



HEAD START ANNUAL REPORT

2020/21



Helping People, Changing Lives Since 1965



Source: Office of Head Start

MISSION

- ♦ Working as a team, KCAO will seek and provide programs that develop self-sufficiency in individuals, families, and communities within Kings County.

VISION

- ♦ Kings County residents and communities will achieve self-sufficiency through the high-quality and client-focused programs of KCAO.

This report was prepared in compliance with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 [42 U.S.C. 0839 (a)(2)]. It can be viewed online at www.kcao.org

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LETTER FROM THE HEAD START/CHILD DEVELOPMENT DIRECTOR

Dear Colleagues,

Kings Community Action Organization (KCAO) Head Start is a comprehensive early education program, which serves pregnant women and children from birth to age five from low-income families. We deliver services to promote school readiness, including cognitive, social and emotional development, as well as health and family well-being while engaging parents as partners every step of the way. We operate center-based, home visiting programs and contract with 16 Family Child Care Providers.

In 2020, the Head Start programs experienced significant challenges due to the impact of COVID-19. Our classrooms transitioned to a hybrid platform of in-person and virtual services. We also struggled with low enrollment and with filling staff vacancies. Despite these challenges, we celebrated many successes. KCAO Head Start continued to provide high-quality early learning services through a variety of methods, staff developed stronger relationships with families; families participated in virtual meetings, parenting classes, financial literacy classes and most of all supported their children's learning beyond the expectations of any other year. Staff were able to participate in a variety of virtual professional development opportunities, as well as the opportunity to participate in regular ongoing Mental Health and Wellness sessions for staff, families, and Family Child Care Providers.

Kings County Health Department remained a community champion in providing support and guidance on opening and closing classrooms during COVID-19 while minimizing risks. With the support and guidance of our funders and Community Care Licensing, we have felt very confident in providing in-person services while minimizing the risks of COVID-19 for children, families and staff.

This 2020-2021 Annual Report will reflect the impact KCAO Head Start has had on the children and families of Kings County and how we continue to prioritize the health and safety of our children, staff, and families. It is a pleasure to share with you the results and highlight the work of our dedicated team.

We would like to sincerely thank the Policy Council, Board of Directors and community partners for their dedication, guidance, and most importantly their support during these very challenging times.

To all of our staff that have embraced this challenge with heart and dedication, we publically thank you for all that you do to support children and families each and every day!

Michelle Dove

Jeff Garner, *Executive Director*
Glenda Stephens, *Deputy Executive Director*

KCAO BOARD OF DIRECTORS

- Don Wright, Chairperson
- Cheryl Silva, Treasurer
- Jim Chaney
- Richard Fagundes
- Leticia Gamez
- Danyuell Hicks
- Elsie Barba, Vice-Chairperson
- Pat Nolen, Secretary
- Alicia Jacobo
- Antony Lopez
- Greg Ojeda
- Amanda Saltray
- Jacob Sanchez
- Oralia Vallejo
- Todd Barlow

POLICY COUNCILS

Regional & Early Head Start and EHS Child Care Partnership:

Dixie Barajas

Teresa Diaz

Viviana Ortega

Lori Lisa Nevarez

Celia Rodriguez

Yajahira Perez

Cindy Mendez

Margaret Castellon

Pat Nolen (Board of Directors Liaison)

Migrant & Seasonal Head Start:

Sonia Quesada

Phillip Garcia

Erica Baboza-Salazar

Zaira Diaz

Edward Talavera

Oralia Vallejo (Board of Directors Liaison)

COMPREHENSIVE SERVICES

KCAO Head Start provides comprehensive services to children and families in Kings County.

The teachers, home educators, and family child care providers support children's growth, development, and learning within the context of close and nurturing relationships with adults and peers. Responsive caregiving, effective teaching practices, planned opportunities, and information from ongoing assessments promote learning and development within a well-designed environment that meets the needs of each child.

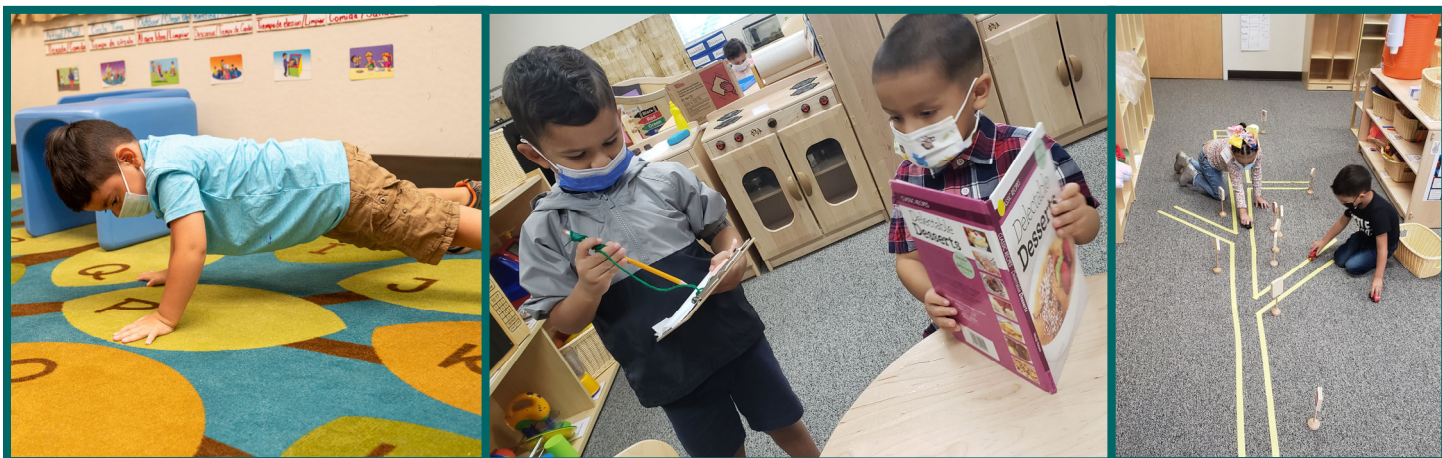


Each center has a full kitchen in which nutritional and delicious meals are prepared each day. Meals are served family style where children are encouraged to serve themselves. Serving themselves gives children time to practice skills like passing, pouring, and scooping foods. Taking turns and sharing are all a part of the table manners children learn by participating in family-style meal service. Our program promotes optimal health, wellness, and safety to help children get ready for school. We work with families and community partners to individualize health services to meet the needs of each child.

The staff also may work directly with families to support the development of children with disabilities, mental health needs, or special health needs.

Our programs contract with mental health professionals who play a critical role in supporting positive adult-child relationships and children's social-emotional development.

Our staff provide families and children with a variety of experiences and tools to support school readiness and positive learning experiences. Family Service staff establish positive, goal-directed relationships with families and provide them with needed resources.



ENROLLMENT

REGIONAL

We have a funded enrollment of 483 preschool children enrolled in our center-based programs. To meet the needs of our community, we operate full-day classes in collaboration with the State Child Development program and part-day, am-pm classes August through June.

EARLY

We have a funded enrollment of 50 infants and toddlers, in which we offer year round home-based and center-based options. The home-based option provides weekly home visits with parents and child for 34 infants and toddlers. The center-based option serves 16 infants and toddlers.

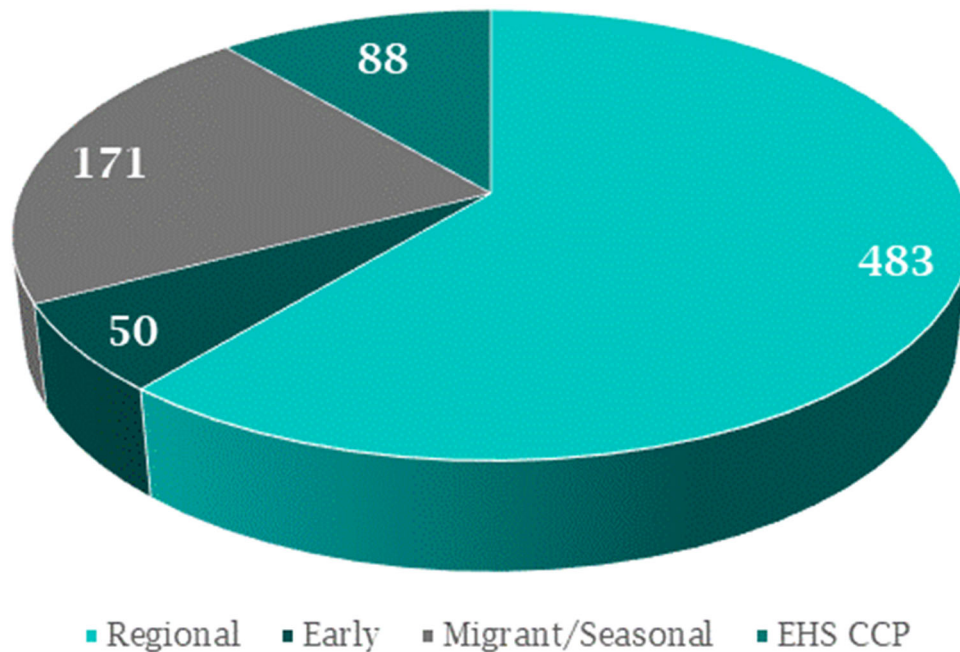
MIGRANT

We have a funded enrollment of 171 children. We provide full day services through a center-based option and contract with Providers in our county to provide services through our family child care option April -November.

EARLY HEAD START CHILD CARE PARTNERSHIP

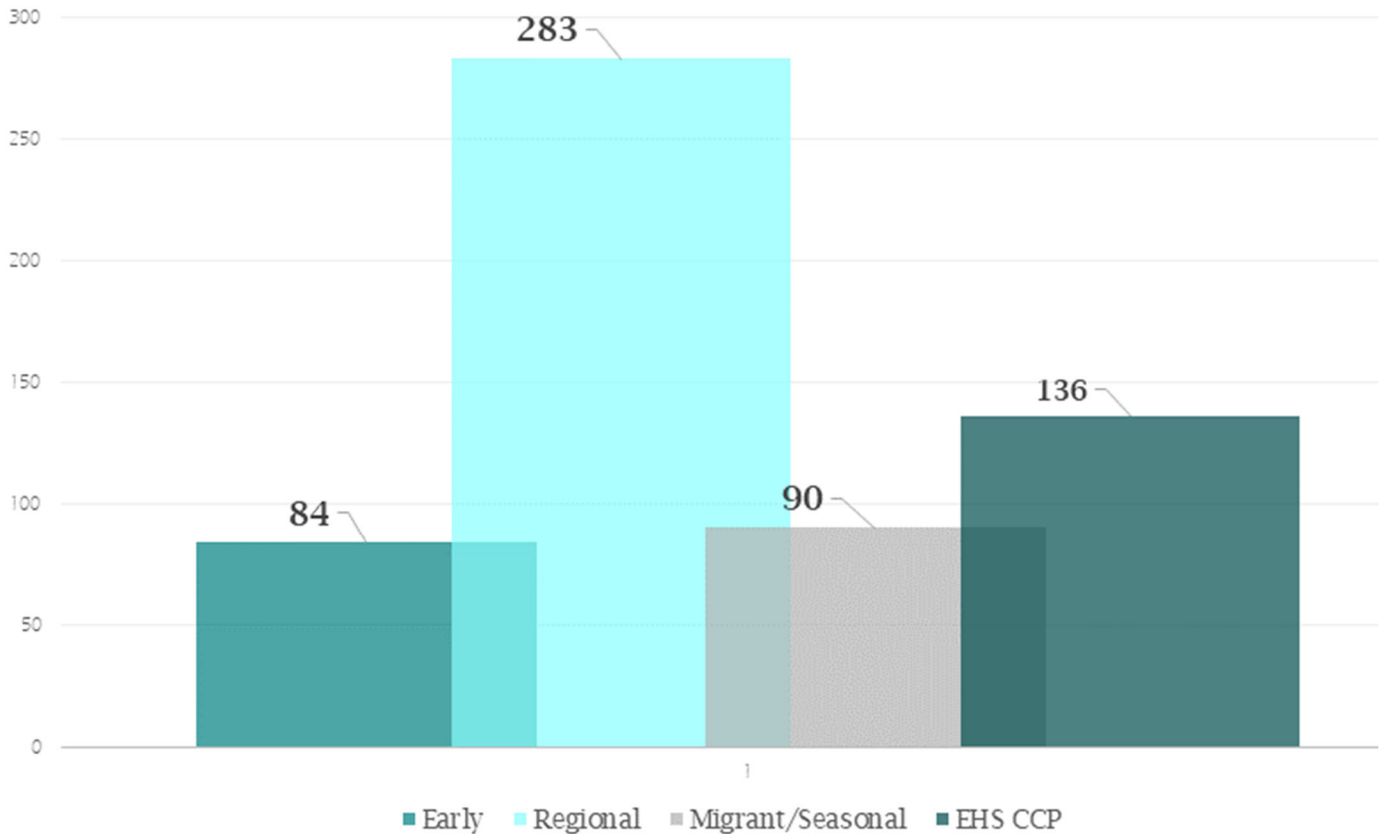
Our EHS-CCP Program has a funded enrollment of 88 children. We partner with KCAO Resource and Referral, KCAO Child Care Assistance Program, and contract with Providers to provide full year services through a family child care option, to support families working and/or going to school.

2020/2021 FUNDED ENROLLMENT



ENROLLMENT

ACTUAL ENROLLMENT BY PROGRAM



During the 2020/2021 program year, KCAO Head Start programs had a total funded enrollment of 792 children and actually served a total of 593 children in Kings County. The actual number is cumulative due to enrollment slots that became vacant throughout the year and were then filled by another child in need of services. All vacancies were filled within 30 days. All children enrolled in our programs were income or categorically eligible.

In March 2020, our programs were temporarily closed due to the COVID-19 pandemic and a State stay-at-home order. These temporary closures directly impacted the actual number of children served. We implemented smaller class sizes of 10 children and distance learning. KCAO also implemented safety protocols for everyone to follow due to children and their family members being exposed or infected with COVID-19. Children and their families had to quarantine at times, affecting attendance within our in-person and virtual learning classrooms. Unfortunately, with the onset of the pandemic, parents become more hesitant and fearful to enroll their children since they didn't know what to expect.

FAMILIES AS ADVOCATES AND LEADERS

Parents in our program have the opportunity to be involved in the decision making process by participating in the **Policy Council** which is comprised of parents of currently enrolled children, community members, and past parents.

Parents are elected by their fellow parents at the center level and participate in monthly meetings with program management staff. Due to the pandemic these meetings are now being held online, via Zoom.

A Policy Council member also serves as a liaison at the KCAO Board of Directors meetings. The Council has the following sub-committees that work in conjunction with management staff to review program information in detail:

- ◇ **Executive Committee**
- ◇ **Personnel Committee**
- ◇ **Education Committee**
- ◇ **By-Law Committee**

The Policy Council allows parents and community members to be actively involved in the strategic planning and evaluation of our programs by offering their feedback and suggestions. Information is then shared by Policy Council members at the center level.

PHILLIP GARCIA

Migrant & Seasonal Head Start
Policy Council Chairperson



Phillip served as the Chairperson for the MSHS Policy Council for the 20/21 program year. This was his second year on the Policy Council. His son attended the Migrant classroom at the Preston Green Learning Center for 2 years.



CELIA RODRIGUEZ

Regional &
Early Head Start and
Early Head Start-Child Care
Partnership

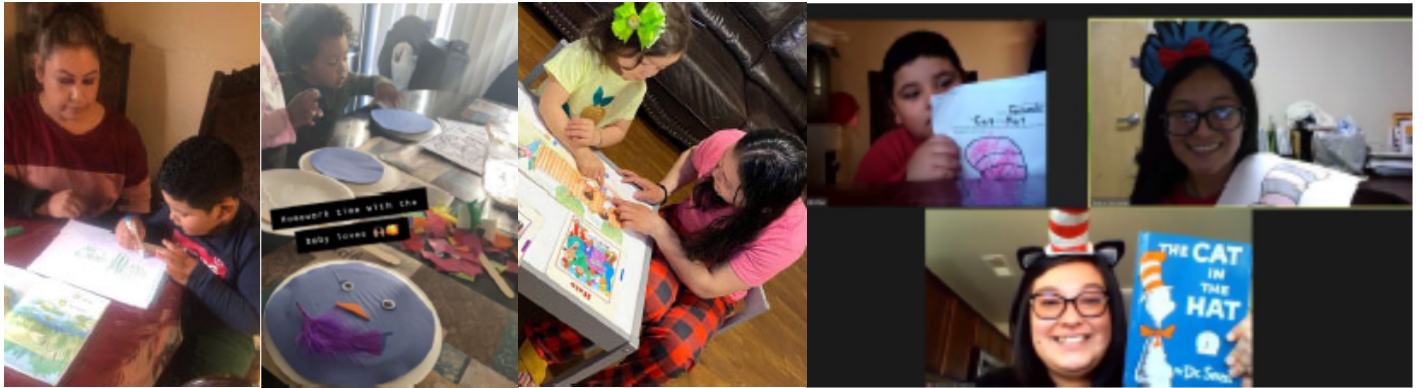
Policy Council Chairperson



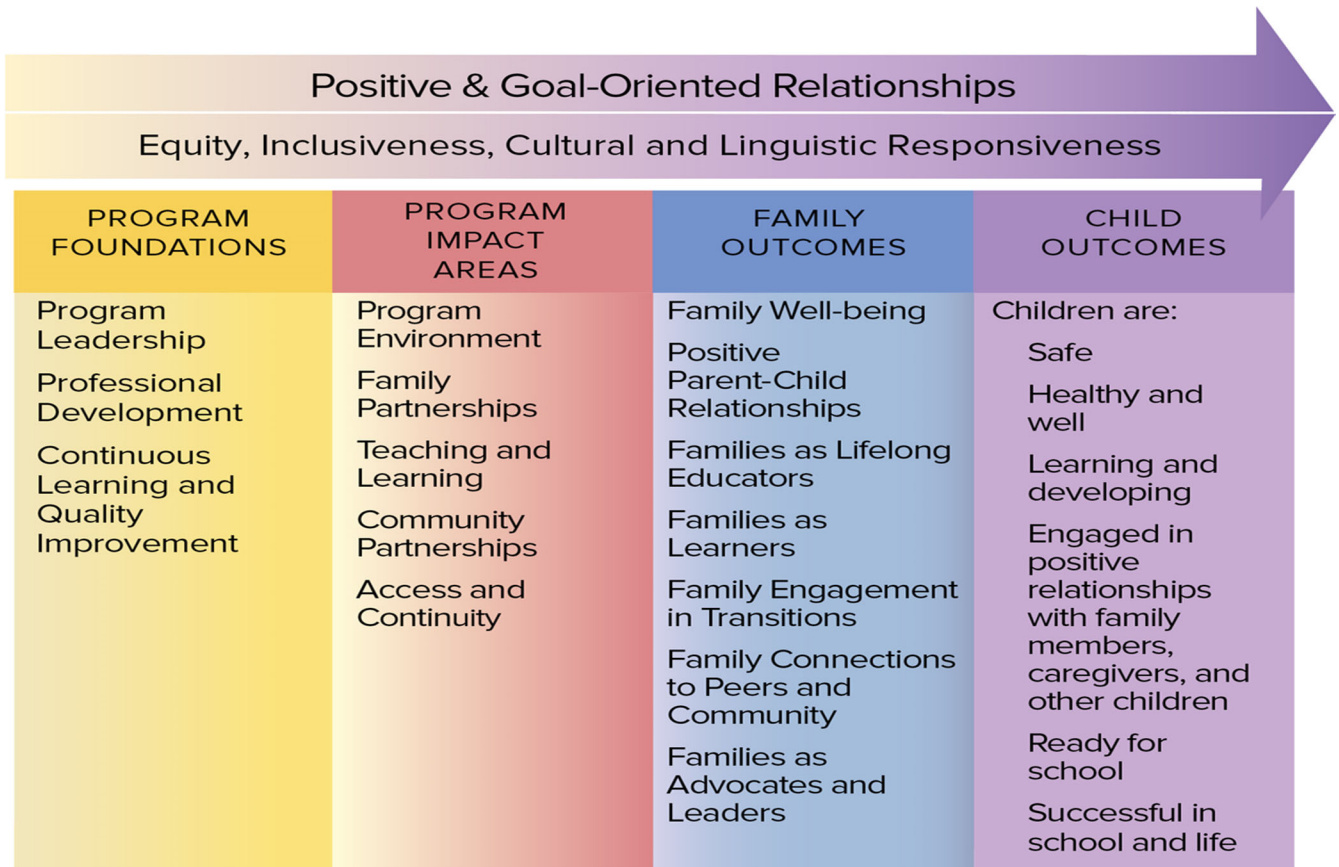
Celia has been a member of the Policy Council for the last 4 years. This year she served as the Chairperson. Her son has attended the EHS CCP program for the last 4 years.

FAMILIES AS LIFELONG EDUCATORS

Parent and Family Engagement in Head Start programs is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.



Pictured Above: Parents are actively engaged in their child’s learning. During the pandemic, learning opportunities were made available through Zoom and educational packets. Teachers interacted with parents and children through this virtual platform. This was a great opportunity for parents to engage in their role of lifelong educators.



The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families.

FAMILIES AS LEARNERS

During the 2020/2021 program year we had 20 parents complete our second Virtual Teaching Pyramid for Families which was conducted by our Family Service Workers: LaTanya Iyamu, Ana Solorio, Elvia Martinez, Doreen DeLa Cruz, Tenika Avila, Priscilla Castellanos, Gloria Stevens, and Crystal Vargas.

Janie Castro: " I loved the parenting classes. They were very informative to me and helped me. The classes were illustrated very well and LaTanya did an excellent job presenting it to us."

Brandon: "The parenting classes were good. It helped me with the way I spoke to my daughter/niece. I didn't get to finish them because I transferred to another program on zoom."

Parents as Learners
SPRING 2021

MAKING A CONNECTION
PLAY & POSITIVE INTERACTION
REFLECTING & REFRAMING

Come meet new parents and learn about children's brain development and parenting tips

FREE!

- ✓ 6 Sessions
- ✓ 1 hour per each session
- ✓ English

KCAO
Head Start

Padres como Aprendices
Primavera 2021

HACIENDO UNA CONEXIÓN
JUEGO E INTERACCIÓN POSITIVA
REFLEXIONAR Y REENCUADRAR

Venga a conocer a nuevos padres y aprenda sobre el desarrollo cerebral de los niños y los consejos para padres

¡GRATIS!

- ✓ 6 Sesiones
- ✓ 1 hora por cada sesión
- ✓ Español

KCAO
Head Start



FAMILY WELL-BEING

Relationships with families are set early as the recruitment/enrollment process; if immediate needs are identified, staff provides resource information. Once in the program, parents are encouraged to participate in workshops during parent meetings to enhance parenting/family relationships.

Family Service Workers for 2020-2021 successfully completed the Family Assessment with our families virtually. We added questions to the Family Assessment based on Protective Factors, where families are asked at intake if they have trouble affording what they need each month or food for their family. The Family Assessment and Parent Gauge data lead staff into the goal-setting process with families.

Staff started doing virtual intakes, virtual parent meeting and parent conferences. communicates through Learning Genie to receive in-kind, for activities, send fliers and resources to families. Activities and reminders are also being sent to parents through Learning Genie. Learning Genie has been another great way to continue to be connected with our families, especially to our families who are essential workers and are not available during school hours.



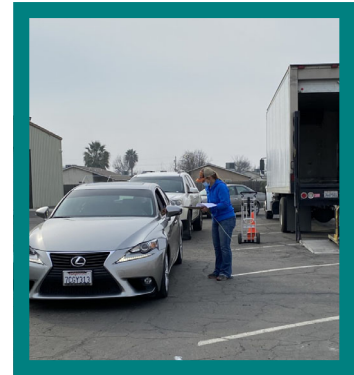
Parent Projects



COMMUNITY ENGAGEMENT

Our agency has continued to support our clients and the community through monthly diaper and food distributions.

DIAPER DISTRIBUTIONS



FOOD DISTRIBUTIONS



CHRISTMAS DISTRIBUTION



HEALTH SERVICES

On March 4, 2020, the Governor of the State of California declared an emergency disaster in recognition to the ever growing COVID-19 pandemic crisis. By March 19, 2020, Governor Newsom issued a stay-at-home order where all non-essential businesses were ordered to close, and people were encouraged to stay at home and avoid going out, halting the Kings County public service infrastructure. Public services were limited to that of only essential services and workers transitioned to an era of uncertainty for county residents.

The pandemic permitted the conversion of in-person service delivery to remote service delivery via a hybrid model. In which Health Services implemented revised and evidence-based policies and procedures to support staff and families to address pandemic concerns. The changes specified guidance and recommendations to prevent and limit the spread of COVID-19 in childcare settings. Health education workshops and staff trainings were conducted to inform staff of the changes. Using the virtual-based platforms enabled Health Services to contact various community agencies to provide relevant information to improve service area delivery under the pandemic. Health Services provided a virtual-based platform for staff and families via Zoom, as an innovative way to inform on current health-related topics, specifically COVID-19. The goal was to educate participants on the dangers of misinformation by providing studies, scientifically-proven point of views, and institute evidence-based reporting to heighten health and safety comprehension. Health Services continues to support children, families, and staff in the practice and implementation of safer protocols and safeguard strategies which in turn has reduced infectious disease outbreaks by isolating and quarantining individuals infected or known to be close contacts of the COVID-19 virus, and prevent the disease from being spread.

One significant change to our current policies and procedures is the partnership with the Kings County Department of Public Health. This partnership introduced direction at the local level as Health Services communicated with regional health experts on how to implement, address, and reassure a safe environment for staff and families, with regards to the COVID-19 pandemic. In addition, the California Department of Public Health, California Department of Social Services, Centers for Disease Control and Prevention, and the Occupational Safety and Health Administration served as additional outlets on health guidance.

These agencies contributed greatly to the creation of:

- Confirmed or Suspected Case of COVID-19 Exposure Policy
- Use of Personal Protective Equipment Policy
- Onsite Health Screening Policy
- Parent/Guardian Drop-Off Policy
- Parent/Guardian In-Home Tooth Brushing Policy

HEALTH SERVICES:

- Behavioral Health Adult Services Policy
- Behavioral Health Adult Services Consent Policy
- Behavioral Health Adult Services Referral Policy
- Cleaning, Sanitizing, Disinfecting Procedure
- Positive COVID-19 Case Flowchart Procedure



HEALTH SERVICES

THE PERCENTAGE OF CHILDREN WHO ARE UP-TO-DATE ON A SCHEDULE OF AGE-APPROPRIATE PREVENTATIVE AND PRIMARY HEALTH CARE, ACCORDING TO THE RELEVANT STATE'S EPSDT SCHEDULE FOR WELL CHILD CARE:

Regional Head Start (Ages 3-5 Years)	55%
Early Head Start (Birth-3 Years)	44%
Early Head Start-Child Care Partnership (Birth-4 Years)	34%
Migrant Seasonal Head Start (Birth-5 Years)	58%

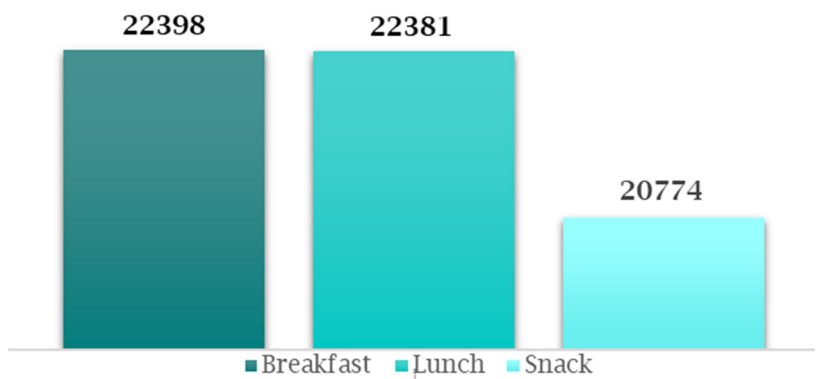


NUTRITION

KCAO HS Nutrition Services strives to provide nutrient dense meals to combat hunger and nutrition education for children and families. Due the ongoing COVID-19 global pandemic, kitchen operations and procedures were changed in accordance to the CDE recommendation of Personal Protective Equipment (PPE) be worn by staff during the delivery of meals. Family Style Meal service was replaced by pre-packaged meals to ensure safety. In the classroom, children were spread out during meal times.

For distant learners, parents were able to pick up pre-packaged ready to-go meals on a weekly basis. Food shortages brought on by the pandemic affected the availability of food items. Modification to menus and meal service were allowed under various waivers provided by the Child and Adult Care Food Program. Despite these new obstacles, a total of **65,553** reimbursable meals!

HEAD START MEALS 2020/21



Upon intake, Family Service Workers played a key role in screening children for nutritional needs by filling out the Nutrition Assessment with parents. This is where we identify if a child requires a meal accommodation and begin planning a specialized meal plan. Fortunately, the new pre-packaged meal service did not interfere with the implementation of any specialized diet. For nutritional deficiencies, appropriate nutritional handouts were reviewed with parents and the Food Service Manager provided additional guidance and resources as needed. This information is what helped dictate nutrition education topics discussed at parent and staff meetings. Both special diets and nutrition information are reviewed and approved by a Registered Dietitian. Due to COVID-19, all of the above was done via phone calls, e-mails, and video conferencing.



NUTRITION

Additionally, Nutrition Services also oversees the completion of growth assessments and hemoglobin screenings. Both are usually taken off of the child physical with growth assessments being done by Family Service Workers on-site as needed. Due to COVID-19, and most Family Service workers working remotely, a new plan was needed to complete on-site growth assessments. In coordination with the Family & Community Engagement Manager, Health Manager, and Nutrition a plan was put into place to complete growth assessments in a safe and efficient matter.

National Nutrition Month 2021

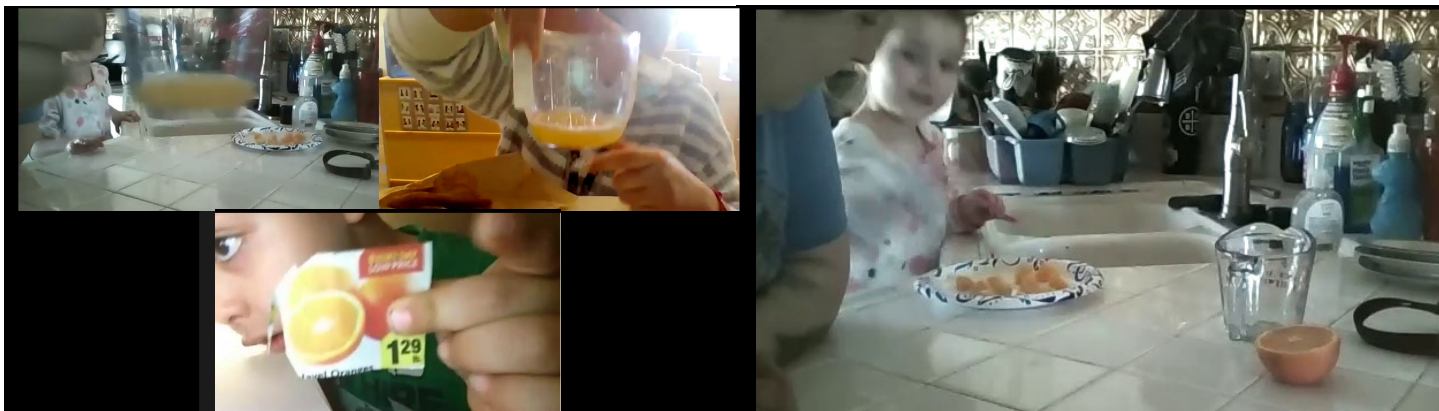
In March 2021, the Nutrition Department celebrated National Nutrition Month. This year's theme was "Personalize Your Plate." Families and staff received key messaging and handouts on a weekly basis to emphasize how nutrition can be individualized to one's needs. In collaboration with the Social Media Committee, a National Nutrition Month social media campaign was posted every Wednesday for the month of March. During the 3rd week of March, the emphasis was switched to celebrating CACFP with daily activities for staff, parents, and children.



Monday	Tuesday	Wednesday	Thursday	Friday
Share a Recipe	Read a Food Book	Oranges Food Activity	CACFP HANDOUTS	Dress Up Day!
				 Dress in the color of your favorite fruit or vegetable!

Some key highlights this year have been:

- ◆ Increased participant and staff knowledge on food allergies and intolerances
- ◆ Emphasized how nutrition supports the immune system
- ◆ Continued education on the importance of active play for children
- ◆ Working with the Health Manager on providing guidance in completing growth assessments
- ◆ Partnering with the Nutrition Education Hunger Prevention (NEHP) department on multiple projects to provide additional food and nutrition education to children and families
- ◆ Enhanced staff technology and communication skills



SPECIAL SERVICES

Our program ensures enrolled children with disabilities, including but not limited to, those who are eligible for services under IDEA and their families, receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities. (Head Start Performance Standard 1302.60)

This year, we experienced less children with disabilities entering our programs due to the COVID-19 outbreak. Many parents chose to keep their children at home as a precautionary measure to the virus. There were limited amounts of children entering our preschool classrooms as well as our Family Child care program had reduced attendance. However, it opened the door for the distance learning option. Children with IEP's were receiving virtual speech therapy in their homes and children with IFSP's were receiving virtual services that included goal setting, progress updates and resources for the families.

CHILDREN WITH IEP'S/IFSP'S	
Regional Head Start	32 IEP's
Early Head Start	13 IFSP's
EHS CCP	5 IFSP's
Migrant/Seasonal Head Start	1 IEP, 5 IFSP's

As COVID-19 restrictions were modified, we were able to provide on-site speech evaluations and therapy. Teaching staff used the goals from IFSP's and IEP's to individualize children's learning experiences and customize lesson plans specifically to meet their needs. Staff attended Kindergarten transitional IEP's virtually.

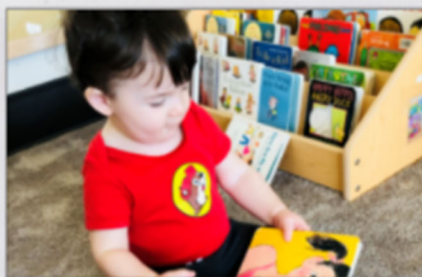
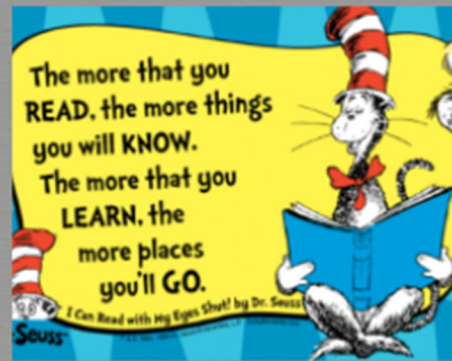
IFSP's and IEP's continue to take place virtually and representatives from Head Start programs along with SELPA or CVRC attend the meetings to support the families through the process . When children transition to Kindergarten, a school representative attends as well. The IEP team works together to ensure the child's next educational setting is successful. Special Services and other services areas provide resources, materials, and developmental information on the child. Parents learn about the comprehensive services that Head Start offers to families in our community and our partnerships with families allow them to make informed decisions about their child's continuing progress and educational opportunities while in Head Start and in further educational settings.

Some management staff attended a virtual Inclusion Facilitators Training Institute provided by West-Ed. This created a opportunity to collaborate with other agencies and share information about current inclusion practices. Staff that participated went through Inclusion training that would certify them to train all Child Development programs and helped our staff to have a better understanding on how inclusive classrooms benefit all children and our community. In the future, we will collaborate with other agencies to provide community trainings by partnering with our local school districts and Early Intervention programs.

READ ACROSS AMERICA WEEK

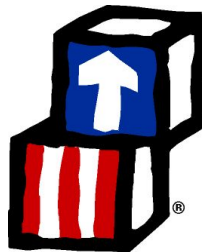
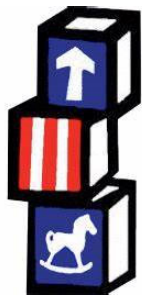


Read Across America focuses on the importance of reading to young children. When children are read to aloud, it essentially provides them with background knowledge on their young world. It helps children develop language, listening skills and prepares them to understand the written word.



HEAD START

EARLY LEARNING OUTCOMES FRAMEWORK



		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS		Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS		Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
				Literacy	Scientific Reasoning	

Source: Early Childhood Learning and Knowledge Center

Our Head Start and Early Head Start programs promote school readiness in the areas of Social and Emotional Development, Language and Literacy Development, Approaches to Learning, Perceptual, Motor, and Physical Development. Our teachers implement Creative Curriculum and Parents as Teachers (PAT) as the framework in conjunction with the Head Start Early Learning Outcomes Framework and California Preschool Learning Foundations. The Desired Results Developmental Profile (DRDP) is utilized as an on-going means of assessment for Infant/Toddler Center Based, Preschool Center Based, Infant/Toddler Home-Based and Family Child Care. We assess children's progress three times throughout the year in order to track Kindergarten readiness. Parents are continuously involved in the process and have access to their child's school readiness progress. In addition, Head Start and local Kindergarten teachers meet periodically to discuss effective ways to prepare children for Kindergarten and share data results that supports children's growth and development throughout their Head Start experience.

EDUCATION

REGIONAL & MIGRANT HEAD START CLASSROOMS

This year, we continued our efforts to make modifications to our centers due to COVID-19. We shifted to distant learning in 2019 and remained virtual in 2020 for some children and families. Preschool class sizes were reduced to ensure safety protocols were in place. Our agency used the CDC guidelines, Kings County Health Department and California Licensing regulations to design classroom settings that provided individual protected spaces for each child. They received their own materials, equipment, and support needed to strengthen their skills, knowledge and abilities while attending KCAO preschool classrooms. Protocols were in place to ensure 6 foot barriers to each area and hand washing stations were set up in each classroom. Parents were greeted outside and a health check was given before children could enter the classrooms.

Parents were informed of their child's progress virtually through various means. The "Learning Genie" application and KCAO Facebook was used to communicate daily and weekly with families, they were given specific resources to help their child towards school readiness.

It also enabled teachers to send virtual book reads, educational videos, flyers on community events, as well as detailed information and observations on each child. Teaching staff scheduled weekly Zoom calls with families to offer educational experiences that were both age appropriate and individualized the their child's academic needs. During the zoom calls, parents were encouraged to interact with their children and share observations they had made on their child's progress which lead to positive parent -child relationships and it strengthened families as learners and educators of their own children. Staff offered virtual fieldtrips that connected to the curriculum and conducted virtual observation during the zoom calls. They used the information to guide families towards school readiness and assess their child outcomes using the Desired Results Developmental profile (DRDP 2015).

Our Mentor coaches frequently joined Zoom calls to provide additional support/strategies, coaching and suggestions to the teaching staff to strengthen their practices and interactions with families. Another way we communicated with families was through virtual parent conferences. Virtual speech therapy was provided to children with a speech delay.

They learned about their child's developmental progress and ways to support their educational advancement. Teachers and parents worked together to create shared goals they would use to strengthen the child's educational outcomes. Parent meetings were also conducted virtually to promote on-going training and support to families experiencing the effects of COVID 19.

Since wellness is a priority of Head Start, staff and families were given opportunities to join virtual wellness trainings during work time and in the evening. Staff received information on wellness strategies and activities, and were given materials to support social and emotional wellness. This gave parents and staff an outlet to reduce stress and manage emotions during this difficult time. As we continue to make wellness a priority, we are coordinating with other service areas to furnish more training topics that relate to wellness and self-care.



EARLY HEAD START

Early Head Start services are provided through a center-based infant and toddler option and a home-based program option. The center-based option provides services to children ages (0-3) in a blended full day EHS and General Child Care and Development model, five days a week, in the city of Hanford. The home-based option provides services to expectant mothers and children (0-3) throughout Kings County. In our home-based option, families participate in weekly ninety-minute home visits and are invited to participate in two 1 ½ hour socialization group activities monthly during face to face service.



Center-Based Option:

We re-opened our infant and toddlers class in July 1, 2020 taking all the necessary safety measures recommended by the CDC and working closely with our county health department. Staff started doing virtual intakes, virtual parent meetings and parent conferences. Staff communicated through Learning Genie to send fliers and resources to families. Learning Genie has been a great way to continue to be connected with our families especially to our families who are essential workers and are not available during school hours.

During the pandemic we also began utilizing Learning Genie to collect in-kind from parent child activities that support school readiness goals. Parents are able to send in-kind through Learning Genie which allows us to collect in-kind for the program and keeps staff and parents safe by not requiring a paper form.



Staff continue to support children transitioning from home to our EHS program and from EHS program to Family Child Care or Head Start preschool by providing families with transition information and having virtual transition meetings with the receiving learning environment staff. Staff complete a virtual intake to complete the intake paperwork. Center staff will also provide a video of the classroom and drop off and pick up process to follow the safety protocol. Staff use Learning Genie to share the child's current progress on screenings and assessment outcomes with parents virtually during their parent conferences. We met and worked closely with the Enrollment, Recruitment, Selection, & Attendance (ERSEA) Department to coordinate and plan for children's transition placement. ERSEA and EHS staff meets bi-monthly to ensure the transition placements take place in a timely manner when possible and to meet the needs of the

children and families. EHS staff coordinate virtual meetings with family and staff of the next receiving learning environment for both center and home based option. During COVID-19, staff offered families an opportunity to become familiar with staff and view classroom placements virtually using Zoom meetings before they transition to the next learning setting to support the families, staff and children during this important experience of their life. We want to make the transition as comfortable, easy, build strong relationships among the parents, children and next receiving staff.



Some management and Early Head Start staff participated in The Program for Infant/Toddler Care (PITC), that was developed collaboratively by WestEd and the California Department of Education. PITC is a comprehensive training that promotes responsive, caring relationships for infants and toddlers and employs evidence-based training materials and strategies for the early education field.

EARLY HEAD START

Home Based Option:

EHS Home Based option focused on connecting with families and identifying immediate needs during the placing in shelter back in March 2020 by calling them for check-ins. The home based option focused our efforts on providing distance learning and limited in-person services to children, as well as continuing to offer health, nutrition, and family support services to families during this time.

Home Educators worked closely with management and parents to implement the utilization of the Learning Genie program to send messages to communicate with parents. We also use the program to generate in-kind activities and inform families of other resources available in the community such as diaper and food distributions, COVID-19 Testing Sites, etc. Home Educators do virtual intakes to complete paperwork and introduce themselves. They also do drive through pickups for parents to get materials, paper in-kind activities, food distribution, and signed paperwork using a drop off basket system. We also use zoom to meet with each family on a weekly basis and we offer virtual group socialization twice a month. Our parents continue to have access to food distribution, holiday food distribution, monthly diaper distribution, and some parents participated in the parents wellbeing session that was offered during 2020.



As a program we noticed there was a need to enhance and equip the Home Educators on trauma-informed care to better understand and support families. Staff participated in several self-care and trauma-informed sessions as well as different infant and toddler platforms such as Respond Home Visiting Program, ECLKC, and Zero to Three, Parents as Teachers (PAT). Home Educators continue to increase their awareness of self-care through weekly group sessions and professional development. This helps them support parents with their child's social emotional needs and to continue to provide quality services.

During this year we also saw the need to enhance our curriculum and assessment tool. We transitioned to Parents as Teachers (PAT) that would be more comprehensive in the services to families and meet our program needs. The new curriculum empowers parents to become the experts in working with their child. It guides and enhances the knowledge of the Home Educator to partner with parents, to facilitate, and to reflect with the parent. In addition, switching to the DRDP (Desired Results Developmental Profile) for Home Base will create continuity in assessment data across the program.

Home Educators are participating and will continue to be part of the KCCAQ Home Visitor's PLC Meeting held once a month. The objective is to learn a variety of strategies, including self-reflection and observation, to increase capacity to support social emotional development of children and their families.

FAMILY CHILD CARE

Within this program we had to make adjustments and modifications to be able to continue providing support and day care services to essential working parents. The Family Child Care Providers that remained open were following the CDC's, Kings County Health Departments and California Licensing regulations. We were operating the program with a total of 16 Family Child Care Providers around the county, we had 4 providers in Avenal, 1 in Corcoran, 1 in Kettleman City, 3 in Lemoore, and 7 in Hanford. The staff were equipped to work remotely from home and at the same time they were attending online trainings and webinars on a weekly basis for professional development growth such as: Trauma Informed Care, Family Child Care Environmental Rating Scales (FCCERS), Inclusion with children with special needs, children assessments (DRDP), how to streamline daily operation and simplify family communications by using online features to share notes to parents, lesson plans, sharing videos, pictures, emergency alerts, parent meetings invitations, meetings to review children screenings and assessments and follow ups on medical records.



The staff and Family Child Care Providers also received virtual wellness sessions with a mental health professional as social and emotional support. We had ongoing virtual meetings with staff to determine the best way to support providers and to help them create general preparedness and planning to prevent the pandemic expansion by following safety protocols. Mental Health Consultant conducted in-person and virtual observations to support Family Child Care Providers with strategies to individualize for children's needs.

Our Child Development Specialists and Mentor Coaches conducted daily virtual observations to support Family Child Care providers with children's behaviors and interactions, health and safety procedures, daily routines, such as hand washing, cleaning and disinfecting efforts, review plans for implementing social distance strategies, modify drop off and pick up procedures, use of face masks, availability of resources and proper documentation for parents, implementation of health screenings upon arrivals, eliminate nonessential visitors and postpone home volunteers, maintain an adequate ratios, monitor daily attendance and follow ups on children illness and absentees. Staff also supported providers to plan a safe way to share information and guidelines with parents in their own language and to enhance sanitation practices.



We collaborated with Resource and Referral and Kings County Office of Education to coordinate monthly webinars to Providers to offer information on updated licensing regulations from the Health Department and CDC. We were conducting virtual parent meetings to provide parents information and resources such as: Standards and transmission based-precautions, emergency preparedness, free COVID-19 testing locations, parenting classes, social distancing classes, healthy eating, CDC resources and websites, food and diaper bank distribution schedules, low income housing, Fire Safety Guidance, Children milestones, ASQ, Learning Genie Parent application, etc.



The state had provided funding and materials to support child care programs to access cleaning supplies and essential protective gear, such as masks, face shields, gloves, hand sanitizers, disinfecting and cleaning products, posters and signs. We were able to distribute the materials to every Family Child Care Provider and assisted them when they need to re-stock.

TRANSITION TO KINDERGARTEN

The transition to kindergarten can be a time of great excitement and joy for everyone involved.

Our program staff facilitate this process to make it a positive experience.

Our goal is to continually assess each child's development to prepare them for success in school. Staff, children and parents participated in virtual transition meetings and activities in preparation for Kindergarten.



ACCOUNTABILITY AND BUDGET

From November 30, 2020 to December 4, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review for our Head Start programs.

There were no findings or areas of concern.



From May 3, 2021 to May 7, 2021, the California Department of Education conducted a state audit for our California State Preschool and General Child Care programs.

There were no findings or areas of concern.

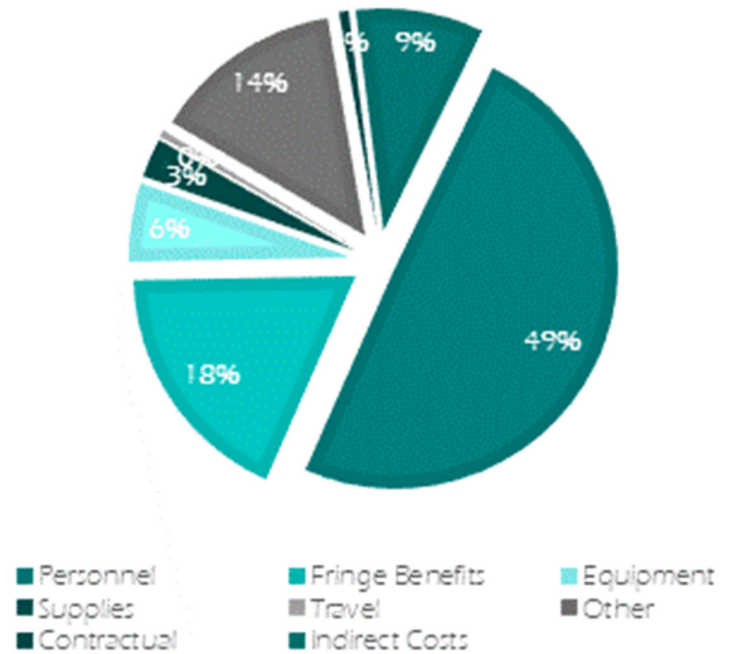


ACCOUNTABILITY AND BUDGET

REGIONAL & EARLY HEAD START 2020/2021 ~ FY 04/01-03/31

Federal Funds: \$6,032,504 Inkind: \$41,731

2020-2021		
CATEGORY	FEDERAL	%
Personnel	\$2,979,027	49.4%
Fringe Benefits	\$1,091,582	18.1%
Equipment	\$337,106	5.6%
Supplies	\$168,284	2.8%
Travel	\$29,515	0.5%
Other	\$830,545	13.8%
Contractual	\$40,532	0.7%
Indirect	\$555,913	9.2%
Total	\$6,032,504	100%



<h1>CACFP</h1>
<p>2020/2021: \$424,002</p> <p>21/22 Projected: \$502,348</p>

2021/2022 Projected
Federal Funds: \$5,631,141
COVID Funds: \$929,929
Inkind: \$1,391,025

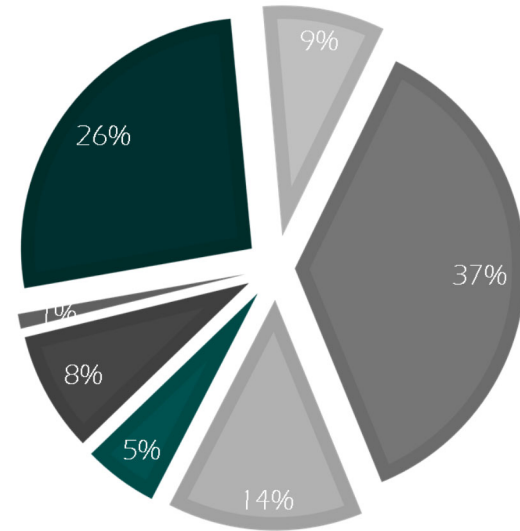
CATEGORY	FEDERAL	COVID
Personnel	\$2,777,144	
Fringe Benefits	\$949,061	
Supplies	\$175,580	\$240,500
Travel	\$11,705	
Other	\$1,193,824	\$584,890
Contractual	\$55,234	\$20,000
Indirect	\$468,593	\$84,539
Total	\$5,631,141	\$929,929

ACCOUNTABILITY AND BUDGET

MIGRANT/SEASONAL HEAD START 2020-2021 ~ FY 07/01-06/30

Federal Funds: \$1,864,280 Inkind: \$4,741

2020/2021		
CATEGORY	FEDERAL	%
Personnel	\$682,841	36.6%
Fringe Benefits	\$255,859	13.7%
Equipment	\$97,350	5.2%
Supplies	\$157,092	8.4%
Travel	\$19,090	1.0%
Other	\$490,000	26.3%
Contractual	\$2,093	0.1%
Indirect	\$159,955	8.6%
Total	\$1,864,280	100%



- Personnel
- Fringe Benefits
- Equipment
- Supplies
- Travel
- Other
- Contractual
- Indirect Costs

CACFP

2020/2021:
\$53,364.67

21/22 Projected:
\$52,202

2021/2022 Projected
Federal Funds: \$1,827,769
COVID Funds: \$256,068
Inkind: \$428,501

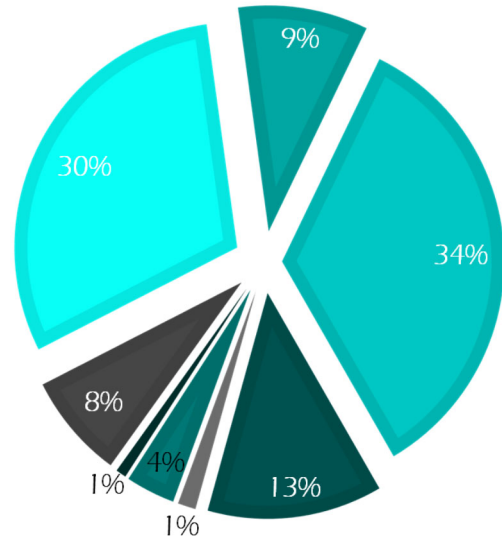
CATEGORY	FEDERAL	COVID
Personnel	\$766,897	
Fringe Benefits	\$253,186	
Supplies	\$37,722	\$66,308
Travel	\$1,782	
Other	\$613,836	\$160,881
Indirect	\$154,346	\$23,279
Total	\$1,827,769	\$256,068

ACCOUNTABILITY AND BUDGET

EARLY HEAD START CHILD CARE PARTNERSHIP (EHS CCP) 2020/21 ~ FY 08/01-07/31

Federal Funds: \$1,373,297 Inkind: \$343,324

2020/2021		
CATEGORY	FEDERAL	%
Personnel	\$527,013	34.4%
Fringe Benefits	\$194,680	12.7%
Equipment	\$19,915	1.3%
Supplies	\$54,897	3.6%
Travel	\$11,614	0.8%
Other	\$115,662	7.6%
Contractual	\$463,627	30.3%
Indirect	\$144,326	9.4%
Total	\$1,531,734	100%



■ Personnel
 ■ Fringe Benefits
 ■ Equipment
 ■ Supplies
■ Travel
 ■ Other
 ■ Contractual
 ■ Indirect Costs

**2021/2022 Projected
Federal Funds: \$1,472,509
Inkind: \$363,785**

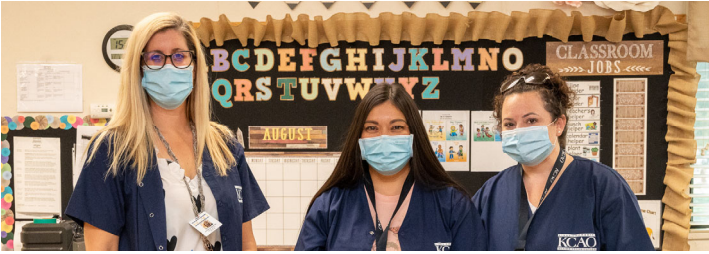
<h1>CACFP</h1>
<h2>21/22 Projected: \$5,334</h2>

CATEGORY	FEDERAL
Personnel	\$484,301
Fringe Benefits	\$153,495
Supplies	\$22,187
Travel	\$9,849
Other	\$121,862
Contractual	\$549,776
Indirect	\$131,039
Total	\$1,472,509

THANK YOU TO OUR COMMUNITY PARTNERS!



THANK YOU TO OUR AMAZING STAFF!





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