will make in-person, strategic approaches to local financial institutions such as banks and credit unions to share the importance of contributing resources for improving financial literacy among Kern’s low-income population.
Here in Head Start we recognize and believe that parents are the primary educators of their children. Parent Engagement is the primary focus and is the key to the program’s success. Parents are encouraged to participate in activities such as Policy Council committee meetings, volunteering in the classroom, in home visits, curriculum planning, and 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 shared decision-making, such as funding applications, program planning, personnel policies, and the self assessment.

Finance Committee
This committee, facilitated by the PC Treasurer, works with CAPK’s Board of Directors 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.

Planning Committee
Led 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, a comprehensive document identifying community strengths and needs. The committee is involved in the development of our program goals and objectives, and assists with drafting policy to support the program in meeting those defined goals.

Personnel Committee
The Head Start & State Child Development Staffing Specialist 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 and policy manual.

Bylaws Committee
The Parliamentarian chairs the Bylaws Committee meetings. The committee reviews and recommends changes to the bylaws. This committee interprets bylaws when questions arise and is responsible for ensuring that amendments are rewritten on an annual basis.

Volunteers
Twenty percent of our annual budget must be funded by non-federal sources. We are able to achieve this goal with the help of volunteers and our community partners.
Accountability & Budget

The Office of Head Start (OHS) uses the Aligned Monitoring System (AMS) to review Head Start and Early Head Start programs (grantees). The AMS was designed to support the OHS transition from indefinite grants to a five-year grant cycle and gives OHS a multi-year perspective on grantee performance with a focus on high quality and compliance. This approach ensures that monitoring continues to measure the quality and accountability of Head Start programs across the country, as well as providing grantees with opportunities for continuous improvement.

CAPK’s Head Start and Early Head Start annual monitoring review was conducted from February 2, 2015, to February 6, 2015. The focus of this review was on the OHS Protocol section of Environmental Health and Safety. The protocol is designed to ensure that all Head Start programs are providing children and families with health and developmental services, implementing and promoting healthy practices, and providing safe and supportive environments in which children can learn and grow. The protocol is used to review the programs’ safety of physical environments and transportation services, and assess the extent to which the grantees’ implement healthy practices and routines for children. The OHS uses the information gathered to evaluate multiple levels of grantees’ performance, including program strengths, concerns, areas of noncompliance, and deficiencies.

The OHS Environmental Health and Safety review was conducted at 95 CAPK Head Start and Early Head Start classrooms. During the review, program staff provided the OHS monitors with follow up on a care and supervision issue that occurred earlier in the program year. CAPK Head Start and Early Head Start staff members reviewed and modified care and supervision policies to ensure no future deficiencies would occur. Of the 95 classrooms reviewed, only one area of noncompliance was noted, i.e., some required posters and documentation were not posted or visible to the public. This issue was corrected immediately.

Overall, the OHS review team was extremely impressed with the health and safety of all of CAPK’s 95 Head Start and Early Head Start classrooms.

An independent, external audit for the year ending February 28, 2014, found no deficiencies in our financial oversight or expenditures.
<table>
<thead>
<tr>
<th>Income</th>
<th>2014/2015</th>
<th>2015/2016 (projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start Federal Funding</td>
<td>$ 20,267,378</td>
<td>$ 19,686,213</td>
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<tr>
<td>Early Head Start Federal Funding</td>
<td>$ 2,705,718</td>
<td>$ 3,375,718</td>
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<tr>
<td>Program Income</td>
<td>$ 16,862</td>
<td></td>
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<tr>
<td>Local Funding (including In-kind)</td>
<td>$ 5,765,483</td>
<td>$ 5,765,483</td>
</tr>
<tr>
<td>Total Income</td>
<td>$ 28,755,441</td>
<td>$ 28,827,414</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>2014/2015</th>
<th>2015/2016 (projected)</th>
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</thead>
<tbody>
<tr>
<td>Federal Share of Net Outlays</td>
<td></td>
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<tr>
<td>Personnel</td>
<td>$ 14,238,819</td>
<td>$ 15,060,687</td>
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<tr>
<td>Equipment &amp; Supplies</td>
<td>$ 1,872,084</td>
<td>$ 1,603,095</td>
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<tr>
<td>Contractual</td>
<td>$ 232,557</td>
<td>$ 134,674</td>
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<tr>
<td>Other</td>
<td>$ 6,646,498</td>
<td>$ 6,263,475</td>
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<tr>
<td>Sub-Total</td>
<td>$ 22,989,958</td>
<td>$ 23,061,931</td>
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<tr>
<td>Recipient's Share of Net Outlays</td>
<td>$ 5,765,483</td>
<td>$ 5,765,483</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$ 28,755,441</td>
<td>$ 28,827,414</td>
</tr>
</tbody>
</table>
My kids get to interact with kids their own age.

I am thankful the staff have big hearts and are willing to help families get back on their feet.

Head Start gives my child hands-on experience.

Her speech has improved dramatically.

It allows my child to grow and learn from amazing teachers and staff.

My son is learning how to be independent.

My child has the opportunity to prepare for kindergarten.

It has given me the opportunity to grow as a person, parent and employee.

Head Start gives my children a place where they can be happy and have lots of fun while learning.

I love it!

www.capk.org