

2016-2017

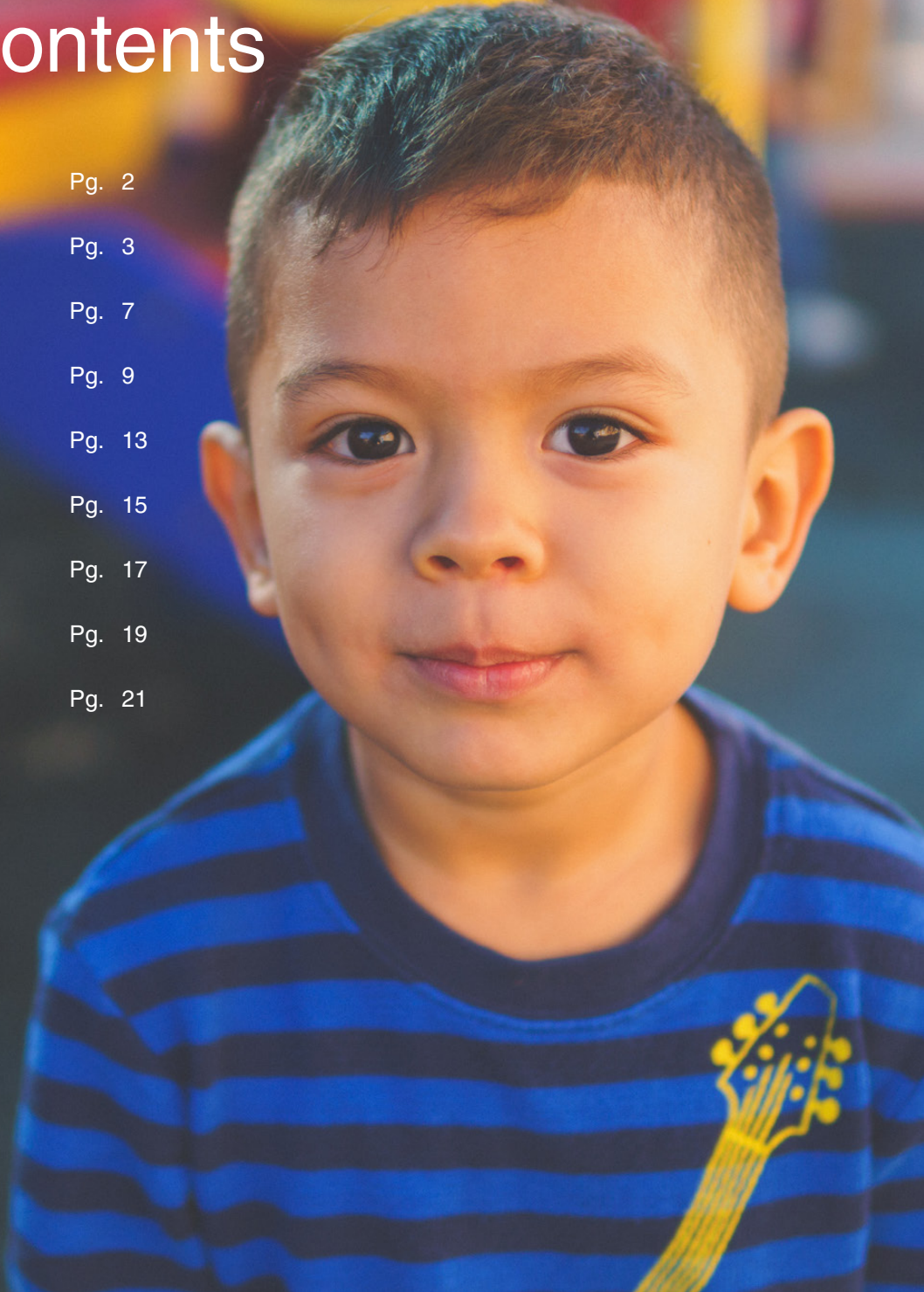
Annual Report

Head Start & State Child Development



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Community Action Partnership of Kern's Head Start and Early Head Start 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 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.*

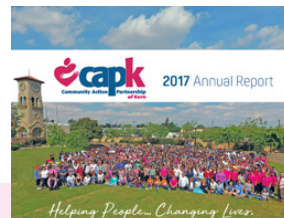
Since 1965, Community Action Partnership of Kern (CAPK) has provided an integrated network of services as the official anti-poverty agency in Kern County. One of more than 1,000 Community Action Agencies nationwide, CAPK is one of the largest 501(c)(3) organizations in Kern County, but its service footprint 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 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 Chief Executive Officer are six 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.

Be sure to take a look at CAPK's 2017 Annual Report at www.capk.org



2017 Governance

CAPK Board of Directors:

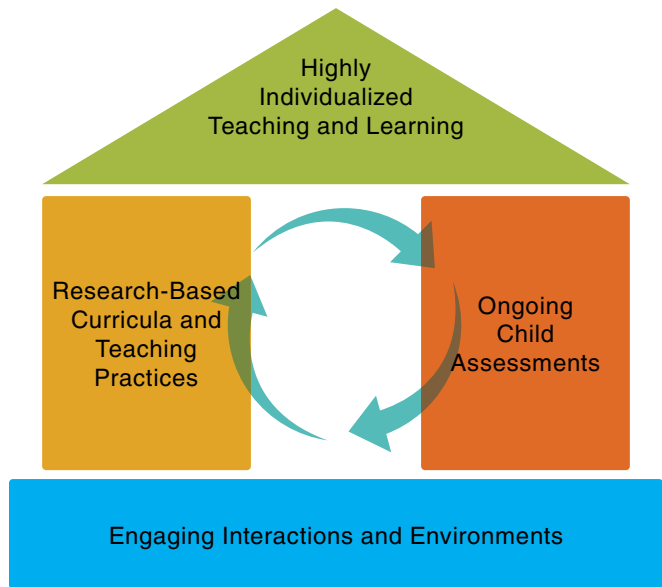
Garth Corrigan	Chair
Curtis E. Floyd	Vice-Chair
Fred Plane	Secretary
Warren Peterson	Treasurer
Janea Benton	Public Official
Mike Maggard	Public Official
Marian Panos	Public Official
Tony Martinez	Public Official
Lorena Fernandez	Low-Income Sector
Yolanda Ochoa	Low-Income Sector
Guadalupe Perez	Low-Income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

Head Start Policy Council

Enrique Salazar	Chair
Joanna Guillen	Vice-Chair
Nicole Walker	Secretary
Diana Reyes Martinez	Treasurer
Ulyses Rodriguez	Parliamentarian
Yolanda Ochoa	Board Rep.
Jacqueline Boykin	1 st 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	1 st 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
Maggie Hatzell	1 st year PC Member
Christine DeNardo	1 st year PC Member
Rosa Reyes	1 st year PC Member
Ana Lester	Community Rep.
Lindsay Harrison	Community Rep.



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 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 an organized learning environment that promotes healthy development and 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.

For infant and toddlers we promote relational learning and include individualized small group activities. We integrate appropriate daily routines into a flexible schedule of learning experiences.

For preschool age children we include teacher-directed and child-initiated activities, active and quiet learning activities. We offer opportunities for individual, small groups, and large group learning activities.

KINDERGARTEN TRANSITION EXPERIENCES:

In Head Start we understand that the transition to kindergarten is a time that presents changing demands, expectations, and support for children and their families. Smooth transitions greatly reduce the risk of academic failure and social adjustment problems. Thus, building and implementing a seamless kindergarten transition can make a significant difference for children’s early education experiences.

QUALITY TRANSITIONS

Our Head Start program offers transition activities for children and families that are associated with these gains in kindergarten:

- Reduced stress and higher ratings in social emotional competence at the beginning of the school year;
- Improved academic growth and increased family involvement over the year; and
- Stronger benefits for children living in poverty

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 dedicated to the process of transitioning Head Start children into the elementary school system. Children are provided various experiences to aid in transition phases, such as visiting elementary school site cafeterias so that our children know what to expect once entering grade school. Children of centers located on school grounds can visit their kindergarten classrooms cafeteria. The cafeteria experience is recreated at Head Start centers not located on school properties.

To reinforce school readiness, our dedicated staff coordinate with school districts so that Head Start children and families may attend Open House events at prospective schools. Family Service Workers go the extra mile and even provide assistance with completing applications to local libraries.





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) 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 of California.

Teachers use the DRDP-2015 to assess children's growth and development. There are up to six levels of development for Early Head Start and nine levels for Head Start. The DRDP informs teachers of a child's progress and provides information critical to planning learning activities throughout the year.

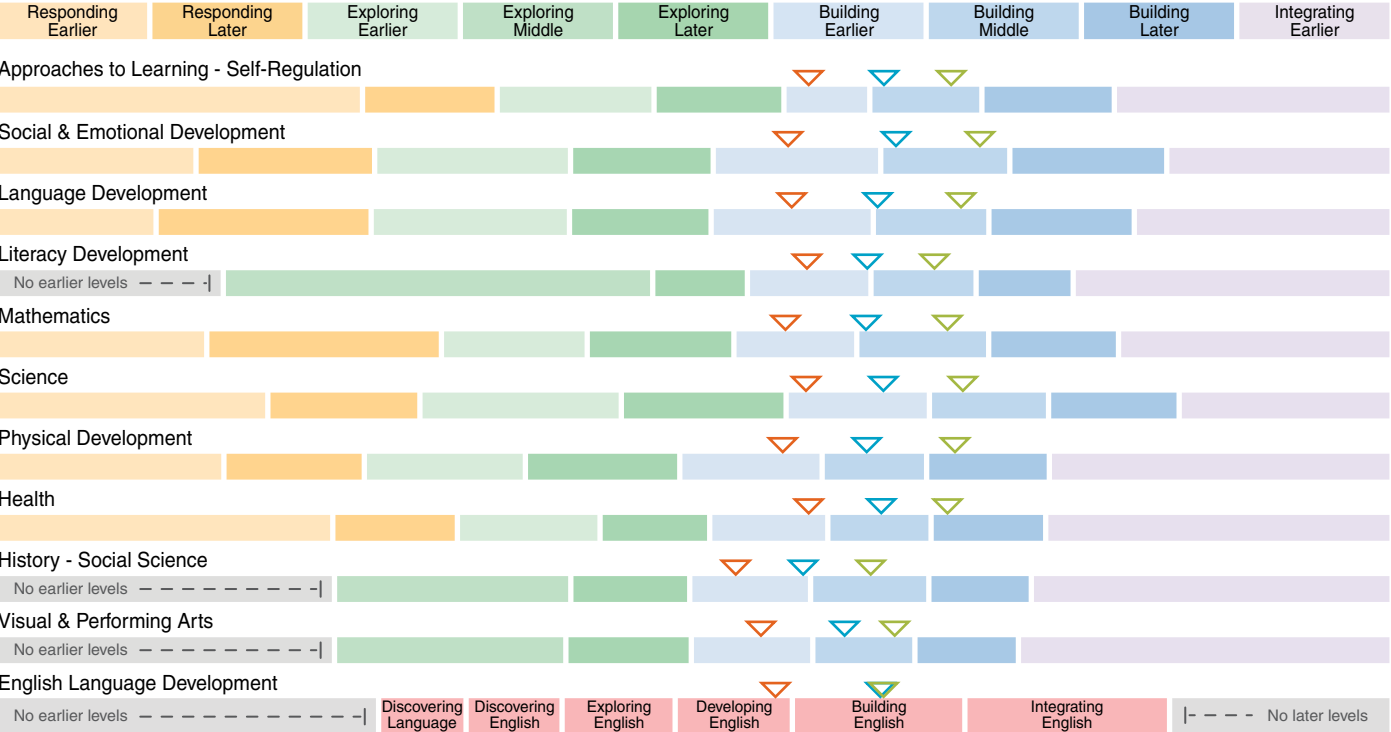
Parent conferences take place three times a year with Spanish and ASL interpreting provided, as needed. Teachers meet with parents to share DRDP assessment outcomes so that together, teachers and parents, can plan how to best meet the needs of their child.

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.

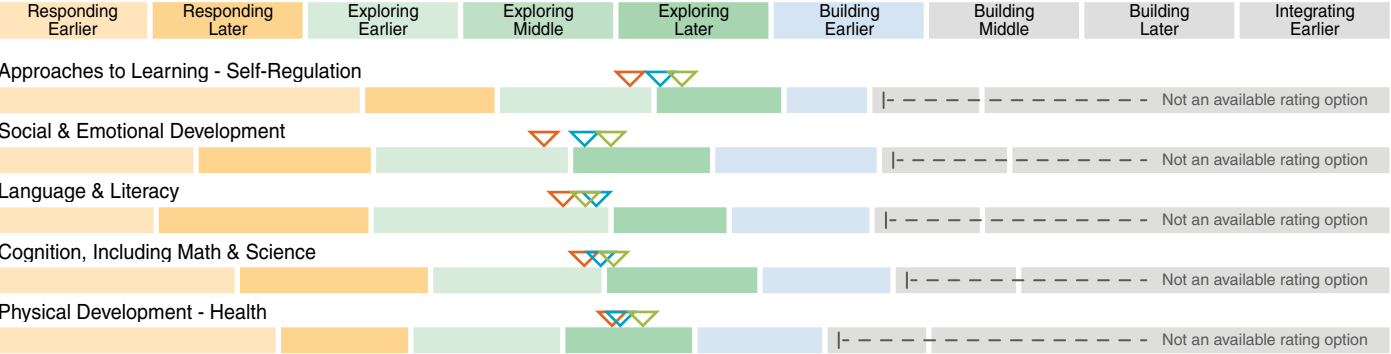
Charts at right reflect assessments for children enrolled in each of the three 2016-2017 assessment periods, fall, winter, and spring.

2016-2017 DRDP - Fall, Winter & Spring Growth

DRDP (2015) - Preschool



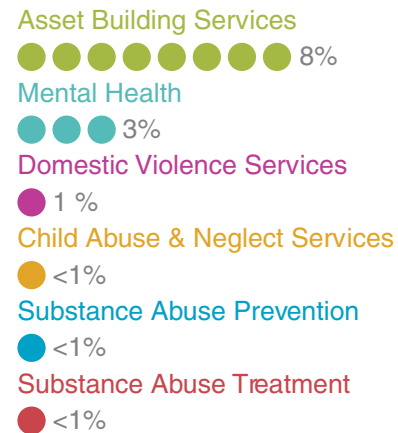
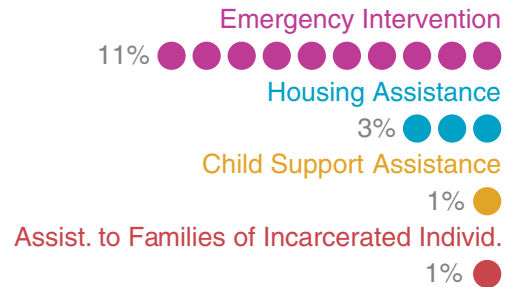
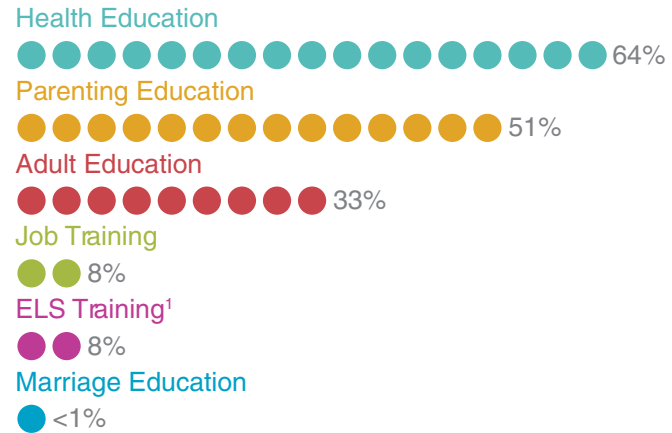
DRDP (2015) - Infants & Toddlers



Family Services

The Head Start, Early Head Start, and Early Head Start Partnership 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) 2016/2017. We provided the following services and/or referrals for services to 95% of the families and children served during this period.

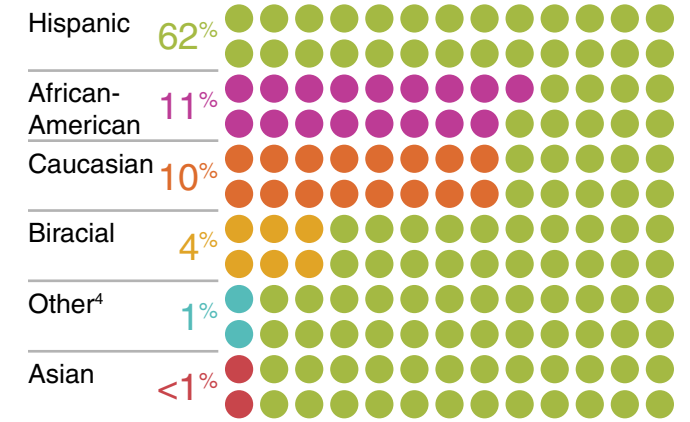


Inclusion of children diagnosed as having an intellectual or physical is an important part of the Head Start mission. Children with disabilities can move forward despite their challenges if provided the right environment.

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

The charts on the right are based on the cumulative enrollments for Head Start (2536) and Early Head Start (720) during PY 2016/2017. The average monthly enrollment as a percentage of funded enrollment for Head Start was 99%. Enrollment for our Early Head Start grants was 98%

DEMOGRAPHICS: ● = approx 21



HIGHLIGHTS:

- 88% of children enrolled during PY 2016/2017 received medical examinations.
- 89% of all Head Start children received dental exams that same year.

ENROLLMENT:

Income Eligible ⁵	Public Assistance	Foster Children
84%	3%	6%
2758 Children	84 Children	200 Children
Homeless	Over Income ⁶	Over Income+ ⁷
1%	4%	1%
48 Children	147 Children	34 Children

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



Family Engagement

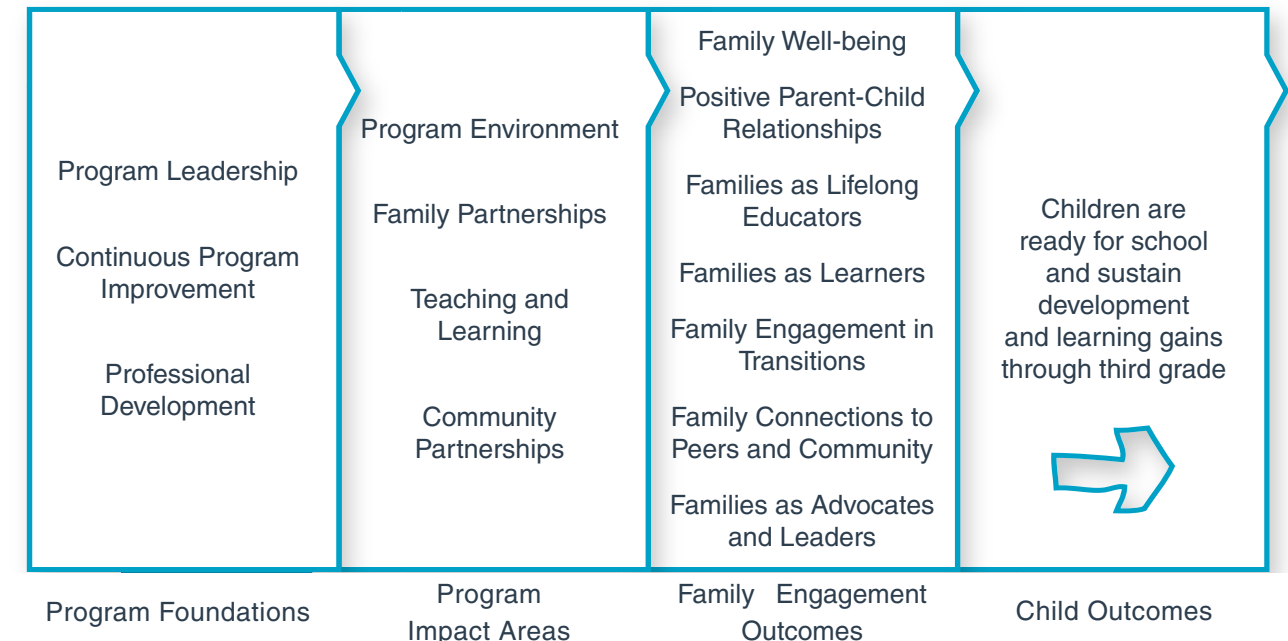
Parent and Family Engagement in Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving 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. Our Child Care Results Analytics Parent Survey Outcomes linked with DRDP Outcomes showed a significant increase in Family Engagement and the domains Cognitive, Physical Development-Health and Visual Performing Arts.

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, Women's Heart Health, Water Safety, Creative Curriculum, Zumba;
- American Heart Association – Heart Walk;
- Health, Nutrition and Disabilities Advisory Committee Meetings;
- Center Family Engagement School Readiness Parent Activities;
- Family Education Night (Open House);
- CAPK Food Bank Stuff the Bus Event; and
- Annual School Readiness Resource Fair.

The Policy Council



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 are able to achieve this goal with the help of our parent volunteers and community partners.

Assets & Accountability

The Office of Head Start (OHS) conducted a Classroom Assessment Scoring System (CLASS®) review of our Head Start program from March 3 to March 10 of 2016.

CLASS® assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. Each domain consists of three or four dimensions. The Office of Head Start believes that the domains of quality measured by CLASS® remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

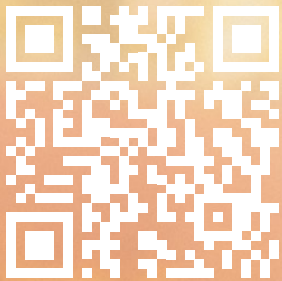
Domain	Domain Score	Dimension	Dimension Score
Emotional Support	6.27	Positive Climate	6.24
		Negative Climate*	1.03
		Teacher Sensitivity	6.09
		Regard for Student Perspective	5.78
Classroom Organization	6.08	Behavior Management	6.05
		Productivity	6.46
		Instructional Learning Formats	5.73
Instructional Support	3.46	Concept Development	2.87
		Quality of Feedback	3.40
		Language Modeling	4.11

* Dimensions may receive a score of 1 through 7. The most desirable score for Negative Climate is 1, with 7 being the least desirable. The most desirable score for all other dimensions is 7.

Our program scored higher than the national average in all dimensions, but received the highest *Instructional Support* score in the entire regional area. Our regional area includes California, Nevada, Arizona, Hawaii, and six territories.

An independent, external audit for fiscal year ending February 28, 2017, found no deficiencies in our financial oversight, expenditures, or program operations.

Income		2016/2017	2017/2018 (projected)
Head Start Federal Funding	\$	20,148,705	\$ 20,890,764
*Early Head Start Federal Funding	\$	5,109,894	\$ 4,794,235
Program Income	\$	18,251	
*Local Funding (including In-kind)	\$	6,224,151	\$ 6,294,248
*Total Income	\$	31,501,001	\$ 31,979,247
Expenses		2016/2017	2017/2018 (projected)
Federal Share of Net Outlays			
Personnel	\$	16,391,655	\$ 16,703,139
Equipment & Supplies	\$	1,083,936	\$ 1,737,262
Contractual	\$	645,813	\$ 566,544
Other	\$	6,378,000	\$ 6,678,054
Sub-Total	\$	24,499,404	\$ 25,684,999
Recipient's Share of Net Outlays	\$	6,224,151	\$ 6,294,248
Total Expenses	\$	30,723,555	\$ 31,979,247



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