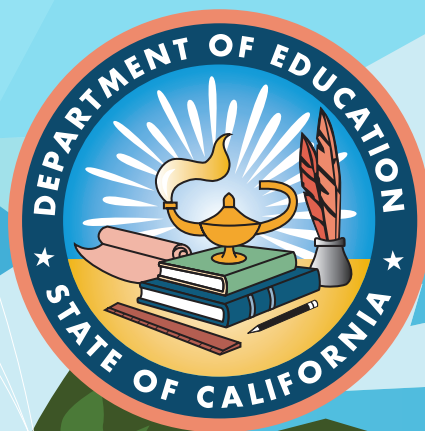


# 2023-2024 ANNUAL REPORT



*Early Head Start  
Child Care Partnership*



## LETTER FROM DIRECTOR

To the families, Partnering Agencies (PA), and community members of the California Department of Education (CDE) Early Head Start-Child Care Partnership (EHS-CCP) grant, the 2023–2024 program year brought new and exciting growth for services provided to our shared communities! We are excited to share some of the highlights as the partnership moves into the next five years of collaboration! In October 2023, the PA leaders gathered to help establish the goals and objectives for the next five-year grant cycle. The collaboration with the PA leaders provides a local level perspective from those who implement the services provided to families and children and helps assure appropriate goals, objectives, and expectations are created.

Below is the list of the SMART (specific, measurable, achievable, relevant, and time-based) goals that will be implemented during the next five-year grant cycle. The details on strategies and how the CDE EHS-CCP staff will monitor progress in reaching each goal were identified to be realistic, measured, and approved by the Governing Bodies.

1. Increase child attendance.
2. Increase parent engagement with the ReadyRosie parent curriculum.
3. Increase family access to community services.
4. Increase family access to health services.
5. Increase environmental health and safety for classrooms and homes.
6. Establish strong staff wellness practices throughout the partnership.
7. Improve the process to document training provided throughout the partnership.
8. Develop equitable systems to access program services.
9. Maintain strong focus on preparing children for kindergarten.

In the last year, the partnership experienced growth toward creating a “culture of wellness.” The PA leaders participated in “communities of practice” to learn more about creating respite for staff and families, and to understand principles of equity throughout their programs. The CDE EHS-CCP appreciates our fellow partners who desire continuous improvement.

The implementation of the California Coaching Companion platform took place to further support our childcare providers. This practice based coaching model, and platform was piloted with one of our family childcare partners and was the result of collaboration with the El Dorado County Office of Education. In the coming year, our center based partnering agencies will be added to the current scope of implementation.

Both the grantee and the PA assist families as they prepare their children for success. We appreciate all the parents who volunteered for the Policy Council and represented all families from their classrooms and homes. Parents help govern the CDE EHS-CCP to assure we maintain family perspectives toward developing a supportive EHS-CCP and prove that we are stronger when we work together!

Thank you all for taking time to review this year’s data that shows the impact of the CDE EHS-CCP on local communities.

*Donna Elmore*



## EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN

The 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 EHS-CCP 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. The EHS-CCP teachers and family child care providers receive training from the CDE content specialist 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,

effective oral health hygiene and engaging in family style meals. All of which set the foundation for each child's growth, and their ability to stay healthy and ready to learn.

The The CDE EHS-CCP 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.



2023-  
2024  
BUDGET



ANNUAL BUDGET  
**\$5,813,013**

EXPENDITURES  
**\$5,773,010**

NON-FEDERAL  
SHARE EARNED  
**\$1,983,443**

## SUPPORTING CHILDREN WITH DISABILITIES

Since 1972, Head Start has recognized the importance and benefits of having children with and without disabilities included together in the classroom. All Head Start and Early Head Start (EHS) grantees aim to support at least 10 percent of their actual enrollment to children with disabilities, Head Start Program Performance Standards, 45 CFR §§1302.62 and 1302.60. The 10 percent requirement is based on a program's cumulative enrollment of Individuals with Disabilities Education Act (IDEA) eligible children over the course of a program year.

During the 2023–2024 program year, the CDE EHS-CCP started with 34 children who qualified with an Individualized Family Service Plan (IFSP). Through the hard work across the CDE EHS-CCP, PA were able to increase their disability enrollment by 1) establishing connections and agreements with Part C agencies to recruit children who were identified as eligible for IDEA services and 2) through initial screenings, observations by EHS education staff, CDE content specialists and mental health consultants,

## HEALTH FACTS



**99%** of Children have health insurance

**71%** of children are up to date with their well child exams

**72%** of children received Preventative Dental Services

**90%** of newly enrolled children received a Developmental and Behavioral Screening

**100%** of teachers, home visitors and providers have access to a local Mental Health Consultant

evaluations and referrals to the Part C agencies. From the initial enrollment, PA staff established a trusting relationship with families, discussed any concerns they might have and had ongoing follow up conversations about early intervention services. The CDE EHS-CCP provided trainings from Part C agencies at the Family Service Worker meetings with discussion about the eligibility and referral process, helped modify classrooms and family child care homes to make environments more inclusive for all children, and created a padlet with resources for staff and families to access. Throughout the program year, an additional 17 children qualified for an IFSP. At the end of the program year, the CDE EHS-CCP supported 51 children (13 percent) who qualified with an IFSP.

<b>ENROLLMENT BY ELIGIBILITY</b>	<b># OF CHILDREN</b>	<b>% OF CHILDREN</b>
2023-24 total number of children served	386	n/a
Average monthly enrollment		93%
Income below 100% of federal poverty line	117	n/a
Income between 100-130% of federal poverty line	31	n/a
Income over 130% of federal poverty line	29	n/a
Receipt of public assistance such as TANF, SSI	160	n/a
Status as a foster child	29	n/a
Status as homeless	12	n/a
Number of children enrolled who had an IFSP or IEP	51	13%

<b>RACE AND ETHNICITY</b>	<b># OF CHILDREN/PREGNANT WOMEN HISPANIC OR LATINO ORIGIN</b>	<b># OF CHILDREN/PREGNANT WOMEN NON-HISPANIC OR NON-LATINO ORIGIN</b>
American Indian or Alaska Native	9	29
Asian	2	18
Black or African American	0	18
Native Hawaiian or other Pacific Islander	1	0
White	98	137
Biracial/Multi-racial	26	35
Other Explain: Parent elected not to specify	6	0

<b>PRIMARY LANGUAGE OF FAMILY AT HOME</b>	<b># OF CHILDREN</b>
English	353
1. Of these, the number of children acquiring/learning another language in addition to English with the total number	67
Spanish	30
Native Central American, South American, and Mexican Languages	0
Caribbean Languages (e.g., Haitian-Creole, Patois)	0
Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	2
Native North American/Alaska Native Languages	0
Pacific Island Languages (e.g., Palauan, Fijian)	0
European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
African Languages (e.g., Swahili, Wolof)	0
American Sign Language	1

<b>CHILDREN BY AGE AT ENROLLMENT</b>	<b># OF CHILDREN</b>
Under 1 year	69
1 year old	130
2 years old	110
3 years old	63
4 years old	14
5 years and older	0
Total cumulative enrollment of children	386

## FAMILY ENGAGEMENT

Families are their child's first teacher, and the goal of family engagement is to support a collaborative partnership between parents and their child care program. Parents are invited to be involved with their child's program and our grant in every aspect with the goal of establishing mutual trust and shared responsibility for supporting the child's educational experience. Families are also encouraged to reflect on their family needs and goals, for themselves and their children. The Partnering Agency staff connect families with resources and community supports that match their goals and create opportunities for parents to advocate for their child and their program through parent meetings, Policy Council, and other activities in their programs, the grant, local communities, and the larger Head Start community. Finally, families are supported in setting goals for their child's transition from Early Head Start into a preschool or kindergarten experience.

The CDE EHS-CCP PA are always striving to find new and innovative ways to connect, engage and support our families. The communities the CDE EHS-CCP grant serves continue to be severely impacted by climate change, record hot temperatures, flooding, and wildfires. Many of the tools expanded during the pandemic, including virtual training and reflective practice groups, outdoor events and meetings, and online enrollment, continue to support our families best. Families are expressing a desire to connect and build social relationships again, and PA are meeting them with a return to in-person Parent Events, trainings, book clubs, Back-to-School nights and opportunities to attend conferences. Several of our PA sent families and staff to the Region IX Family Engagement and Cultural Effectiveness conference and the National Head Start Association Annual conference.

The CDE EHS-CCP offered a three day in-person In-Service for families and staff this year for the first time



since 2019. On day one, the parents joined the Health Services Advisory Committee (HSAC) meeting, and on day two the training focused on wellness, trauma, and feeding practices. Training included Feel it. Speak it. Move it. Honor It. by Jovonne Dempster; Attachment, Connection and Caregiving: The Power of Relationships to Mitigate Stress by Julie Torok-Mangasarian; and Inclusive Approaches to Feeding Challenges: Supporting Neurodivergent Children in Early Childhood Setting by Lindsay Stenovec and Rachel Rothman. The day ended with a welcome reception for parents, staff, children, and families. Day three focused on community. Training included In the Spirit of Ubuntu: Shifting from the Individual to the Collective by Dr. Tunette Powell; and Thinking about the Big Picture: Empowering and Connecting Communities through Intentional Narratives by Jovonne Dempster. Parents shared their excitement for the training and that the in-service was inspiring, thought-provoking and that they learned so many new things.

Here are just a few of the ways the CDE EHS-CCP and our PA are supporting families:

**Virtual Monthly Policy Council Meetings**

**Mobile Dental and Vision Screening Events at Partner Agency Sites**

**Mental Health Consultation for Families and Programs**

**Virtual Parenting Workshops**

**Outdoor Gatherings and Parent Meetings**

**Literacy Materials and Activities Mailed to Family Homes and Partner Sites**

**In-Person In-Service for Families and Staff**

**ReadyRosie Modeled Moments and Parenting Resource App**

**In-Person Parent Cafes and Nutrition Events**

**Parent Home Visits Both In-Person and Virtually**

**Support and Materials for Outdoor Activities**

**Group Outings to Family-Friendly Community Settings such as Library, Zoo, Parks, Beach**

**Virtual, In-Person and Over-the-Fence Parent Teacher Conferences**

**Parenting Reflective Practice Groups**

## CULTIVATING EQUITY COMMUNITY OF PRACTICE WITH THE REGION IX OFFICE OF HEAD START

Beginning in the fall of 2023, the CDE EHS-CCP was again selected to be one of the ten grantees to continue the equity work by participating in the Community of Practice (CoP). This year's Partnering Agency that joined the work included two staff from Hansel and Gretel Day Care, Inc (HGDC), located in Fresno County. Throughout the program year, CoP participants engaged in learning around several topics presented by the Office of Head Start (OHS) National Centers. These topics included:

- Explore implicit bias and develop foundation for strengthening services and practices;
- Revisit program approaches to family engagement;
- Extend existing work with Leading with Equity and/or the Pyramid Model while building an effective workforce; and
- Focus on integrating mental health and social-emotional support for staff, families, and children.

During the culminating event that took place in June 2024, the HGDC team shared their goal for increasing family involvement and input through the implementation of flexible activities that cater to preferences and needs of the families served. We look forward to watching HGDC meet this goal during the next program year!



# CALIFORNIA DEPARTMENT OF EDUCATION EARLY HEAD START – CHILD CARE PARTNERSHIP FAMILY SERVICE WORKER/EDUCATION SPECIALIST TRAINING

On November 1 through November 3, 2023, the CDE EHS-CCP staff gathered the Education Specialists and Family Service Workers from all our PA together in Redding for training, technical assistance, and an opportunity to learn from each other on a variety of topics matching our identified needs and goals for the EHS-CCP grant. Each year the CDE EHS-CCP provides this training opportunity to support the work with partners, focusing time on each area of the Head Start Performance Standards including Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA), Education, Family Engagement, Health, Dental, Nutrition, Mental Health and Disabilities. This year we combined the Education Specialists with the Family Service Workers, providing consistent messages across these areas and promoting collaboration between these areas.

Over the past several years, grantee and PA staff have



participated in communities of practice facilitated by the Region IX Office of Head Start with a focus on equity. The Education Specialist and Family Service Worker meeting began with a showing of the documentary “Black Boys.” This film highlights the historical roots of

racism in the United States and the negative impacts of black boys from the earliest ages. This film’s viewing laid the foundation for sharing the grantee’s equity journey, including progress made towards goals set during each community of practice. Particular focus was placed on the role of implicit bias and the impacts of teacher expectations and informs the data around suspension and expulsion in early childhood programs.

Other sessions within the training included technical



assistance with ERSEA, health, safety, nutrition, staff wellness, disabilities, an opportunity to reflect on the five-year Community Needs Assessment, issues affecting families in our PA communities, ReadyRosie updates, and how to increase in-person family engagement events. Participants had the chance to participate in a lively poster session on how to increase the number of family home visits by education staff, with partners sharing various strategies that worked in their communities.



## PILOT COACHING PROGRAM

The CDE EHS-CCP implemented a pilot program designed to provide direct coaching to Early Learning Educators on the California Center on the Social and Emotional Foundations for Early Learning/Teaching Pyramid (CA CSEFEL/TP) Framework through the California Coaching Companion (CCC) virtual coaching platform. Over the year, four coaches from CDE EHS-CCP and one partnering agency received coaching mentorship, and ongoing support with 1:1 training and Community of Practice meetings. A set number of Early Learning Educators were invited to participate in the coaching pilot to receive intensive and direct coaching through the platform. The (CA CSEFEL/TP) framework/CCC platform enabled Early Learning Educators to access up to 12 virtual coaching cycles (pre-populated content) and professional development resources shared by their coaches. They were also able to upload videos and documentation of their teaching practices with children in their learning environments. Early Learning Educators shared they valued the feedback and would recommend the coaching program to other Early Learning Educators.



## EXPANDED ORAL HEALTH CARE ACCESS

Tooth decay is the most frequent health problem in California's school age children. One of the CDE EHS-CCP goals is aimed to address the oral health crisis by establishing a prevention-focused approach, beginning with the very youngest children.

The HSAC was integral in leading the CDE EHS-CCP to oral health resources in the communities served by the grant. Children's access to oral health care expanded with formal community collaborations, and local public health and partner agency support. Six dental professionals provided dental services such as examinations and fluoride varnish at centers and family childcare homes. Four Registered Hygienists in Alternative Practice initiated formal interagency agreements which defined an array of dental services and materials provided to children and families. Materials included toothbrushing kits, children's dental books, and parent and staff educational handouts.

The efforts have paid off, resulting in 82%, some as young as six months old, establishing a dental home by the end of the year and 30% receiving dental examinations including treatment when needed. We successfully arranged for five EHS-CCP staff to become certified to apply fluoride varnish, resulting in 33% of children receiving the varnish on-site.

The fluoride varnish project was made possible by the close partnership with Butte County Oral Health Coalition. Plans are in place for strengthening and continued expansion of the EHS-CCP Oral Health Care Program.



## EARLY LITERACY PROJECT

The CDE EHS-CCP continues to implement the year-round, Early Literacy Project by providing up to 20 new books to infants and toddlers enrolled in the program. The project's purpose is to provide early literacy resources, strategies and new books to families and the partnering agencies to strengthen school readiness outcomes, increase parent engagement, and bridge the home/school connections. During our second year, families reported an increase in at-home engagement with their children. After each book and newsletter distribution, parents are asked to scan a QR Code and complete a survey. According to the surveys, most parents have increased the time they spend reading with their children each month, and report that their children are learning new vocabulary words because of reading at home. The themes that were highlighted this year included: Father/Male Involvement, Health and Mental Health, Winter Activities, Outdoor Exploration and Discovery, Equity and Diversity, Friendship Skills and Math and Science.



## HEALTH SERVICES ADVISORY COMMITTEE MEETS IN PERSON

The CDE EHS-CCP HSAC met in-person for the first time in five years. The meeting took place during the annual in-service training event in Santa Rosa on April 25, 2024. Most partner agency staff attended, including directors, family service workers, education specialists, and teaching staff. In addition, seven community health partner members attended, providing their medical and dental professional recommendations and advice on various health, mental health and nutrition topics. Two highlights of the meeting were presentations by HSAC members and one guest.

- Safe Sleep Practices by the California Child Care Health Program and National Center on Health, Behavioral Health, and Safety. This topic was a priority, and information had been frequently requested throughout the year by partnering agencies.
- Birthing Project at Providence Hospital in Humboldt County – video, presentation, and discussion presented by Hoopa Tribal Education Association, an EHS-CCP partnering agency. The project was developed based on a need for health equity for Native Americans, especially the local Hoopa Tribal members, and their cultural birthing practices.

Other topics discussed were access to dental care, blood lead testing, and EHS-CCP child health, mental health, nutrition, and disabilities statistics.



## 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.

“ Having the opportunity to serve on the Policy Council, initially as a parent and now as the Policy Council Chair, has given me a unique perspective on the incredible work done by the Early Head Start program. Life at home with two toddlers who have recently graduated from the program is busy, hectic, and sometimes chaotic. This makes me appreciate even more the dedication and care provided by our childcare providers, who manage far greater numbers of children with unwavering patience and compassion.

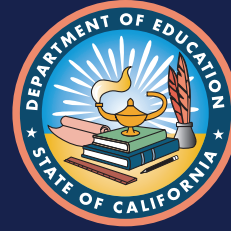
In our own homes, it's easy to become isolated and overlook the challenges these providers face daily. Through my involvement, I have spoken with and met many of these amazing individuals. It is evident that they have the heart and passion for this work. Their kindness, care, and gratitude shine through in everything they do, making a significant difference in the lives of our children.

Being on the Policy Council is a blessing. It allows me to sit among these great individuals, brainstorm, provide ideas, and offer suggestions that benefit the current generation, including my own children. Reflecting on my personal journey, my son was a part of this program over two decades ago, and now my younger children have also benefited immensely. This continuity of care and support is truly remarkable.

I count it a joy to assist the next generation and witness firsthand the profound impact of Early Head Start. The updates and enhancements made to the classroom environment, especially the provision of books that extend learning beyond the classroom, are incredibly heartening. The excitement these resources ignite in our young learners is a testament to the program's success.

I extend my deepest gratitude to all the dedicated childcare partners, Early Head Start administrators, and fellow parents. Your commitment and empathy have not only touched my family but countless others as well. Being part of this incredible team is an honor and a privilege, and I firmly believe in the lasting value of Early Head Start in paving the way for children's success later in life.

–*Sharacey Warsinger, Policy Council Chair*



## GOVERNING BOARD MEMBER

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

**Sarah Neville-Morgan,  
Deputy Superintendent,  
EHS-CCP Board Advisor**

## POLICY COUNCIL CHAIR

**Sharacey Warsinger**

## PARTNERING AGENCIES

**Busy Babies Daycare**

**Changing Tides Family Services**

**Chico State Child Development Lab**

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

**Del Norte Unified School District**

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

**Cal Poly Humboldt**

**Human Response Network**

**Hoopa Tribal Education Association**

**Palermo Union Elementary  
School District**

**Thermalito Union Elementary  
School District**

**Valley Oak Children's Services**