

# 2019-2020 ANNUAL REPORT



*Early Head Start  
Child Care Partnership*



<b>ENROLLMENT BY ELIGIBILITY</b>	<b># OF CHILDREN</b>	<b>% OF CHILDREN</b>
2022-23 total number of children served	343	n/a
Average monthly enrollment	n/a	87%
Income below 100% of federal poverty line	268	78%
Income between 100-130% of federal poverty line	45	13%
Income over 130% of federal poverty line	30	9%
Receipt of public assistance such as TANF, SSI	52	15%
Status as a foster child	43	13%
Status as homeless	7	2%
Number of children enrolled who had an IFSP or IEP	20	6%

<b>RACE AND ETHNICITY</b>	<b># OF CHILDREN</b>
American Indian or Alaska Native	24
Asian	6
Native Hawaiian or other Pacific Islander	2
Black or African American	13
White	224
Biracial/Multi-racial	61
Other	10
Unspecified	3

\* Represents July-March, prior to COVID closures



### **CHILDREN BY AGE AT ENROLLMENT**

	<b># OF CHILDREN</b>
Under 1 year	53
1 year old	87
2 years old	127
3 years old	64
4 years old	12
5 years and older	0

### **PRIMARY LANGUAGE OF FAMILY AT HOME**

	<b># OF CHILDREN</b>
English	301
Spanish	38
Native Central American, South American, and Mexican Languages	0
Caribbean Languages	0
Middle Eastern & South Asian Languages	2
East Asian Languages	2

EHS has been a great asset to my business and families I care for. The extra stipend, schooling, and supplies have made it easy for me to provide quality care, supplies, and teaching. The program keeps improving and so therefore our business keeps improving as well. With this we are able to provide great environments and learning experiences to the families we care for.

— *Family Child Care Home Provider*  
*Valley Oaks Children Services*

2019-  
2020  
BUDGET



**ANNUAL BUDGET**  
**\$4,745,886**

**EXPENDITURES**  
**\$4,643,856**

**NON-FEDERAL  
SHARE EARNED**  
**\$1,903,638**

## HEALTH FACTS



**83%** of enrolled children received a medical exam

**38%** of infant and toddlers have preventative dental services

**51%** of infant and toddlers have preventative oral health screenings

**94%** of children have received developmental behaviour screenings (ASQ-3/SE)

**94%** of children have received sensory screenings (hearing/vision)

## HEALTH SERVICES ADVISORY COMMITTEE (HSAC)

A two-fold approach was developed when establishing the HSAC:

- 1) A state-wide committee advises the grantee at-large.
- 2) Grantee and partnering agency staff participate on local community HSAC.

The state-wide committee of experts advise on best practices and provide guidance to build and maintain high quality health services for all Early Head Start-Child Care Partnerships. Based on their expertise, diverse members from throughout California address a wide variety of health, mental health, and nutrition topics. They identify current and emerging health priorities and offer resources for program development and training for staff and families. Parent members provide a consumer perspective and advocate for health needs of children and families.

After recommendation from the American Academy of Pediatrics/California Health Program representative, the 112 item Caring for our Children Health and Safety Checklist was adopted for the Annual Self-Assessment, resulting in stronger health and safety practices. Grantee and partnering agency staff also participate in five local community-level HSAC which strengthen collaborative relationships with health professionals. These relationships result in expanded services and resources for partners and families.

## ORAL HEALTH SERVICES

Increasing access to oral health services within our rural communities is part of our five-year goals, therefore, we did a push to promote oral health practices across all of our PA. Our family service workers and health coordinators found dental homes for 71% of our EHS-CCP children. Many of our PA in rural communities where there are no pediatric dentists in the county, had to find creative ways to access oral health services. Several PA contracted with dentists to visit their programs twice a year to examine all of their children and provide fluoride treatment. At the completion of the exam, the dentists provided follow-up treatment.

Another agency where the closest Medi-Cal pediatric dentist was two hours away, joined their county dental advisory committee to increase dental resources and to bring back the dental van. This was a community that did not believe in taking their young child to the dentist, therefore, the agency found creative ways to educate families and child care providers on good oral hygiene practices and handed out toothbrushes and toothpaste at their family fun nights. As a result, more children accessed oral health care services.

HSAC members representing the California Dental Association and Department of Public Health, Oral Health are engaged in discussions about the need for increased oral health services within the rural communities we serve.

## EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN

The California Department of Education's (CDE) 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 by the Partnering Agencies (PA). 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 PA, the Policy Council, and the Board. The SRG are specific and include the intended outcomes. The goals include:

1. Children will have the opportunity to participate in social interactions with peers and meaningful adults.
2. Children will engage in reciprocal and meaningful communication in English and their home language.
3. Children will be provided opportunities to expand on their curiosity and interest through exploration of science and math, within the natural world.
4. Children will become aware of the social environment using their senses and by having daily opportunities to explore materials and move their bodies.
5. Children will have opportunities to learn using initiative, and creativity while being supported in developing self-regulation skills to successfully transition to their next ECE setting.

The CDE approaches infant and toddler school readiness in a holistic and collaborative way, and respects parents as their children's primary nurturers, teachers and advocates. Parents are introduced to the importance of "school readiness" when children are enrolled and teachers regularly communicate with parents about their child's progress throughout the year. Early Head Start-Child Care Partnership (EHS-CCP) teachers and family child care providers receive training from the CDE about SRG, and ways that providers align goals with the curriculum. PAs ensure children have access to ongoing medical, dental, and nutritional care and follow-up treatment. Children practice healthy habits such as

frequent handwashing and daily toothbrushing which set the foundation for staying healthy and ready to learn. The CDE approach to infant and toddler school readiness is based on relationship planning and emphasizes child-initiated 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 children's assessment results and collaborate with parents to identify developmentally appropriate and individualized goals for children.

As a result of the COVID 19 pandemic, many PA moved to a virtual or distance learning format in March while some family child care providers and one center continued to offer in-person care for the families of essential workers.

With the distance learning format, teachers and providers engaged with their parents and children through various methods and devices that included; phone calls, texts, emails, videos, drive-by deliveries, social media, and zoom meetings. Educational services were individualized for infants, toddlers, and their families in order to meet their availability, capacity and other unique needs. PA were extremely creative with their ability to provide individualized and small group lessons, deliver materials and supplies, and engage with families. PA staff, providers, and parents collaborated to support children's progress toward the SRG in all domain areas. By August, most PA's returned to on-site learning environments with measures to ensure the health and safety of children, families, providers and staff. The EHS-CCP continued to follow the guidance from the Office of Head Start to deliver quality educational services to children in an effort to prepare them for kindergarten during these unprecedented times.



## FAMILY ENGAGEMENT

College of the Redwoods (CR) is a community college in Eureka, California. The Child Development Center (CDC) serves mostly students of CR, and welcomes parents into the center with a variety of resources specifically designed to both meet their needs and build an inclusive and supportive community where parents feel like the center is a warm and welcoming place for their whole family. CR CDC is built around a large central area they call the Town Square, with the classrooms branching off in every direction. Parents are invited to spend time in the Parent Area in Town Square, where there are cozy chairs and both a parent resource library and children's books for parents to read with their children as they transition in and out of their classrooms.

Parent events are also planned to give families opportunities to get to know each other, access resources and learn new skills. In addition to big events like Literacy Night, where families celebrate books through a carnival of activities set up around the center, and Parent Nights with meals, parent trainings and raffles, parents are invited to gather every Friday morning for TGIF at the center. TGIF is a drop in Friday morning opportunity for parents to share coffee and snacks, participate in an activity and just talk with each other. Many of the activities planned for TGIF include make and take dinners, such as make and take lasagna, that parents can then serve to their families that evening. Other parent events include a center wide children's clothing swap, opportunities to come together in the community for field trips to the zoo and gymnastics, and larger college-wide events that celebrate children including campus art shows and advocacy events such as a showing of "No Small Matter" where the creators showed their movie and discussed its creation with campus community. TGIF extends to social media with a parents only Facebook group where teachers post extended activities for families to do at home and resources for parents.

After the shelter-in-place closed the center in March 2020, staff at the CDC utilized the TGIF Facebook page

to get information and resources to families, schedule Facebook live events for each classrooms where children could interact with their teachers in activities such as listening to a book or dancing, and to hold parenting groups so parents could talk to each other during the closure. CR CDC Director Wendy Hill quickly created a needs survey for the families, to find out what they really needed. She worked with her staff to order individualized materials for each family so they could continue to do individualized activities with their children at home including art materials, manipulative, puzzles, and books for every child in each family. They created bags with those items and other things each family needed and held two drive through pick-ups, one in May and one in June 2020 so that families were supported in continuing learning opportunities for children.

## GOVERNING BOARD & POLICY COUNCIL

The CDE has established a formal structure of shared governance through which parents participate in program decision making. The CDE is governed by the State Superintendent of Public Instruction (SSPI), 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 and hold Board trainings, meetings, and briefings.

In addition, the CDE PA have adapted their state parent meetings to meet EHS requirements, and ensure compliance with the Head Start Program Performance Standards 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 12 partners located across northern California.



## PARTNER AGENCY HIGHLIGHTS



### The Wonder Bus Collaborative—Increasing Literacy in a Rural Community

The Wonder Bus Collaborative is a partnership that has endured for years. The founding partners, First 5 Del Norte, the Del Norte Child Care Council, the Del Norte Public Library, the County of Del Norte, the City of Crescent City, and the Del Norte County Office of Education, were committed to bringing library books and literacy programs to the county's youngest children—0–5—and their families. The goal was to serve children in hard-to-reach areas that typically had no library services. The bulk of the funds were granted by First 5 Del Norte to the Del Norte Child Care Council, to operate the Bus and to provide key school readiness programs. Over the years, the Bus has served children in Crescent City, as well as the outlying areas of Smith River,

Gasquet and Klamath, visiting preschools, kindergartens, the Saturday Farmer's Market and community events.

As with all things that age, the Wonder Bus recently needed repairs that the collaborative couldn't afford. The Del Norte Child Care Council reached out to the California Department of Education, Early Head Start-Child Care Partnership, and found a willing partner to help with one-time repairs. The Wonder Bus is now fully operational and visiting our EHS-CCP family child care providers, preschools, parks, farmers markets, and community events to serve our youngest children again.

## PARTNER AGENCY HIGHLIGHTS



### International Mud Day 2020 at Hand-in-Hand Learning Center



The Hand-in-Hand (HIH) Learning Center director, Kim Nall, and associate director, Mary Zoller, were selected to be Global Leaders in Early Care and Education for the World Forum Foundation. Kim and

Mary partnered with other Global Leaders from many other countries, and had to select an advocacy project as a part of their Global Leadership experience. Kim and Mary supported friends and colleagues from Nature Explore for their Global Leader Advocacy Project by being a part of a Global Outdoor Classroom sharing forum. HIH was partnered with a Center in Nepal, in which they shared outdoor extensions and experiences they had with their children and programs through photos and

narratives. This partnership is where HIH was introduced to International Mud Day.

Since 2011, HIH participates in International Mud Day and 2020 was going to be no different. Due to COVID-19 the center celebrated a modified mud day with extra mud pies and a few extra masks. International Mud Day is a day for children, communities and early childhood professionals around the world to celebrate nature, earth, and experiences that support messy explorations with mud.

The Colusa Indian Community Hand-in-Hand Learning Center is approximately 60 miles Northeast of Sacramento, California and is located on the Cachil Dehe Band of Wintun Indians Reservation in Colusa, California.

# GOVERNING BOARD MEMBER

**Tony Thurmond, State Superintendent of Public Instruction**

## POLICY COUNCIL MEMBERS

**Leigha Bartley, Chair**

**Kendra Bonner, Vice Chair**

**Tracie Knight, Secretary**

## PARTNERING AGENCIES

**Changing Tides Family Services**

**Chico State Child Development Lab**

**College of the Redwoods, Child Development Center**

**Colusa Indian Community Hand in Hand Learning Center**

**Del Norte Child Care Council**

**Del Norte Unified School District**

**Hansel and Gretel Day Care, Inc.**

**Humboldt State University**

**Human Response Network**

**Hoopla Tribal Education Association**

**Valley Oak Children's Services**

**Yuba City Unified School District**

