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Community Action Partnership of Kern - San Joaquin Early Head Start is a relationship-based program. We are committed to fostering positive relationships with children, families, employees and community members. One of our goals is that every day our children feel safe and loved when they attend our centers or receive home visits. We strive to make our parents feel supported and empowered and our employees appreciated and valued.

Early Head Start play's a very important role in our San Joaquin County community. We participate in several local committees to represent the needs of Early Head Start families. We also collaborate with the community to enhance the professional development of infant and toddler staff.

We are committed to continuously building positive relationships that result in a high-quality program for infants and toddlers in San Joaquin County.

-Gloria M. Barbero, Program Administrator San Joaquin Early Head Start



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 2016/2017 Program Year. If you have any questions concerning the content provided in this report, contact Chase Rangel at crangel@capk. org. A downloadable copy of this report is available on our agency's website, 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 Chief Executive Officer, 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.

2017 Governance

CAPK Board of Directors:

Garth Corrigan	Chair
Curtis E. Floyd	Vice-Chair
Fred Plane	Secretary
Warren Peterson	Treasurer
Janea Benton	Public Official
Mike Maggard	Public Official
Marian Panos	Public Official
Tony Martinez	Public Official
Lrena Fernandez	Low-Income Sector
Yolanda Ochoa	Low-Income Sector
Guadalupe Perez	Low-Income Sector
Ana Vigil	Low-Income Sector
Sharif Hassan	PC Representative
Jimmie D. Childress	Private Sector
Curtis Floyd	Private Sector
Craig Henderson	Private Sector
Warren Peterson	Private Sector
Curtis Floyd	Private Sector

Head Start Policy Council

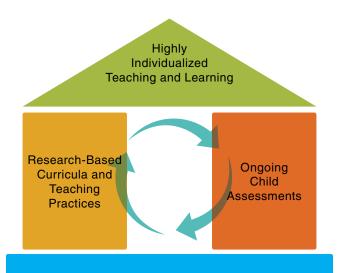
Enrique Salazar

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Joanna Guillen	Vice-Chair
Nicole Walker	Secretary
Diana Reyes Martinez	Treasurer
Jlyses Rodriguez	Parliamentarian
Yolanda Ochoa	Board Rep.
Jacqueline Boykin	1st year PC Member
Amber Dunlap	1 st year PC Member
Daisy Valencia	1 st year PC Member
Kristel Melendez	1 st year PC Member
Kimberly Henry	1 st year PC Member
Coyolxauhqui Mata	1st year PC Member
Sharif Hassan	1 st year PC Member
Victoria Garcia Carlos	1 st year PC Member
Naomi Carrillo	1 st year PC Member
Maggy Hatzell	1 st year PC Member
Christine Denardo	1 st year PC Member
Rosa Reyes Faustio	1 st year PC Member
Ana Lester	Community Rep.
_indsay Harrison	Community Rep.

Chair



NCQTL House Framework



SUPPORTING SCHOOL READINESS FOR ALL CHILDREN

Engaging Interactions and Environments

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 children's 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 children's 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 children's 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 children's 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 children's thinking, problem solving, and conversational skills and vocabulary. Effective teachers support children's 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 children's 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 children's 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 program's 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

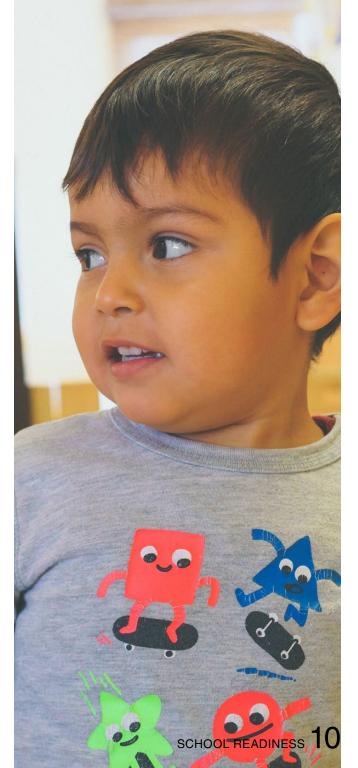
children journey into another chapter of their lives and move forward to preschool.

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 a neighboring agency, Head Start San Joaquin, to continue the Head Start experience from 36 months, until entry into kindergarten.



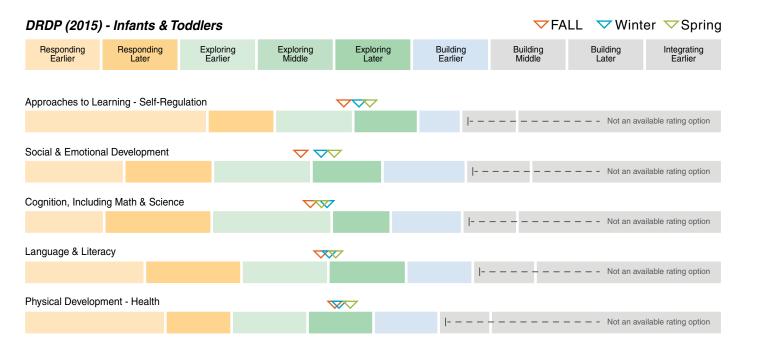
1 DESIRED RESULTS

Desired Results

Children's success in early elementary school is impacted by their experiences prior to entering kindergarten. 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 (DRDP) to provide children a *head start* to success. This tool was established by the California Department of Education to improve program quality in early care and education programs across the state.

Teachers use DRDP 2015, the most recent version, to assess infant and toddler growth in five core domains of development, as illustrated in the graph below. 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 ASL 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 developmental needs of their child.

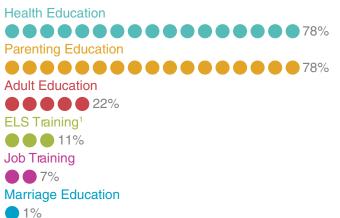


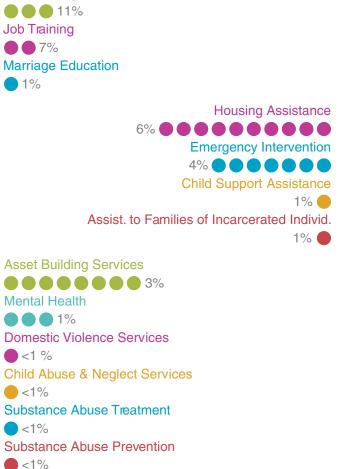
Family Services

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) 2016/2017. We provided the following services and/or referrals for services to 79% of the families and children served during this period.



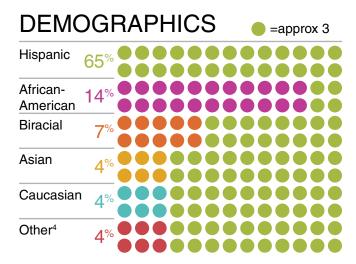




Inclusion of children diagnosed as having an intellectual or physical disability is an important part of the Head Start mission. Children with disabilities can move forward despite their challenges when provided the least restrictive environment.

Head Start recognizes this, and so at least 10% of our funded enrollment is reserved for children with an IEP² or IFSP³.

The charts on the right are based on the cumulative enrollments for Early Head Start (485) during PY 2016/2017. The average monthly enrollment as a percentage of funded enrollment was 76%.



HIGHLIGHTS:

- 83% of children enrolled during PY 2016/2017 received medical examinations.
- 92% 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)
- 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.

ENROLLMENT:

Income Eligible⁵	Public Assistance	Foster Children	
85 %	2%	4%	
411 Children	10 Children	19 Children	
Homeless	Over Income ⁶	Over Income+ 7	
5 %	3%	1%	
25 Children	15 Children	5 Children	

It Takes a Village

COMPREHENSIVE

The Early Head Start program is holistic; we strive to provide a comprehensive list of services to children and families when they first walk through our door until they finish our program, assuring that children are prepared for the next steps in their education and development.

EDUCATION

We see your children for just a short period of their lives, and we want them to continue the track of success we put them on well after they leave our program. To achieve this goal, we have made formal agreements with Head Start San Joaquin, Creative Child Care Incorporated, and El Concilio. These partnerships foster a smooth transition from Early Head Start into Head start or other quality preschool services when your child turns three years old.

Joint School Readiness Advisory Committees with Head Start San Joaquin, staff and parents are conducted monthly to discuss your children's needs during this time of transition.

NUTRITION

As part of our holistic approach, we believe that a healthy body is as important as a healthy mind. We ensure the food Head Start children receive is healthy and nutritious.

Early Head Start San Joaquin has partnered with

the UC Cal Fresh Nutrition Education Program to provide our staff with additional health and nutrition training, resources, and curriculum. We use resources such as "Healthy Happy Families", "Plan, Shop, Save and Cook", and "Making Every Dollar Count" to show families how healthy foods can help their children grow and learn. We also partner with the San Joaquin Emergency Food Bank to provide their Mobile Farmer's Market program for our Manteca center families.

HEALTH

Our partnership with Head Start San Joaquin is multifaceted. On a quarterly basis, we work together to conduct a joint Health Advisory Committee. The committee is made up of community members, parents and staff from both programs with a goal to provide consistency in implementation of all the latest regulations and standards.



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



PARENT INVOLVEMENT ACTIVITIES:

- Monthly Policy Council meetings;
- Monthly Policy Council Sub-Committee Meetings (Planning, School Readiness, 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;



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 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 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.

SCHOOL READINESS COMMITTEE

Qualified education personnel and the PC Secretary lead the School Readiness Committee, which is responsible for reviewing and providing feedback on current School Readiness Goals, and classroom curriculum studies. Open teaching positions, salaries and qualifications are also discussed.

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 the number of volunteers in our program.

19 FAMILY ENGAGEMENT

21 ACCOUNTABILITY & BUDGET

Accountability & Budget

Income	2016/2017	2017/2018	(projected)
Early Head Start Federal Funding	\$ 5,639,139	\$	5,128,204
Program Income	\$ -	\$	-
Local Funding (including In-kind)	\$ 360,784	\$	1,282,051
Total Income	\$ 5,999,923	\$	6,410,255
Expenses	2016/2017	2017/2018	(projected)
Federal Share of Net Outlays			
Personnel	\$ 3,513,987	\$	3,866,179
Equipment & Supplies	\$ 514,708	\$	158,429
Contractual	\$ 27,832	\$	24,823
Other	\$ 1,579,549	\$	1,078,773
Sub-Total	\$ 5,636,076	\$	5,128,204
Recipient's Share of Net Outlays	\$ 360,784	\$	1,282,051
Total Expenses	\$ 5,996,860	\$	6,410,255

An independent, external audit for fiscal year ending January 31, 2017, found no deficiencies in our financial oversight, expenditures, or program operations.

