

2016-2017 ANNUAL REPORT



*Early Head Start
Child Care Partnership*



EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN

The CDE's School Readiness Goals (SRG) are aligned with the California Infant Toddler Learning and Development Foundations and the Head Start Early Learning Outcome Framework ensuring that each goal is developmentally appropriate for the children served in the Partnering Agencies. The (SRG) address domains in the following areas: Physical Development & Health, Social & Emotional Development, Approaches to Learning, Language and Literacy and Cognition & General Knowledge, and have been developed in collaboration with the Partnering Agencies, the Policy Council, and the Board. The (SRG) are specific and include the intended outcomes. The goals include:

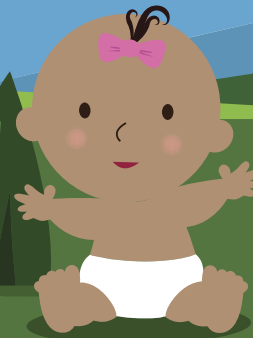
1. Children will respond and engage with adults.
2. Children will develop the ability to share in the emotional experiences of others.
3. Children will develop the ability to communicate nonverbally and verbally.
4. Children will develop the understanding that they can take action to influence the environment.
5. Children will develop understanding that one event brings about another.
6. Children will become aware of the social and physical environment through the senses.

CDE approaches infant and toddler (IT) school readiness in a holistic and collaborative way. Parents are introduced to the importance of "school readiness" when children are enrolled. EHS-CCP teachers and family child care providers receive training from CDE about school readiness goals, and ways that providers align goals with the curriculum.

The CDE approach to infant and toddler school readiness is based on relationship planning and emphasizes child-directed learning in addition to adult-directed learning.

The Desired Results Developmental Profile (DRDP) assessment is used three times a year to measure the progress children are making toward SRG. Caregivers assess children's developmental progress on an ongoing basis by using observations and parent input. In addition, PA use their DRDP reports to analyze the child outcome data to determine patterns of progress and areas for improvement for individual children and groups of children. Child outcome data is shared with families on an ongoing basis including during parent teacher conferences and educational home visits. During this time, teaching staff share results and help parents understand and develop developmentally appropriate and individualized goals for their child.

PA use the DRDP data to create Program Self Evaluations (PSE) which identify key findings and strategies that teachers will implement in order to support children's goals. Child Outcomes: The individual child scores are entered into the Desired Results Tech (DR Tech) and Child Plus. Assessment data is aggregated following each assessment period and the PA use DR Tech data reports to analyze their program (patterns of progress and areas for improvement across all domains) using the CDE Early Education and Support Division's Program Self-Evaluation (PSE) process to address continued progress toward SRG and program improvement as it relates to curriculum changes. Following each data collection period, child outcomes are shared with the Partnering Agencies, the Policy Council, and the Board.



2016-
2017
BUDGET



ANNUAL BUDGET
\$7,550,484

EXPENDITURES
\$7,240,376

NON-FEDERAL
SHARE EARNED
\$1,036,169

HEALTH FACTS



99% of Children have health insurance

89% of enrolled children received a medical exam

74% of Infant and Toddlers have Preventative Dental Services

86% of children have received developmental behavior and sensory screenings

17 regional staff members completed the 12-month credential program.

32 family child care providers completed their associate teacher permit in Saturday cohort college classes arranged by a partnering agency in Eureka, California.

35 family child care home providers and seventeen center teachers received on-site coaching from CDE and West Ed consultants from the WestEd "Program for Infant and Toddler Caregiving"



*Reached and maintained full enrollment as of March 2017.

ENROLLMENT BY ELIGIBILITY	# OF CHILDREN	% OF CHILDREN
Income below 100% of federal poverty line	156	51%
Income between 100-130% of federal poverty line	28	9%
Income over 130% of federal poverty line	16	5%
Receipt of public assistance such as TANF, SSI	73	24%
Status as a foster child	29	10%
Status as homeless	3	1%
2016-17 total number of children served	305	
Average monthly enrollment	84%	

RACE AND ETHNICITY	# OF CHILDREN/PREGNANT WOMEN HISPANIC OR LATINO ORIGIN	# OF CHILDREN/PREGNANT WOMEN NON-HISPANIC OR NON-LATINO ORIGIN
American Indian or Alaska Native	9	24
Asian	0	4
Native Hawaiian or other Pacific Islander	0	0
Black or African American	0	15
White	75	144
Biracial/Multi-racial	10	20
Other	2	1
Unspecified	0	1

CHILDREN BY AGE AT ENROLLMENT	# OF CHILDREN
Under 1 year	51
1 year old	95
2 years old	116
3 years old	40

PRIMARY LANGUAGE OF FAMILY AT HOME	# OF CHILDREN
English	274
Spanish	29
Native Central American, South American, and Mexican Languages	0
Caribbean Languages	0
Middle Eastern & South Asian Languages	0
East Asian Languages	2



FAMILY ENGAGEMENT

The goal of family engagement is to support a collaborative partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. In 2016–2017 CDE served 274 families. The following are a few examples of CDE EHS-CCP commitment to parent engagement:

Monthly Policy Council Meetings

Monthly parent meetings

Parenting workshops

Parent nutrition activities

Parent education

Lending library

Child abuse prevention workshops

Car seat classes and inspections

Swim lessons

Domestic violence workshops

Sexual assault support

Tobacco education

Volunteer tax assistance

The CDE contracted with California Head Start Association to provide the Family Development Credential Program. The 12-month credential program will provide staff with strategies and best practices for implementing family engagement in a systematic way. The 90 hour workshop is being held simultaneously in Chico and Eureka to meet the geographical needs of PA

staff. There are 20 participants (FSW's, teaching staff, enrollment staff, directors) enrolled in the credential program who will finish the course in January 2018, and will receive six Human Development college units and a credential from the University of Connecticut.

GOVERNING BOARD & POLICY COUNCIL

The CDE has established a formal structure of shared governance through which parents participate in program decision making. CDE is governed by the State Superintendent of Public Instruction, a publicly elected official who holds legal and fiscal responsibility for administering the EHS-CCP program. The SSPI oversees the EHS-CCP as a Board of one. The CDE EHS-CCP leaders meet with the SSPI monthly and hold Board trainings, meetings, and briefings.

In addition, CDE PA have adapted their state parent meetings to meet EHS requirements, and ensure compliance with the HSPPS for parent governance. All parents of enrolled children are members of a parent committee, and each committee elected one or two representatives and one or two alternates to the PC. The elections of PC members, based upon enrollment, ensures equal representation across all seven counties served. Policy Council meetings are held monthly via web cameras to ensure participation from the 11 partners located across northern California.



GOVERNING BOARD MEMBER

Tom Torlakson, SSPI

PARTNERING AGENCIES

Changing Tides Family Services

Chico Community Children's Center

Chico State Child Development Lab

Colusa Indian Community Hand in Hand Learning Center

Del Norte Child Care Council

Del Norte Unified School District

Humboldt State University

Human Response Network

Hoopa Tribal Education Association

Valley Oak Children's Services

Yuba City Unified School District

