



2017-2018

Annual Report

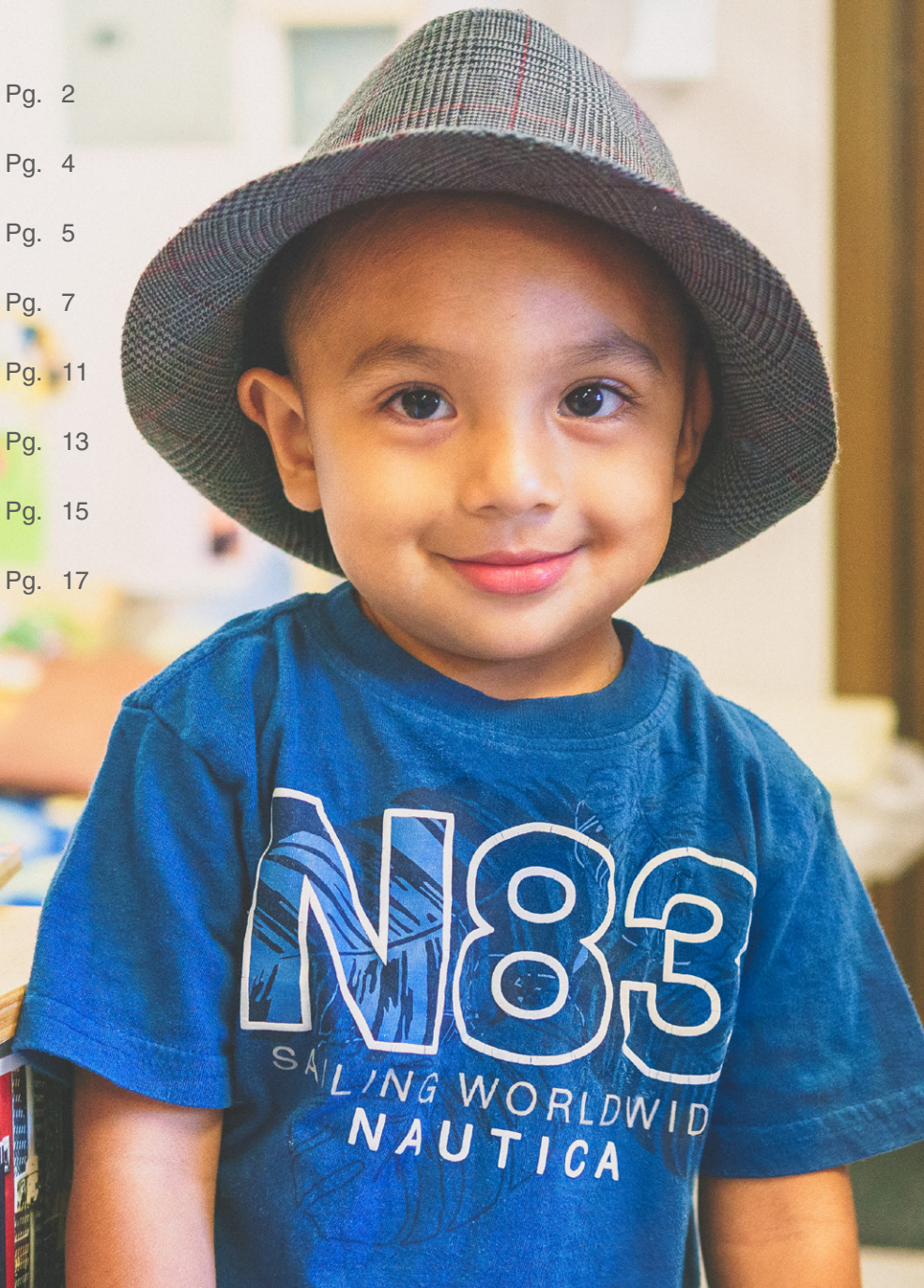
Head Start & State Child Development

San Joaquin County



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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 plays 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 2017-2018 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

5005 Business Park North, Suite 130 ~ Bakersfield, California 93309
Enrollment: 800.701.7060 ~ Main: 661.336.5236 ~ Fax: 661.336.5323



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.

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 2018 Annual Report at www.capk.org



Governance

CAPK Board of Directors:

Curtis Floyd	Chair
Warren Peterson	Vice-Chair
Yolanda Ochoa	Secretary
Janea Benton	Treasurer
Fred Plane	Public Official
Marian Panos	Public Official
Jose Gurrola	Public Official
Mike Maggard	Public Official
Ana Vigil	Low-Income Sector
Guadalupe Perez	Low-Income Sector
Lorena Fernandez	Low-Income Sector
Nila Hogan	PC Representative
Craig Henderson	Private Sector
Jonathan Mullings	Private Sector
Jimmie D. Childress	Private Sector

Head Start Policy Council

Amber Dunlap	Chair
Diana Reyes	Vice-Chair
Mayra Zambrano	Secretary
Ashley Sabo	Treasurer
Jacqueline Boykin	Parliamentarian
Yolanda Ochoa	Board Rep.
Lindsay Harrison	Community Rep.
Anastasia Lester	Community Rep.
Enrique Salazar Jr.	3 rd yr. PC Member
Daisy Valencia	2 nd yr. PC Member
Nila Hogan	1 st yr. PC Member
Andrea Martinez	1 st yr. PC Member
Bonnie Garcia	1 st yr. PC Member
Mariely Torres Othon	1 st yr. PC Member
Esther Maldonado	1 st yr. PC Member
Estela Corrales	1 st yr. PC Member

School Readiness

WHAT IS SCHOOL READINESS?

The Head Start Approach to School Readiness means that families are ready to support their children’s learning, children are ready for school, and schools are ready for children. Historically, Head Start often has led the early childhood development field with a 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. We achieve this by observing research-based strategies, curricula and philosophies.



SUPPORTING SCHOOL READINESS FOR ALL CHILDREN

Our program observes the House Framework for effective everyday practices. The house illustrates four integral elements of quality teaching and learning. 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 surrounding the family in the center, fostering children’s learning and development.

DUAL LANGUAGE LEARNERS

CAPK celebrates the linguistic, ethnic, and cultural diversity that exists among all of our families. This is done in the spirit of ensuring the best early care and school readiness experience possible. Our teachers and team members are well-trained to meet the needs of dual language learners

All developmental assessments are performed in a culturally and linguistically inclusive manner, whereby children are assessed in their preferred language. The majority of our funded enrollment comprises of English Language Learners, therefore, CAPK makes a strong effort to hire bilingual team members, supporting both children and families with the preservation of the home language, while also helping families develop in their use of English.

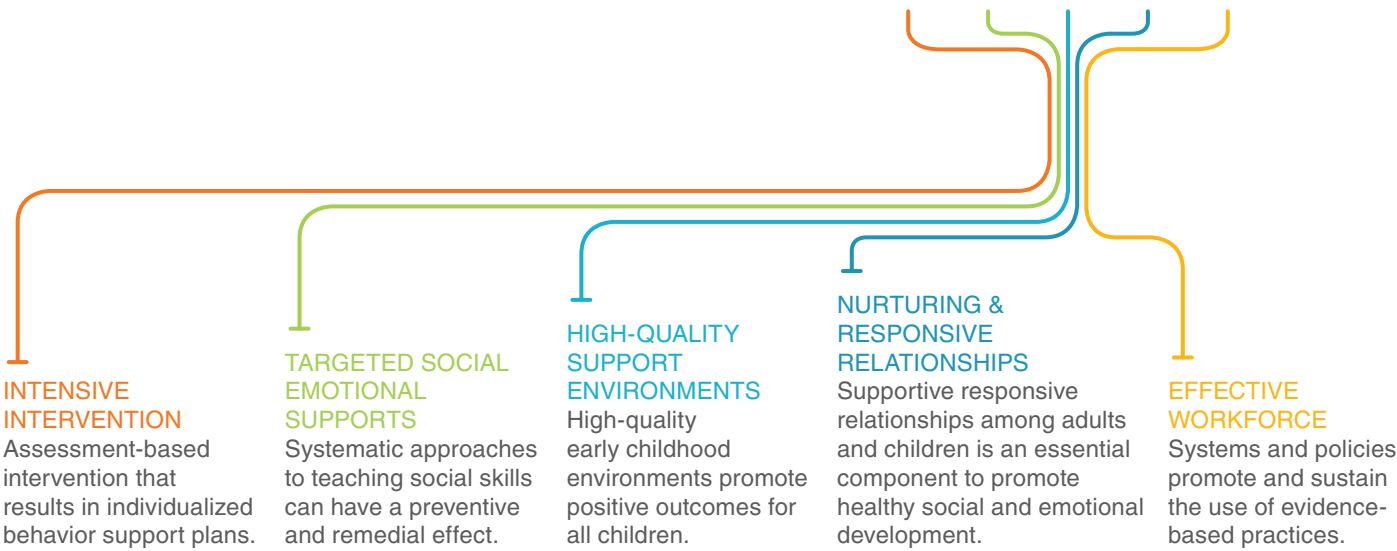
POSITIVE BEHAVIOR SUPPORT:

Relationships in the classroom, home, and community shape the way children learn, interpret, and connect with others. A child’s first years of school are filled with many wondrous moments and it’s a time of

tremendous physical, and intellectual development. Young children are also developing self-regulation - the ability to calm or regulate themselves when they are upset, and this process can lead to some challenging moments for both adults and children.

The Pyramid Model’s Positive Behavior Support framework offers proven strategies that support the learning and engagement of all children, giving teachers and parents strategies for promoting young children’s healthy social and emotional development.

The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.



Quality Transitions

Transitions to a new care and learning setting impact the entire family. For both children and families, transitions between settings can lead to great excitement and joy. Children can look forward to new possibilities, new friends, and experiences.

Transitions can also bring on uncertainty. Children may experience loss of familiar people and predictable routines. Families may have mixed reactions to their child getting older and wonder if they are ready for the next stage.

As early childhood professionals, we offer support and guidance to help families feel secure and ready to make the move to a new setting.

EARLY HEAD START

Early Head Start Transition activities are designed to create the supportive climate needed for toddlers transitioning into a preschool setting. These activities ensure a cohesive relationship that is secure and consistent as the family moves into a Head Start or similar preschool program.

Teachers, parents, and resource staff meet when a child turns two years old to plan the child's transition into the most appropriate preschool setting. During this time, the teacher and parent will review all child assessment outcomes, artwork, and writing samples to illustrate the child's readiness for their new journey. Teachers will provide information to families for alternate preschool options if they are not able to attend a Head Start program.

The Exit Plan begins when the child reaches 30

months. If a preschool is available at their site, children will make a minimum of three visits to their new preschool classroom, for up to 30 minutes per visit, to familiarize them with their new environment.

CAPK has a memorandum of understanding with local agency, Head Start San Joaquin, to continue the Head Start experience from 36 months, until they enter kindergarten.

Quality transitions are important at any stage in a child's development. We arrange transition interviews and classroom visits any time a child enters a new program, or even simply a new classroom or center within our program.

In addition to infants and toddlers, we support expectant parents as they transition from the Pregnant Women Program to our center, or home-based options. Our staff and parents develop a plan based on the parents' needs for future placement of their newborn in an early education program.





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.



In spring of 2018, **89%** of toddlers were ready for the Head Start preschool experience.

In fall of 2017, **76%** of toddlers were ready for Head Start preschool. About 9% of those children were ready when they entered our program the year prior.

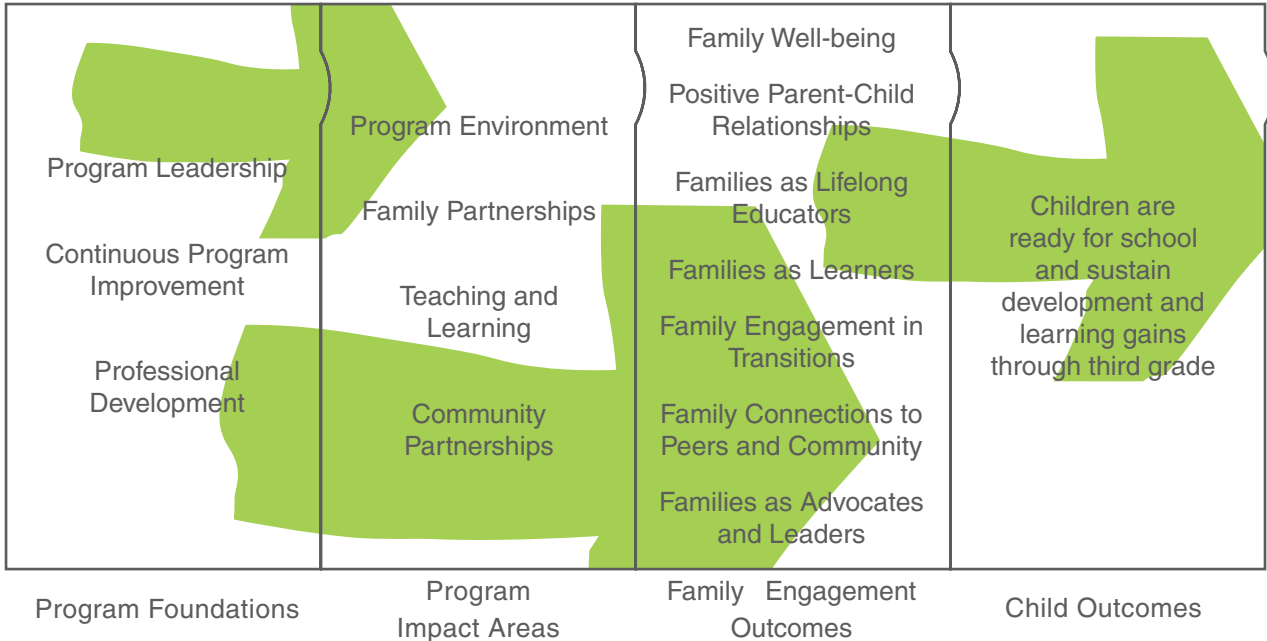


Family Engagement

Parent and Family Engagement in Head Start is about building relationships with families that support family well-being, strong family relationships, as well as ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is our road map for achieving those kinds of outcomes which lead to positive and enduring change for children and families.

The PFCE was developed in partnership with schools, families, experts, and community engagement. It is a research-based approach to program change that shows how an program can work together as a whole to promote family engagement and children's learning and development.

Positive & Goal-Oriented Relationships eclkc.ohs.acf.hhs.gov



Parent and family engagement activities are grounded in positive, goal-oriented relationships with families. When parent and family engagement activities are systemic and integrated across program foundations, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. In support of the PFCE, parents, Family Service Workers (FSW), or Home-based Educators, collaborate to create Family Plans at the start of the school year. These goals are later revisited by a team member at the conclusion of the year to evaluate each family's progress.

Parents are the primary educators of their children, and research shows engagement activities at home are paramount to their child's success. To that end, CAPK adopted ReadyRosie, a research-based tool which provides families with customized parenting videos and activities to reinforce learning initiatives from the classroom, while away from the classroom.

ReadyRosie is a parenting curriculum that builds on parents' knowledge, harnessing the power of video and mobile technology to empower families and schools to work together to promote school readiness goals.



9 Workshops provided to parents and families to introduce and train them on the use of the Ready Rosie mobile app.

132 Parents and families registered to use the Ready Rosie mobile service.

- ### PARENT ACTIVITIES:
- Monthly Parent Policy Council and Sub-Committee Meetings (Planning, School Readiness, Finance and By-Laws);
 - Quarterly Regional Parent Committee Meetings;
 - Health Advisory and Committee Meetings;
 - Center Family Engagement and School Readiness Parent Activities;
 - Parent Orientation;
 - Monthly VIP Parent Meetings;
 - Workshops such Families as Partners, You Can Make A Difference, and Relationship Matters; and
 - Quarterly School Readiness meetings.
 - Quarterly UCLA Health Care Initiative Workshops.

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.**

The following statistics are based on the total cumulative number of Head Start and Early Head Start families served in the 2017-2018 Program Year (PY).



CAPK and Head Start programs offer 16 unique education, intervention, and resource connection services to the families of enrolled children. 81% of those families utilized at least one of those services; the four most requested services are reflected below.

80% Health education, including nutrition classes and activities.

80% Parenting classes, workshops, in-home activities to do with their children.

24% Of adults requested assistance obtaining a GED, or help with selecting college courses; and

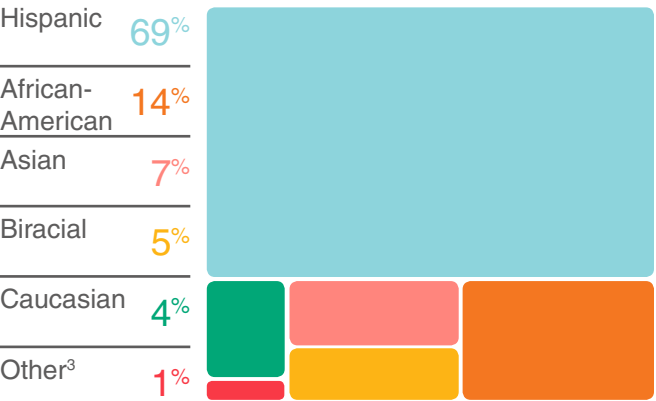
17% English as a second language (ESL) training.

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 if provided the right environment.

Head Start recognizes this, and so at least 10% of our funded enrollment is reserved for children with an IEP¹ or IFSP².

The graph on the right is based on the cumulative enrollments for Early Head Start (**539**) during PY 2017-2018. The average monthly enrollment as a percentage of funded enrollment for Early Head Start was **90%**.

DEMOGRAPHICS

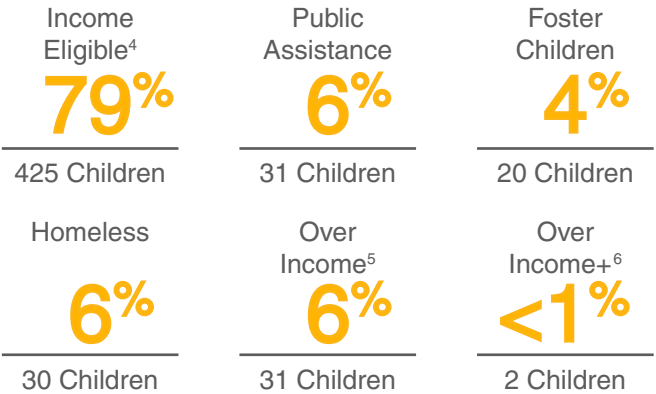


HIGHLIGHTS

- 49% of children enrolled during PY 2017-2018 received medical examinations.
- 93% of all children had access to continuous health care.

1. Individualized Education Plan (IEP)
2. Individualized Family Services Plan (IFSP)
3. Native American; Pacific Islander; Unspecified.
4. Below Federal Poverty Guideline
5. 100 - 130% of the Poverty Guideline
6. Greater than 130% of the Poverty Guideline.

ENROLLMENT



Budget & Accountability

Income	2017-2018	2018-2019 (projected)
Early Head Start Federal Funding	\$ 5,083,418	\$ 5,296,686
Other Revenue	\$ 79,018	\$ -
Local Funding (including In-kind)	\$ 808,600	\$ 1,324,172
Total Income	\$ 5,971,036	\$ 6,620,858

Expenses	2017-2018	2018-2019 (projected)
Federal Share of Net Outlays		
Personnel	\$ 3,768,052	\$ 3,957,981
Equipment & Supplies	\$ 197,339	\$ 190,996
Contractual	\$ 20,234	\$ 15,423
Other	\$ 1,176,811	\$ 1,132,286
Sub-Total	\$ 5,162,436	\$ 5,296,686
Recipient's Share of Net Outlays	\$ 808,600	\$ 1,324,172
Total Expenses	\$ 5,971,036	\$ 6,620,858

From May 14 to 18, 2018, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of the Community Action Partnership of Kern Early Head Start Program in San Joaquin County. Based on the information gathered during this review, our program was found to have met the requirements of all applicable Head Start Program Performance Standards, consisting of Program Management, Governance, Financial Management and Enrollment practices. The review team was pleased with our service delivery, which includes Education and Development Program Services, Health Services, and Family and Community Engagement Program Services.

An independent, external audit for fiscal year ending January 31, 2018, found no deficiencies in our financial oversight, expenditures, or program operations.



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