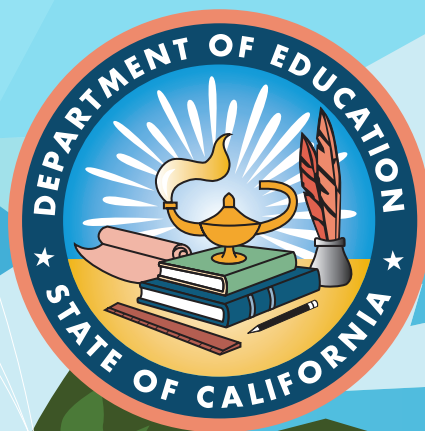


2022-2023 ANNUAL REPORT



*Early Head Start
Child Care Partnership*



LETTER FROM DIRECTOR

To the families, partnering agencies, and community members of the CDE EHS-CCP grant. As we finish the 2022/2023 program year, we reflect back on the last nine years working together as partners to fulfill our mission to bring Early Head Start services to local community child care programs. We are excited to share the highlights from our first full-year recovering from the impacts of COVID 19. We have returned to in-person training and regular visits to our classrooms and family child care homes. Last Spring, we were thrilled to have Dow-Jane Pei, the Region IX Office of Head Start Program Specialist join regularly scheduled visits to Humboldt and Del Norte counties. It was a great time of sharing more about the CDE partnership as she visited participating classrooms and homes.

We continue to create a “culture of wellness” in the following activities.

- More Partner Agencies received dental varnish services and are certifying partnership staff to apply at their own centers and homes.
- Teachers and providers were trained in active supervision to increase safety.

- Three mental health consultants continue to provide local support to all partnering agency staff, teachers, family child care providers and families.
- Families continue to receive a collection of five books focused on health and wellbeing.

Both grantee and local CDE EHS-CCP partners assist families as they prepare their children for success. We appreciate all of the parents who volunteered for the Policy Council and represented all families from their classrooms and homes. A special recognition for our new Policy Council Chairwoman, Shay, who faithfully attended and led parents through thoughtful decision-making processes. 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

WELCOME NEW PARTNERING AGENCIES

We would like to officially welcome our newest partnering agencies to the CDE EHS-CCP. Thermalito Learning Center (TLC) Preschool is part of the Thermalito Union Elementary School District located in Oroville, CA. TLC has been providing high-quality services to 13 EHS families since September 2022. Busy Babies Daycare and Preschool (BBDP) is also located in Oroville, CA. BBDP has provided high-quality early learning for eight EHS families since July 2023. Both agencies are located in Butte County, and we’re very excited and fortunate to have them join our 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, 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 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.



CREATING COZY SPACES FOR CHILDREN TO SAFELY EXPRESS THEIR FEELINGS

At Changing Tides Family Services (CTFS) the mental health consultant (MHC) collaborated with providers and offered developmental guidance to explore effective ways to support children in identifying and safely expressing their feelings. CTFS provided cozy spaces and incorporated puppets, books, songs and role playing to practice effective ways to use the cozy, calm down area and practice developmentally appropriate relaxation and mindfulness skills for young children. The MHC also supported families that they were working with in creating their own cozy, calm down areas at home to support a consistent home to school connection.



2022-
2023
BUDGET



ANNUAL BUDGET

\$6,088,917

EXPENDITURES

\$5,769,455

NON-FEDERAL
SHARE EARNED

\$2,026,163.75

HEALTH FACTS



100% of Children have health insurance

63% of children are up to date with their well child exams

85% of children received Preventative Dental Services

88% 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

UCLA'S HEALTH CARE INSTITUTE

The CDE team in collaboration with a couple partnering agencies participated in two rounds of cohorts of UCLA's Health Care Institute on Strategies to Promote Resilience and Wellness for Head Start Staff through a Trauma Informed lens. The institute focused on a management systems approach for successful implementation of healthy promotion interventions which aligns with our 5-year goals and objective. UCLA gathered and aggregated data from a wellness survey completed by our partnership. It was found that the area of strength was in our leadership and mission and an area that needed improvement was in staff health

and wellness, specifically related to the organization provides and encourages wellness activities to staff. The CDE team created a staff healing improvement plan with goals and objectives to improve our overall culture of wellness and will continue to be rolled out over the next program year with manageable benchmarks for the CDE team and the partnering agencies.



ENROLLMENT BY ELIGIBILITY	# OF CHILDREN	% OF CHILDREN
2022-23 total number of children served	325	n/a
Average monthly enrollment	n/a	81%
Income below 100% of federal poverty line	174	n/a
Income between 100-130% of federal poverty line	42	n/a
Income over 130% of federal poverty line	27	n/a
Receipt of public assistance such as TANF, SSI	44	n/a
Status as a foster child	26	n/a
Status as homeless	12	n/a
Number of children enrolled who had an IFSP or IEP	40	12%

PRIMARY LANGUAGE OF FAMILY AT HOME	# OF CHILDREN
English	296
1. Of these, the number of children acquiring/learning another language in addition to English” with the total number	32
Spanish	28
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)	1
East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0

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
Black or African American	2	14
Native Hawaiian or other Pacific Islander	0	0
White	93	110
Biracial/Multi-racial	21	32
Other Explain: Parent elected not to specify	4	2
Unspecified Explain: Parent elected not to specify	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



FAMILY ENGAGEMENT

The goal of family engagement is to support a collaborative partnership between parents and their child care program, establish mutual trust and identify family goals, strengths, and necessary services and support to help families meet their goals for themselves and for their children. Families are their child's first teachers and 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 a preschool or kindergarten experience.

CDE and our partnering agencies are finding innovative ways to connect, engage and support our families as our communities continue to rebuild after the global pandemic. Many of the tools created to respond to the pandemic, virtual trainings and reflective practice groups for providers and parents for example, continue to meet families best. Additionally, CDE and our partners are creating smaller in-person events and opportunities to socialize outdoors as families express their desire to reconnect and build social connections in person. Navigating this new family engagement landscape together, sharing ideas and collaborating with other community partners, CDE and our Partners are

supporting families in a variety of ways in order to meet families where they are at, here are a few examples:

Virtual Monthly Policy Council Meetings

Outdoor Gatherings and Parent Meetings

Virtual Parenting Workshops

Literacy Materials and Activities Mailed to Family Homes and Partner Sites

ReadyRosie Modeled Moments and Parenting Resource App

Virtual and Drive-thru Parent Café's and Nutrition Events

WonderBus Bringing Literacy Activities to Family Child Care and Center Sites

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

Mental Health Consultations for Families and Programs

Mobile Dental and Vision Screening Events at Partner Sites

Virtual In-Service and Parent Conference

Parent Home Visits both In-Person and Virtually Support and Materials for Family Outdoor Activities

Group Outings to Parks, Zoos, Beach, and Other Kid-Friendly Events

CDE and Partner Booths at Community Events for Families

The CDE worked with the Policy Council to create a virtual Parent Conference and Partner In-Service with both live and recorded sessions and sent out boxes of books and resources for every family and partner staff who registered for the event in April 2023. Sessions covered a variety of topics including Health & Safety, COVID-19 Updates, Outdoor Environments and Loose Parts Curriculum, Self-Care and Mindfulness practices, and speakers on Equity, Infant Mental Health, and Understanding Implicit Bias.



PARTNER HIGHLIGHT - DEL NORTE UNIFIED SCHOOL DISTRICT, SUNSET EARLY HEAD START CLASSROOM IN CRESCENT CITY



Elise was 15 years-old when she brought her new baby, Oshea to Sunset EHS infant room. She was a student at Sunset High School and Oshea was 4 months-old. From the beginning, Elise leaned into the relationship she built with the teachers in her son's classroom, especially with Czarina.

Early Head Start is uniquely able to provide comprehensive services for families and Elise reached out. As a teen Mom, Elise struggled to keep consistent attendance. It was difficult to manage all the tasks necessary to get herself and her baby to school each day. So Czarina connected Elise with community resources and supported her in completing applications and making appointments so that she could meet her goals.

Czarina helped Elise get on WIC, get medical, dental, and mental health appointments for both her and Oshea, and even get a referral for speech services when Oshea needed them. Now Elise has gotten her driver's license, has her own apartment, and in June she graduated from high school.

Oshea also benefitted from the support all EHS families can access including practical items like diapers and wipes, and help connecting to community resources such as clothing, parenting information, and swimming lessons. Oshea is now attending a local preschool and getting ready to transition into TK in the Fall. Elise has taken courses at the local community college and is currently completing a training program to be a Certified Nursing Assistant.

Czarina attended Elise's graduation, and the ceremony even included Oshea. When asked about the supports provided by Sunset EHS and Czarina, Elise said, "Well it's about the size of a book of the things you have done for not only Oshea but for me as a parent! You went out of your way and did so much for Oshea and me and I can't thank you enough!"

FAMILY SERVICE WORKERS MEET IN PERSON TO LEARN AND COLLABORATE

In November 2022 and May 2023, CDE consultants and Partner staff met together in Redding for training, guest speakers, and collaborative activities. Family Service Workers and some Education Specialists travelled for this opportunity to share information and plan together.

At the November 2022 meeting, CDE staff presented resources and training on Eligibility, Recruitment,



FSW Meeting, Redding, November 9, 2022

Selection, Enrollment and Attendance (ERSEA), Family Engagement, Education, Health, Dental and Nutrition, Disabilities, and Mental Health. We had two Infant and Early Childhood Mental Health (IECMH) consultants present on the variety of services available to partners and families. Additionally, information was presented by CDE staff and partners who are working with the Equity Cohort on our efforts to eliminate bias and suspension and expulsion in our grant. Partners worked in groups to review a draft of our Community Resource Guide and provided critical feedback. Recruitment strategies were shared by each partner to support the full-enrollment initiative. FSWs were given New Parent Kits from California First 5 and information on how to access these free materials for their families.

Family Service Workers and CDE staff reunited in Redding in May 2023. This meeting brought staff

from new partners and partners who've been with the grant since the beginning. Again, information was shared in each area – ERSEA, Family Engagement, Education, Health, Nutrition and Dental, Disabilities and Mental Health. Information and resources were shared throughout the meeting on staff wellness and mindfulness, including a book for Family Service Workers with a variety of mindfulness activities for self-care and supporting families. The Equity work group gave an emotional update on the impact of racism on Black Boys and their work with the larger Region IX Equity cohort. We had a guest speaker from Far Northern Regional Center on the process of referral to services for infants and toddlers, and some of the supports available to families. Another guest speaker shared information on Dental services through MediCal. Five books were provided for each FSW, Center, and Family Child Care home to start Parent Libraries with books for families on development, parenting, financial literacy, trauma and nutrition. Presentation were also shared on Post-Partum Depression and Early Education Staff Wellness by CDE staff who graduated from the Napa Infant-Parent Mental Health Fellowship, and a preview of the work being planned with Mom-Net, a maternal depression support, was shared.



FSW Meeting, Redding, May 3, 2023

PARTNER HIGHLIGHT

CHANGING TIDES FAMILY SERVICES FAMILY CHILD CARE NETWORK



On Friday & Saturday, May 19 and 20, 2023, CDE staff and Partners attended the Humboldt County 2023 Symposium Counting on Community: Nurturing Connections that Build Belonging at the Sequoia Conference

Center in Eureka. In addition to hearing keynotes by Chandra Ghosh Ippen and a variety of other speakers, family child care providers from Changing Tides Family Services shared their experiences creating Outdoor Classrooms.

Tami Evans, Anna Davison, Nina Surbaugh, Nayeli Velazquez and Linda Powell all shared their insight and tips on creating intentional outdoor environments for very young children. They discussed their motivations, including responding to the global pandemic and utilizing the natural environment to support children's optimal development, health, and create opportunities for loose parts curriculum. They also shared what's challenging – including a full demonstration of the use of appropriate clothing to allow children to be outdoors in all weather, including rain and snow. "There's no such thing as bad weather, just inappropriate clothing." Is an oft quoted sentiment, but it took new turns as Anna Davison demonstrated how to get toddlers into rainsuits, described the variety of hats used to protect staff and children from sun, rain and snow, and shared tips for outdoor meals.

All of the providers in the panel are Early Head Start – Child Care Partnership (EHS-CCP) participants, except for Linda Powell who is a mentor provider and part of the provider's informal support system. The providers shared how they reach out to each other for problem-solving and support in their work. This support system sustained them during the pandemic and throughout their transition from indoors to outdoor classroom. Providers also shared that their experience with EHS-CCP was pivotal in both inspiring their outdoor environments and implementing them. Many of the providers worked through the grant with Lisa Daly

and were the transformations of the programs was documented in Daly's book, "Transforming Your Outdoor Early Learning Environment".

Nayeli Velazquez also shared how she started working with EHS-CCP, "My name is Nayeli Velazquez, and I was born in Uruapan, Michoacán-Mexico on September 12, 1980. Since childhood I had lived in Michoacán. I studied at Gabriela Mistras elementary school, then ETI #30 middle school and finally went to SENTI #27 where I decided to study accounting. With one year left to finish my studies, I got pregnant with my first child at the age of 18. I had to drop out of school to dedicate myself to being a mother. At the age of nineteen, I received the bad news that my mother was diagnosed with cancer, and I had to travel to the United States to see her. I had to get to her because her last wish was to see us before she passed. Her wish was fulfilled. I arrived to the US. without speaking a drop of English and to an unknown culture. I began working doing labor jobs. It was impossible to continue my studies with children and without knowing the language. It was almost impossible.

In the year 2015 my 1-year-old son was diagnosed with Autism. To stay at home and take care of him I thought, why don't I work at home and take care of my son? This is how my childcare license process began. One day a letter from the Changing Tides agency arrived at my house. The letter offered classes at the school and with the help of a translator. That was my chance to study and work. It was like I had won the lottery. I am more interested because I had the opportunity that the classes were on the weekends. I signed up for the first class and had the opportunity to meet my fellow providers and became a part of the community. Now I have some units in Child Development. To this day, I serve 6 families and have 8 children in my daycare. I have an assistant and I like my job. Every day I try to be better for a better world."



ORAL HEALTH SERVICES

Access to preventive oral health care continues to be a program priority. At the beginning of the program year, only 67% of the EHS children had a dental home. The EHS-CCP Health Services Advisory Committee, Local Oral Health Programs, Registered Dental Hygienists in Alternative Practice (RDHAP), and partnering agencies strengthened oral health services by providing fluoride applications in centers and family child care homes, distributing toothbrush kits and dental books, providing parent meeting oral health presentations, and resources for parents on brushing teeth and where to find a dentist.

The Butte County Oral Health Program partnership expanded the fluoride varnish application program by certifying three partnering agency staff to apply fluoride varnish, beginning next program year. This year, RDHAPs, dental hygienists, and two trained CDE consultants applied fluoride varnish to 62 children and 107 children received a dental examination. As a result of the efforts, 85% EHS children ended the year with 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.

LEADING WITH EQUITY COMMUNITY OF PRACTICE WITH THE REGION IX OFFICE OF HEAD START

Beginning in the fall of 2022, the CDE EHS CCP was selected to be one of ten grantees participating in the Leading with Equity Community of Practice (CoP) with the Region IX Office of Head Start (OHS). Two staff from Partnering Agency, Changing Tides Family Services (CTFS) joined three of the CDE team in engaging in learning around several topics including:

- Understanding the Impact of Systemic Racism and Bias in Learning Settings and How to Address Bias in Relationships and Interactions with Children;
- Ensuring Inclusive Access and Supports to Foster the Health and Well-ness of Children, Families, and Staff;
- Strengthening Culturally and Linguistically Responsive Family and Community Partnerships and Engagement;

- Addressing Equity in Program Management and Operations

To support an awareness as a grantee, information from the CoP was shared in various formats including with the family service workers (FSW) during the bi-annual FSW meetings in November and May, during Policy Council meetings, and during our annual in-service trainings in April. As a grantee, we will continue to implement the strategies and knowledge gained during the CoP and collaborate with PA, staff and families to ensure our children and families receive the highest quality care.



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 been a part of the Policy Council, initially as a parent and now as the Policy Council Chair, I have had the privilege of observing the unwavering compassion, care, and dedication exhibited by those involved in the Early Head Start program. My involvement in these programs has highlighted how important they are in creating a strong base for young children.

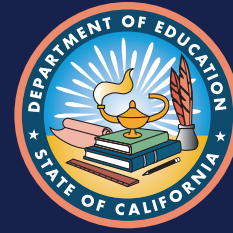
My personal experience with Early Head Start spans over two decades, with my oldest child having benefited from the program, and now my younger children also reaping its advantages. The positive impact is undeniable. This program has been instrumental in nurturing the growth and development of my children.

As we emerge from the challenges posed by the pandemic, it is heartening to witness the remarkable updates and enhancements made to the classroom environment. I am particularly thrilled by the provision of books that extend beyond the classroom, enriching our children's learning experiences even at home. The sheer excitement these resources ignite in our young learners is truly remarkable.

I extend my deepest gratitude for the profound knowledge, care, and empathy demonstrated not only to my family but to countless others as well. I am a firm believer in the lasting value of Early Head Start in paving the way for children's success later in life. To all the dedicated childcare partners, Early Head Start administrators, and fellow parents, I offer my best wishes. Being a part of this incredible team has been an honor and a privilege.

Thank you,

–*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

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