

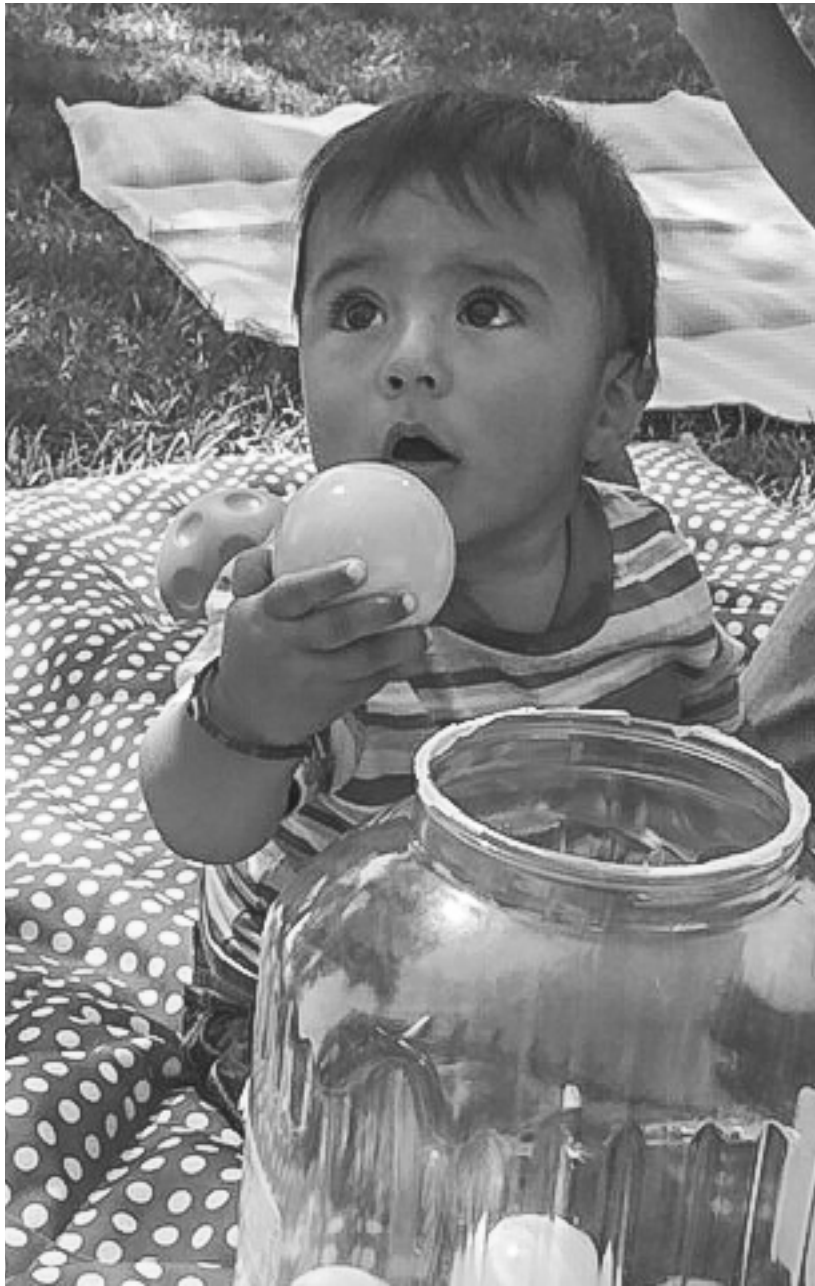


2015-2016  
Annual Report  
Head Start & State  
Child Development  
San Joaquin County



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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 2015/2016 Program Year. If you have any questions concerning the content provided in this report, contact Chase Rangel at [crangel@capk.org](mailto:crangel@capk.org). A downloadable copy of this report is available on our agency's website, [www.capk.org](http://www.capk.org)

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**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, but its service footprint extends throughout central California, including Kings, Tulare, Fresno, Merced, Madera, Mariposa, San Bernardino and San Joaquin Counties. The agency's mission is to provide and advocate for resources that will empower the communities we serve (including Kern and San Joaquin County's 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 ongoing, seamless 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 Child Development. 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:

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

## Head Start Policy Council

Ashely Womack	PC - Chair
Jason Warren	Vice Chair
Ana Luna	Secretary
Gabriella McCutcheon	Treasurer
Janeth Rivera	Parliamentarian
Ana Vigil	Board Rep.
Salvador Zambrano	2 <sup>nd</sup> year PC Member
Cindy Granados	2 <sup>nd</sup> year PC Member
Christina Bates	1 <sup>st</sup> year PC Member
Estrella Mendez	1 <sup>st</sup> year PC Member
Christine Hernandez	2 <sup>nd</sup> year PC Member
Bryce Bray	1 <sup>st</sup> year PC Member
Tyrance Kelly	1 <sup>st</sup> year PC Member



# 50<sup>TH</sup> Anniversary

The Office of Economic Opportunity's Community Action Program launched **Project Head Start** as an eight-week summer program in 1965. The program was led by Dr. Robert Cooke, a pediatrician at Johns Hopkins University, and Dr. Edward Zigler, a professor of psychology and director of the Yale Child Study Center. They designed a comprehensive child development program intended to help communities meet the needs of disadvantaged preschool children. The following year it was authorized by Congress as a yearround program.

Head Start began as part of President Lyndon B. Johnson's Great Society campaign. Johnson started the War on Poverty in late 1963, by expanding on John F Kennedy's poverty program. By March 1964, legislation, now known as the Economic Opportunity Act of 1964, had been prepared for Congress, which included training, educational, and service programs for communities, including Job Corps.

**FUN FACT!** In 1968, Head Start began funding a television series that would eventually be called **Sesame Street**, operated by the **Carnegie Corporation Preschool Television project**.

In 1994, the Early Head Start program was established to serve children from birth to age 3, in an effort to capitalize on research that showed these years are critical to children's long-term development.

For more than 50 years, Head Start has been the premier model for providing the whole child an opportunity for success in school and in life. Since the

summer of 1965, more than 32 million children have benefited from Head Start's comprehensive services. These Head Start alumni have become business women and men, professors, teachers, lawyers, mayors, members of Congress, athletes, foundation presidents, Grammy-winning musicians, poets, and parents. Head Start is one of the longest-running programs in the United States that addresses the effects of systemic poverty through child intervention.

## COMPREHENSIVE SERVICES

Head Start provides comprehensive early childhood education, health, nutrition, and parent involvement services to more than 1 million low-income children and their families each year across the nation. The program's services and resources are designed to foster stable family relationships, enhance children's physical and emotional well-being, and establish an environment to develop strong cognitive skills. Family advocates assist parents in accessing community resources. All services are specific to each family's culture and experience.

### NUTRITION

Head Start provides delicious and healthy meals for children that follow the USDA Food Program Guidelines. Breakfast and/or lunch are provided to children at no cost to their families.

Educational and nutritional experiences are provided for children in order to promote healthy lifestyles. Our menus reflect the cultural diversity of the families we serve.

We create an environment of positive eating experiences through family style food service, and by encouraging children to assist with table place settings. Children are shown how to serve themselves and are encouraged to try different types of food.

### HEALTH

Maintaining a child's and/or expectant mother's health is a primary goal of ours. Early Head Start has established partnerships with health care providers in the community to ensure that all children stay up to date on a schedule of well child care, 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 our program. We ensure that dental examinations are completed for children one year or older within 90 days of entering the program. To help us meet this goal, we have developed partnerships with dental care providers throughout the county.

### MENTAL WELLNESS

Head Start offers free mental health services to children, families, and expectant mothers 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 groups receive information that promotes family wellness.

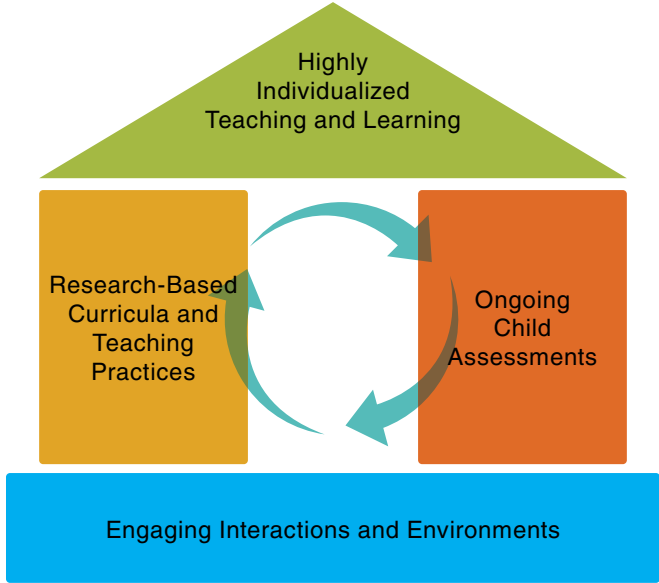
### DISABILITIES

Head Start welcomes 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.



# NCQTL House Framework



## SUPPORTING SCHOOL READINESS FOR ALL CHILDREN

Our program uses the National Center on Quality Teaching and Learning (NCQTL) Framework for Effective Everyday Practice. The framework uses a house to represent four integral elements of quality teaching and learning: engaging everyday interactions with children; choosing and implementing a strong curriculum; using regular assessment of childrens skills, and individualized teaching. In this framework, these elements correspond, respectively, to parts of a house - the foundation, two pillars, and a roof - and when connected with one another, they form a single structure that fosters childrens

learning and development. - NCQTL

## FOUNDATION: ENGAGING INTERACTIONS AND ENVIRONMENTS

Effective, engaging interactions and environments are the foundation for all learning in early childhood classrooms. High-quality preschool classrooms include a well-organized and managed classroom, social and emotional support, and instructional interactions and materials that stimulate childrens thinking and skills.

Social and emotional support means that teachers establish and promote a positive climate in their classrooms through their interactions every day. They are responsive to children, acknowledge childrens emotions, help them resolve problems, redirect challenging behavior, and support positive peer relationships.

Well-organized classrooms feature consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies. Staff work together as a team. Classrooms with these characteristics give children a sense of stability and predictability that supports exploring, thinking about, and learning new things.

Instructional interactions and materials in preschool must support and extend childrens thinking, problem solving, and conversational skills and vocabulary. Effective teachers support childrens engagement by making

concepts and skills salient, ask questions that encourage children to analyze and reason, provide the right amount of help, offer feedback that acknowledges childrens attempts and motivates continued efforts, and provide high-quality language modeling.

## THE FIRST PILLAR: RESEARCH-BASED CURRICULA AND TEACHING PRACTICES

A high-quality, research-based curriculum provides learning goals and activities in key areas of childrens development that reflect support for school readiness goals. A curriculum provides guidance as to what to teach (content) and how to teach (learning experiences and teaching strategies). The content is drawn from current child development science, the interest and ideas of the children, and the values of the community. The Head Start Child Development and Early Learning Framework is an important resource for identifying the content of a programs early childhood curriculum.

## THE SECOND PILLAR: ONGOING ASSESSMENT OF CHILD PROGRESS

Ongoing assessment is integral to curriculum and instruction. If our goal is to help children achieve school readiness and individual learning goals, then we need to keep track of how the children are doing. Assessment information helps us monitor progress both for individual children and for the program as a whole. The important thing to keep in mind is that assessment information needs to be valid, reliable, and useful (i.e., the results should

inform curriculum and instruction).

## ROOF: HIGHLY INDIVIDUALIZED TEACHING AND LEARNING

Young children vary widely in their skills, knowledge, backgrounds, and abilities. Teaching has to effectively reach all children regardless of their abilities and disabilities. Effective instruction for all children requires specialized teaching and learning opportunities to access, participate, and thrive in the preschool classroom. Effective teachers are sensitive and skilled in interactions; they use ongoing formative assessment of each child's skills to plan instruction; and they choose and use curricula and activities that engage all children, regardless of their strengths or needs.



# School Readiness

## WHAT IS SCHOOL READINESS?

The office of Head Start defines School Readiness as children possessing the skills, knowledge, and attitudes necessary for success, and for later learning and life.

For infants and toddlers, school readiness refers to their developing capacity to self-regulate, demonstrate curiosity, communicate effectively, and develop close and secure relationships. Good health and proper nutrition support this developing capacity. This happens within the context of nurturing, culturally responsive relationships with parents, caregivers, extended family, and community.

**HEAD START APPROACH TO SCHOOL READINESS**  
The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Historically, Head Start often has led the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, social and emotional development, all of which are essential to prepare for school.

**EFFECTIVE TEACHING PRACTICES**  
Our programs ensure teachers and other relevant staff provide children with responsive care, effective teaching, and organized learning

environment that promotes healthy development and children's skill growth. We emphasize nurturing and responsive practices, and our interactions and environments foster trust and emotional security. We use the Head Start Early Learning Outcome Framework (HSELOF) to promote approaches to learning; social and emotional development; language and literacy; cognition; and perceptual motor and physical development. We provide feedback for learning and motivate continued efforts in support of all children's engagement in learning experiences.

**TEACHING AND THE LEARNING ENVIRONMENT**  
We ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences.

We promote safe environments and relationship-based, primary care in small groups with staff of diverse backgrounds. Our Program integrates appropriate daily routines into a flexible schedule of learning experiences. We also partner with parents to promote children's goals between home and school.

**TRANSITION EXPERIENCES**  
Early Head Start transition serves to create the supportive climate needed for an effective transition for children 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 preschool.

Our staff partners with families to provide support for a successful transition through changes in their lives. Our staff develops a trusting relationship by fostering open and regular communication with families. This enables staff to know what changes our families and children are experiencing and how we can provide guidance and assistance.

We support expectant parents as they transition from the Pregnant Women Program to our center-based and/or home-based options. Our staff and parents develop a plan based on the parents' needs for future placement.

Teachers, parents and resource staff meet when a child is 28 - 30 months to plan the child's transition into the most appropriate preschool setting. Staff provides information to parents about their child's progress and assists families with preschool registration before the child completes the program at 36 months.

CAPK has a Memorandum of Understanding with neighboring agency, Head Start San Joaquin, to continue the Head Start experience from 36 months, until entry into kindergarten.





# Desired Results

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. Our program utilizes the Desired Results Developmental Profile system to provide children a head start to success. 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.

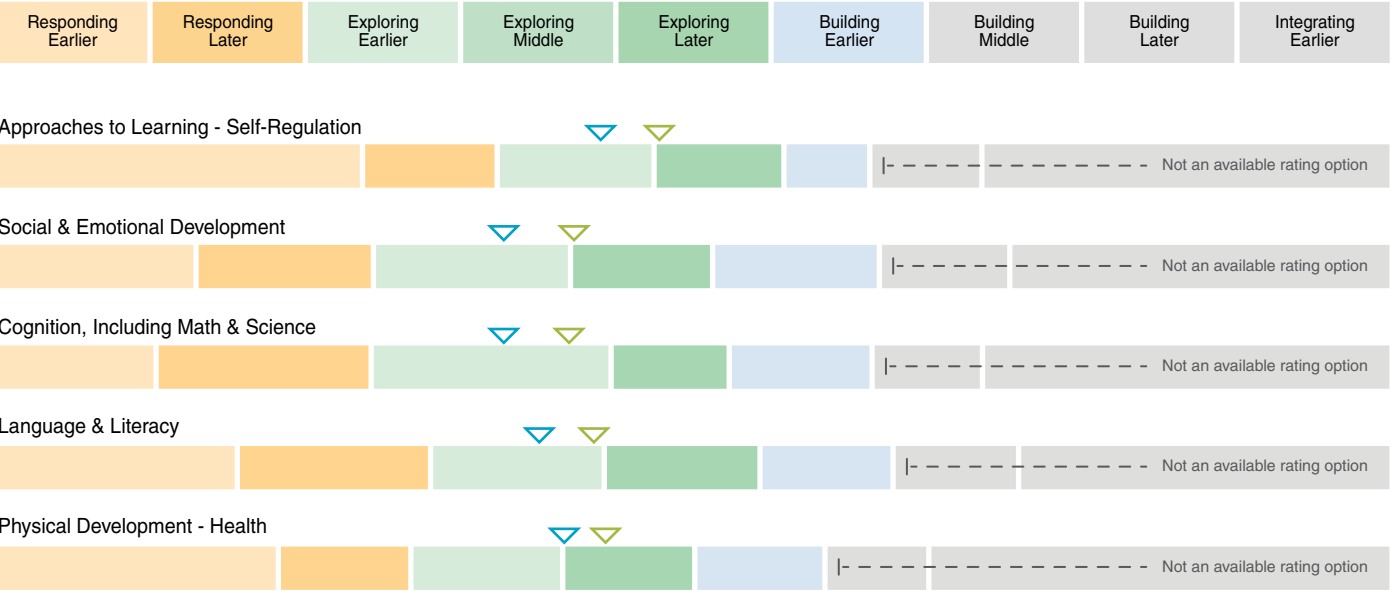
Teachers use the Desired Results Developmental Profile (DRDP) 2015 to assess children’s growth and development. There are up to six levels of development for Early Head Start. The DRDP informs teachers of a child’s progress and provides information critical to planning learning activities.

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

Each year our program provides a Desired Results Parent Survey to families in English and Spanish. 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.

## 2015-2016 DRDP - Fall, Winter & Spring Growth

### DRDP (2015) - Infants & Toddlers



**NEWS!** The DRDP 2015 is the successor to the 2010 version. After a year-long pilot study, the DRDP 2015 was fully implemented by our program in the fall of 2015. CAPK was one of the few programs selected for early access to the tool. DRDP 2015 is more comprehensive and provides a deeper look into the details of child development. We are providing teachers with additional resources for assessing Head Start and Early Head Start children this year by providing staff access to the new DRDPtech online assessment tool.

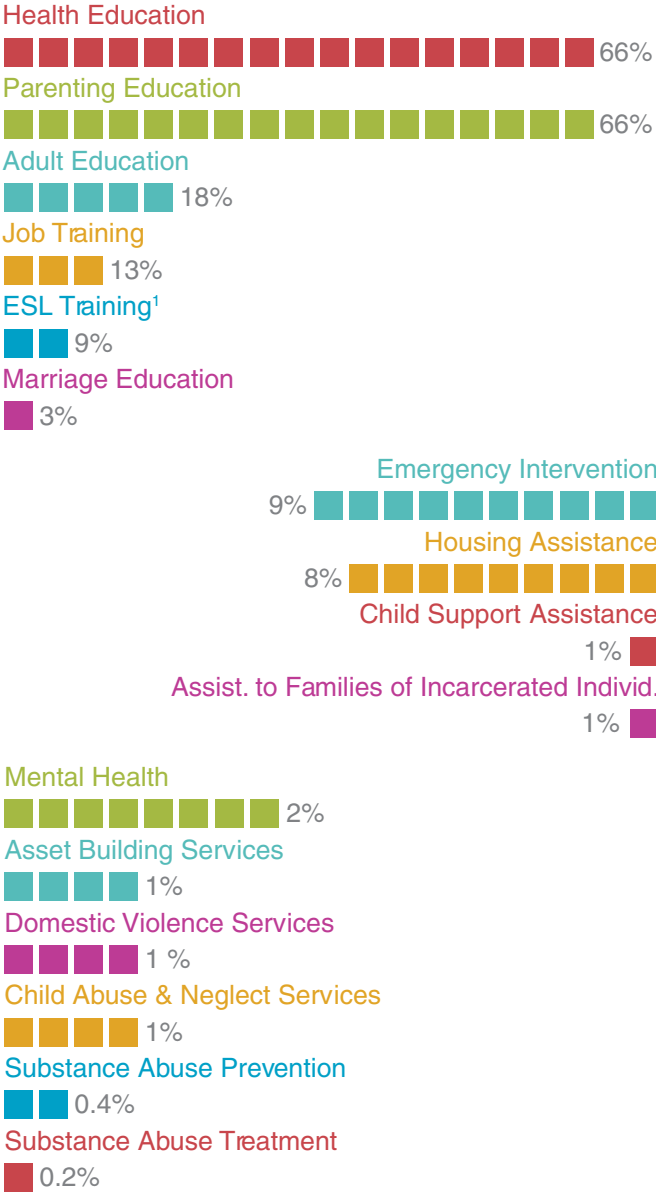
Charts above reflect assessments for children enrolled in the 2015-2016 winter and spring observation periods. 2015-2016 fall data is not available for SJC due to a later start date. Fall, winter, and spring data will be available in further program years.



# Family Services

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 Early Head Start families served in the Program Year (PY) 2015/2016. We provided the following services and/or referrals for services to 72% 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 when provided the least restrictive environment.

Head Start recognizes this, and so at least 10% of our funded enrollment is reserved for children with an IEP² or IFSP³. More information on our services for children with disabilities can be found on page 16.

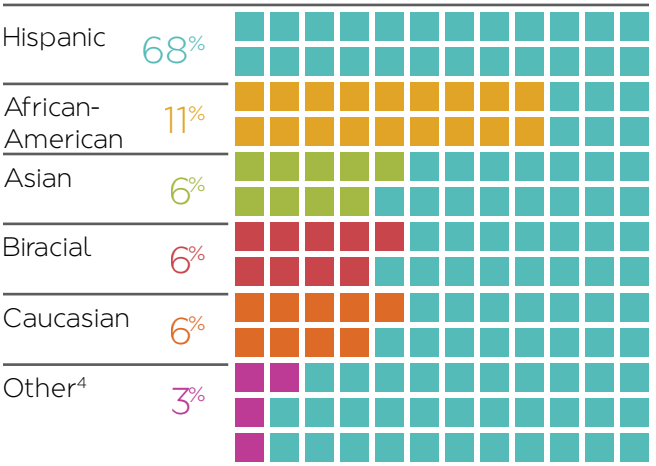
The charts on the right are based on the cumulative enrollments for Early Head Start (475) during PY 2015/2016. The average monthly enrollment as a percentage of funded enrollment was 69%.

## Highlight:

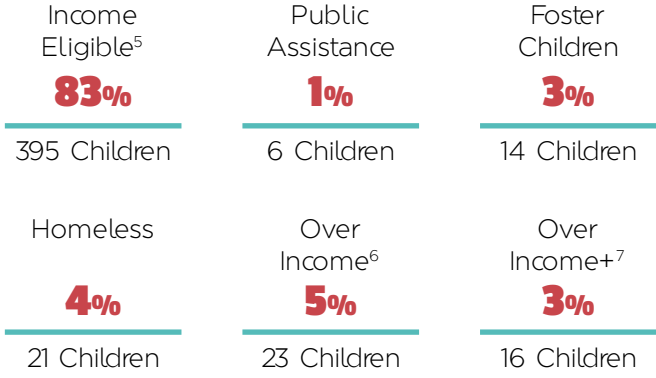
- 76% of children enrolled during PY 2015/2016 received medical examinations.
- 86% of all children had access to continuous health care

1. English as a Second Language Learner (ESL)  
2. Individualized Education Plan (IEP)  
3. Individualized Family Services Plan (IFSP)  
4. American Indian; Native Hawaiian or Pacific Islander; Unspecified; Other  
5. Below Federal Poverty Guideline  
6. 100 - 130% of the Poverty Guideline  
7. Greater than 130% of the Poverty Guideline.

## Demographics



## Enrollment by Income









# Family Engagement

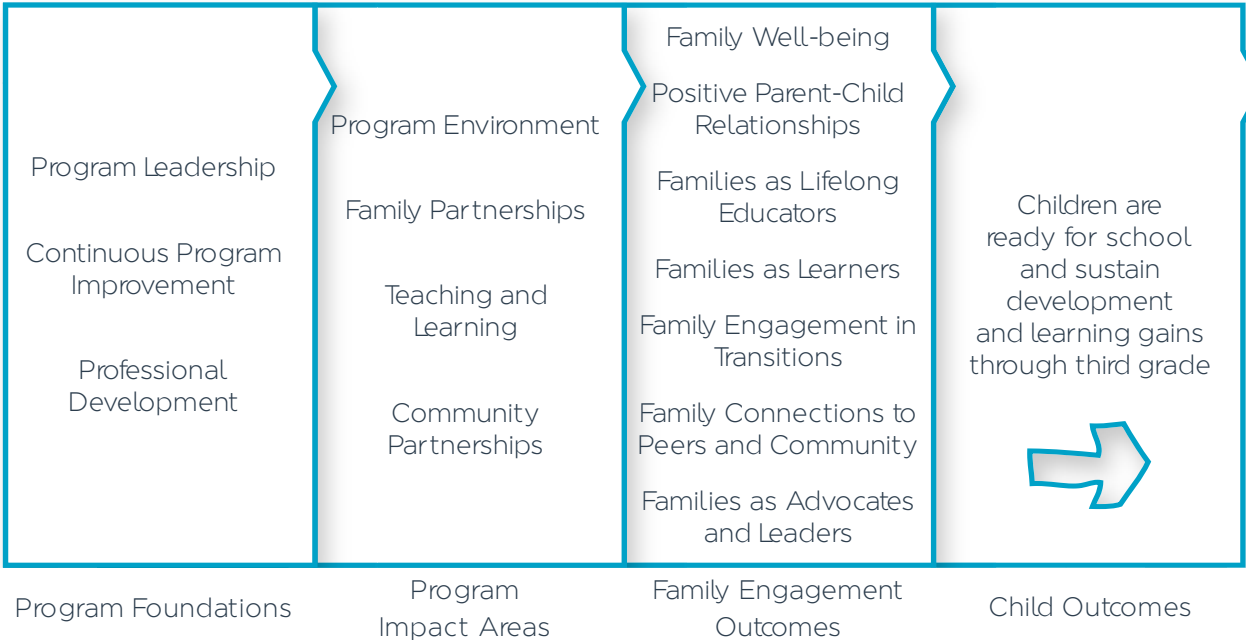
Parent and Family Engagement in Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving 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.

## Positive & Goal-Oriented Relationships

[eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)



## PARENT INVOLVEMENT ACTIVITIES:

- Monthly Policy Council meetings;
- Monthly Policy Council Sub-Committee Meetings (Planning, Personnel, Finance and By-Laws);
- Monthly VIP Parent Meetings;
- Quarterly Regional Parent Committee Meetings;
- Parent Trainings,, CPR and First Aid, Lead Awareness, Immunizations, Language & Literacy;
- Health, Nutrition and School Readiness Advisory Committee Meetings;
- Center Family Engagement School Readiness Parent Activities; Recruitment events;



# The Policy Council

Head Start  
Policy Council  
2015-2016

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 staff trainings.

### 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 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 policies and procedures 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 partner with our local San Joaquin County WorkNet to increase volunteers into our program.







# Accountability & Budget

	Income	2015/2016	2015/2016 (projected)
Early Head Start Federal Funding	\$	2,836,876	\$ 5,639,139
Program Income	\$	5	
Local Funding (including In-kind)	\$	59,151	\$ 1,409,784
Total Income	\$	2,896,032	\$ 7,048,923

	Expenses	2015/2016	2015/2016 (projected)
Federal Share of Net Outlays			
Personnel	\$	1,703,582	\$ 4,067,523
Equipment & Supplies	\$	314,821	\$ 447,605
Contractual	\$	27,408	\$ 82,798
Other	\$	791,070	\$ 1,041,213
Sub-Total	\$	2,836,881	\$ 5,639,139
Recipient's Share of Net Outlays	\$	59,151	\$ 1,409,784
Total Expenses	\$	2,896,032	\$ 7,048,923

An independent, external audit for the years ending February 28, 2015 and February 29, 2016, found no deficiencies in our financial oversight or expenditures.

