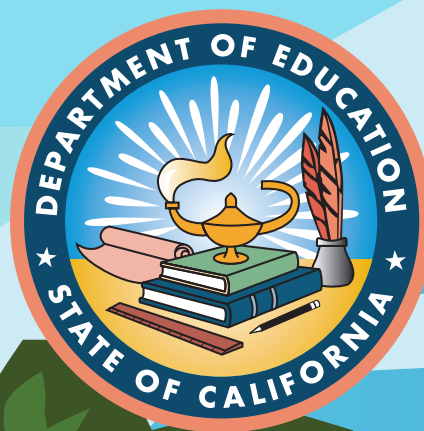


2021-2022 ANNUAL REPORT



*Early Head Start
Child Care Partnership*



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. The PA ensure children have access to ongoing medical, dental, and nutritional care and follow-

up treatment. Children practice healthy habits such as frequent handwashing and wearing masks (ages 2 and older) which set the foundation for staying healthy, ready to learn and reduce the spread of COVID 19.

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.

The 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 DRDP Online and ChildPlus. Assessment data is aggregated following each assessment period. The PA use DRDP Online data reports to analyze their program (patterns of progress and areas for improvement across all domains) using the PSE process to address continued progress toward SRG and program improvement as it relates to curriculum changes and professional development. Following each data collection period, child outcomes are shared with the PA, the Policy Council, and the Board.



LETTER FROM DIRECTOR

To the families, partnering agencies, units of government and community members of the CDE EHS-CCP grant. As we mark our eighth year serving families and fulfilling our mission to bring Early Head Start services to local communities, we provide an overview of the previous year through an annual report. Below is an introduction to a few highlights from the 2021-2022 program year. In response to the aftermath of the pandemic, grantee and local staff focused efforts to promote a well-rounded “culture of wellness” in the following activities.

- Two grantee staff provided dental varnish to EHS children and are now prepared to build local capacity by certifying partnership staff in applying dental varnish.
- Teachers and family home providers will be trained in active supervision in order to increase child safety in the learning environments.

- Two mental health consultants have provided support to all partnering agency staff, teachers, family child care providers, families. In preparation for next year, two grantee staff enrolled in the Napa Infant Parent Mental Health Fellowship to become endorsed by California as mental health specialists.
- All families received a collection of five books focused on health, nutrition, diversity, equity, inclusion and social and emotional development to read with their children, mailed directly to their home in three-month intervals. The books and supporting materials were provided directly to parents as part of the grantee Literacy Project.

The grantee and local staff are committed to connect directly with EHS-CCP families to assist them as they prepare their children for success. We appreciate all of the parents who represented their Partnering Agency and participated on the Policy Council this year. Parent contributions to the program decision making was awesome! Thank-you for taking the time to look over the 2021-2022 program year report.

“I just received this ‘literacy’ box from CDE Early Head Start...It’s pretty neat! I’m going to close it back up and let my child open it. She will be so excited”
EHS-CCP Parent

“We love the books. My older son also enjoyed listening to the books too, and we’re all excited to try out the recipes!”
EHS-CCP Parent

2021-
2022
BUDGET



ANNUAL BUDGET
\$6,177,428

EXPENDITURES
\$5,076,524

NON-FEDERAL
SHARE EARNED
\$1,972,975

HEALTH FACTS



100% of children have health insurance

79% of children are up to date with their well child exams

78% of children have received preventative dental services

93% of newly enrolled children have received developmental behaviour and sensory screening

100% of teachers, home visitors and providers have access to a local mental health consultant

MENTAL HEALTH CONSULTATION/REFLECTIVE PRACTICE

Reflective practice has taught me to listen more and say less. It is important to understand another perspective and use this information to build better communication and understanding.

– PA staff

This reflective practice training has made a wonderful impact on both my personal and professional life. Learning to listen to myself and others on a deeper level has helped me improve on my skills as a mentor, Master teacher, co-worker, and mother. I want to continue to learn how to self-care, so that I can be my best at work and at home.

– PA staff

As we moved forward to fully in-person services and address challenges brought on by the pandemic, the need to prioritize staff wellness has been evident. The CDE, with the support of their contracted local Early Childhood Mental Health Consultants (ECMHC), created a workplace for staff that promoted a culture of wellness. All of our program staff, including teachers and family child care providers have been introduced to reflective practice. Through reflective practice, our ECMHC helped staff understand the adult stress response system, healthy communication skills, and adult regulation strategies, which contributed to strengthening their relationships and overall better outcome for children and families.



ENROLLMENT BY ELIGIBILITY

	# OF CHILDREN	% OF CHILDREN
2022-23 total number of children served	325	n/a
Average monthly enrollment	n/a	74%
Income below 100% of federal poverty line	174	54%
Income between 100-130% of federal poverty line	42	13%
Income over 130% of federal poverty line	27	8%
Receipt of public assistance such as TANF, SSI	44	14%
Status as a foster child	26	8%
Status as homeless	12	4%
Number of children enrolled who had an IFSP or IEP	32	10%

RACE AND ETHNICITY

	# OF CHILDREN HISPANIC OR LATINO ORIGIN	# OF CHILDREN NON-HISPANIC OR NON-LATINO ORIGIN
American Indian or Alaska Native	4	33
Asian	0	7
Native Hawaiian or other Pacific Islander	0	0
Black or African American	2	14
White	93	110
Biracial/Multi-racial	21	32
Other	4	2
Unspecified	1	2

CHILDREN BY AGE AT ENROLLMENT

	# OF CHILDREN
Under 1 year	55
1 year old	89
2 years old	102
3 years old	54
4 years old	22
5 years and older	3

PRIMARY LANGUAGE OF FAMILY AT HOME

	# OF CHILDREN
English	296
Spanish	28
Native Central American, South American, and Mexican Languages	0
Caribbean Languages	0
Middle Eastern & South Asian Languages	1
East Asian Languages	0



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. Families are supported in being lifelong learners and educators, advocating for their children and themselves, taking a leadership role in the EHS-CCP program, and directing the creation of goals for their children including their child's transition from EHS into their preschool or kindergarten experience.

The COVID-19 pandemic forced the CDE and our partnering agencies to find new and innovative ways to engage and support our families, and over this second year of the pandemic our partners continued to support families through a variety of virtual, socially distant, or outdoor activities. Below are a few examples of activities the CDE EHS-CCP utilized to continue support parent engagement during the pandemic:

Virtual Monthly Policy Council Meetings

Drive-thru and Virtual Parent Meetings and Family Events

Outdoor Gatherings and Meetings

ReadyRosie Modeled Moments and Parenting Resource

Virtual Parenting Workshops and Family Events

Literacy Materials and Activities Mailed or Delivered to Family Homes

Parent attendance at the Region 9 Parent Engagement Conference

On-line Parent Representation on the PDG State Advisory Board

Outdoor Materials and Activities for Families at Home

Nutrition Outreach and Access to Food Distributions

Personal Protective Gear and Safety Materials Delivered to Families

Support with Online School Activities and Transitions while Isolating

Virtual and Drive-thru Parent Cafés

Virtual Education Home Visits and Visits Outdoors

Virtual and Over-the-Fence Parent Teacher Conferences

Mobile Dental and Vision Screening Events

Mental Health Consultations to Families and Programs

Virtual Parent Focus Groups

The CDE worked with the Policy Council to create a virtual Parents and Partners Conference with both live and recorded sessions and sent out boxes of books and resources to every family and partner staff who registered for the event in May 2022. Sessions covered a variety of topics including Health & Safety topics, COVID-19 Updates, Mental Health and Self-Care, Loose Parts Curriculum and Environments, and virtual get togethers and personal stories by both parents and partners.



ORAL HEALTH SERVICES

Access to oral health services continues to be one of our priorities. At the beginning of the program year, 68% of our EHS children had a dental home. With our continued connections with our Health Services Advisory Committee members and local Registered Dental Hygienists in Alternative Practice (RDHAP) dental assessments have been completed across the partnership. Also, over this program year, there has been extensive collaboration with Butte County Public Health (BCPH). In an effort to provide preventative oral health care, CDE consultants have been trained and certified by BCPH to apply fluoride varnish for all EHS children. By utilizing the RDHAPs and CDE consultants application of the fluoride varnish, 119 EHS children had preventative oral health care. At the end of the program year, 78% of our EHS children had a dental home.



EARLY LITERACY PROJECT

The California Department of Education Early Head Start-Child Care Partnership has implemented an exciting, year-round, Early Literacy Project that enhances at-home literacy for children and families. The purpose of the project is to provide early literacy resources, strategies and new books to families and the partnering agencies in an effort to strengthen parent engagement, school readiness outcomes, and bridge the home/school connections. When parents read these books, children hear thousands of new words that help prepare them for later reading. Children love to hear their parents read books to them and it creates special memories that even very young children keep with them as they get older. Each quarter, a package of five to six books, a literacy newsletter and a parent survey are delivered to the families' home, the family child care providers' home and each EHS-CCP classroom. Here are a few of the themes that are highlighted throughout the year; health and mental health, equity and diversity, social/emotional and physical development, and Science, Technology, Engineering, Arts and Math. The CDE EHS-CCP has accomplished this work in collaboration with Region IX Head Start Association.



GOVERNING BOARD AND 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 PA located across northern California.

I have been privileged to witness firsthand the compassion, courage and commitment of those who work with the Early Head Start programs. Having participated in these programs, it is abundantly clear how important social-emotional, educational, physical and mental health was in fostering an extraordinary foundation for my four children for their future growth. It was an absolute honor to watch and participate with child care partners and administrators as they navigated some of the most challenging times in recent history. Through fires and a pandemic, the commitment to support families and children never wavered. From free books, to drive through family nights and home visits via Zoom, the compassion shown by administrators and child care partners is awe inspiring. It was incredible to be even a small part, first as a parent and as policy council chairperson, in the path of discovery and overall success of this program. I offer my sincere gratitude for all the knowledge and compassion shown to my family and others. I can attest proof positive of the value of Early Head Start in fostering a bright, healthy future for the children fortunate enough to participate in these programs. Best wishes to all Child Care Partners, Early Head Start administrators and parents alike. Thank you for the privilege of being a part of this incredible journey.

–*Saville Seagraves, Policy Council Chair*

GOVERNING BOARD MEMBER

Tony Thurmond,
State Superintendent
of Public Instruction

POLICY COUNCIL CHAIR

Saville Seagraves

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

Palermo Union Elementary
School District

Valley Oak Children's Services