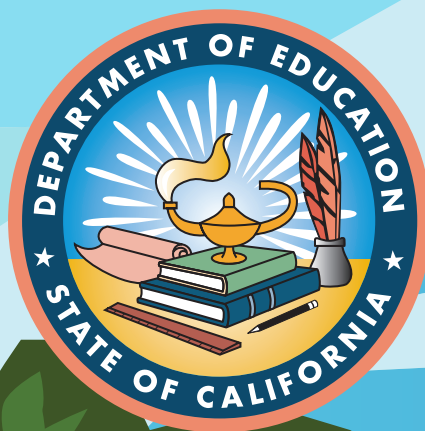


2020-2021 ANNUAL REPORT



*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 in 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.



LOOSE PARTS HIGHLIGHTS

Beginning in 2019, several partnering agencies began a collaboration with author and consultant, Lisa Daly. The goal was to enhance outdoor environments through the implementation of the Loose Parts philosophy. Originally the collaboration began with three of the FCCHEN programs, Changing Tides Family Services, Del Norte Child Care Council and Valley Oak Children's Services. Each provider received consultation, materials and support to transform their outdoor early learning environment. With the onset of the COVID-19 pandemic, the need for high quality outdoor learning environments further increased as more time was spent outdoors to help stop the potential spread of COVID-19.

To date, the following partnering agencies have worked to enhance their outdoor learning environment: Chico State, Hansel & Gretel Day Care, Honcut Preschool, and Human Response Network. Programs added learning areas such as a Sound Garden, construction zone, trajectory wall, small world and mud kitchens. Notably, providers and teachers have indicated a reduction in the amount of challenging behaviors and weather permitting, most learning activities can take place outside.



Nina Art Studio, Changing Tides Family Services, Family Child Care Home Provider



Infant Outdoor Space, Valley Oak Children's Service, Family Child Care Home Provider

Working with Lisa Daly to implement a loose parts environment inside and outside our toddler program was a joy. I was touched that she worked with a neighbor to donate the redwood rounds for the border on the Nature Yard. The transformation was beautiful, and the imaginary play is supporting the children's development in all areas, and especially their language development.

– **Kimberly Butcher, Palermo Union Elementary School, Program Director**



Palermo Union Elementary School

2020-
2021
BUDGET



ANNUAL BUDGET
\$5,132,421

EXPENDITURES
\$4,442,142

NON-FEDERAL
SHARE EARNED
\$1,859,157

HEALTH FACTS



100% of Children have health insurance

93% of enrolled children received a medical exam

74% of Infant and Toddlers have Preventative Dental Services

96% of children have received developmental behavior and sensory screenings

TEACHING PYRAMID FOR INFANTS AND TODDLERS TRAINING SERIES

This year, 70 EHS staff and family child care providers completed the California (CA) Teaching Pyramid for Infants and Toddlers training series over a six-month period. The CA Teaching Pyramid framework, with its emphasis on strong relationships, support for social and emotional competence, and the prevention of challenging behaviors, promotes belonging for all infants, toddlers, and preschool-age children. As a result of implementing the CA Teaching Pyramid with

fidelity, children will demonstrate greater social competence, emotional literacy, and fewer behavior challenges.

In addition, EHS and PA staff have received intensive training and coaching to become certified California Center on the Social Emotional Foundations in Early Learning (CSEFEL) trainers and coaches. Having certified trainers and coaches throughout the partnership will allow for successful implementation and sustainability of both the Teaching Pyramid and Practice Base Coaching.



ENROLLMENT BY ELIGIBILITY

	# OF CHILDREN	% OF CHILDREN
2022-23 total number of children served	315	n/a
Average monthly enrollment	n/a	81%
Income below 100% of federal poverty line	164	52%
Income between 100-130% of federal poverty line	44	14%
Income over 130% of federal poverty line	28	9%
Receipt of public assistance such as TANF, SSI	42	13%
Status as a foster child	28	9%
Status as homeless	9	3%
Number of children enrolled who had an IFSP or IEP	23	7%

RACE AND ETHNICITY

	# OF CHILDREN HISPANIC OR LATINO ORIGIN	# OF CHILDREN NON-HISPANIC OR NON-LATINO ORIGIN
American Indian or Alaska Native	1	32
Asian	0	4
Native Hawaiian or other Pacific Islander	0	2
Black or African American	1	12
White	83	116
Biracial/Multi-racial	25	29
Other	6	2
Unspecified	0	2

CHILDREN BY AGE AT ENROLLMENT

	# OF CHILDREN
Under 1 year	47
1 year old	83
2 years old	98
3 years old	69
4 years old	18
5 years and older	0

PRIMARY LANGUAGE OF FAMILY AT HOME

	# OF CHILDREN
English	282
Spanish	32
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. In March 2020, the COVID-19 pandemic forced CDE and our partnering agencies to find new and innovative ways to engage and support our families. Below are a few examples of activities CDE EHS-CCP utilized to continue support parent engagement during the pandemic:

I think that is probably the major part of the success of this program, is that everyone involved is looking to achieve one goal, and that's the best healthy children we possibly can. And as a parent to know that outside of your home you have a whole group of people that support that, you're right. It really makes your life that much easier.

-EHS-CCP Parent

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

The CDE worked with the Policy Council to create a series of virtual parent workshops and send out boxes of books and literacy activities to every family and classroom over the Spring of 2021. Parents and partners were invited to four parent workshops – one on sharing reading with their children, two on managing parenting stress and children's behaviors, and a bilingual family dance party. Three sets of books and activities were mailed to families and classrooms – one box focusing on social-emotional topics, one on diversity, and one on nutrition.

Nutrition Outreach and Access to Food Distributions

Personal Protective Gear and Safety Materials Delivered to Families

Support with Online School Activities and Transitions

Virtual and Drive-thru Parent Cafés

Virtual Education Home Visits

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



DENTAL DAYS

Access to oral health services continues to be one of our priorities. At the beginning of the program year, 67% of our EHS children had a dental home. Throughout the pandemic finding local dentists who had availability made it even more challenging for our families. Through connections with members of our Health Services Advisory Committee, CDE was able to establish contacts with local Registered Dental Hygienists in Alternative Practice (RDHAP) to work directly with our Partnering Agencies and to provide preventive oral health care. By utilizing the RDHAPs 79 EHS children were able to have a dental assessment and fluoride varnish. Many PAs have now established relationships with RDHAPs and will be using them throughout the next program year. At the end of the program year, 74% of our EHS children had a dental home.

“We really enjoyed partnering up with Fresno’s Early Head Start Program, which allowed us to bring our dental services to the children. Being able to deliver services in a familiar setting helps the kids feel more comfortable. Additionally, providing care at a younger age paves the way for a healthier future. We are looking forward to providing more dental hygiene care for Fresno’s Early Head Start children in 2022!”

—Kristina Mankins, RDHAP



“Dental Day was amazing. The hygienists, Melissa and Kristina were friendly and engaging. This is always a plus when working with our younger kids. The level of trust that is needed to have a perfectly good stranger in their mouth and poking around. I am looking forward to their return this winter.”

—Sloane Golden from Hansel and Gretel Day Care



SUMMER LITERACY PROGRAM

This year, the CDE EHS-CCP was privileged to implement a summer Literacy Program for the children, families and partnering agencies. In collaboration with Region IX Head Start, CDE developed a comprehensive Literacy Program to support family engagement and school readiness. The purpose of the Literacy Program was to make connections, and make a difference for EHS families through family engagement and early literacy opportunities. Over a three-month period, EHS children and families were offered fun, interactive, virtual webinars; provided informative newsletters with suggested activities to support school readiness goals; and received more than 21 new books on interesting topics that included: healthy eating, anti-bias, diversity, social and emotional development, and Science, Technology, Engineering, Arts and Math (STEAM). These books were also provided to the EHS classrooms and family child care homes to further enhance the connections between home and school.

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 partners located across northern California.

“What an exceptional year of challenges and triumph for Region 9 Early Head Start families and partnering agencies.

Compassion, dedication, and perseverance shown by both parents and program staff have demonstrated a commitment to healthy, happy, and truly supported children. Evident by what I consider to be extraordinary numbers reflected in overall attendance rate during this historic time, we have met the challenges and fostered lasting relationships with the communities and families we serve. Kudos to all who have weathered the storm and met these obstacles with dignity and care. Congratulations on a remarkable year, it has been a pleasure to witness firsthand the power of belief in a better tomorrow for all children.

–*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