

Head Start Annual Report

2021 - 2022



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



Source: Office of Head Start

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

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Helping People, Changing Lives Since 1965

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 family and community engagement, health, mental health, nutrition, education and special needs. Specific staff are assigned to track and analyze the data from children, families, on-going monitoring, community needs assessment and a self-assessment to ensure the program is meeting the needs of the children and families we are serving. We operate center-based and home visiting programs and we also contract with 16 Family Child Care Providers.

As I reflect on the past year and every person who truly made the KCAO Head Start program successful, I am filled with pride. This program year was exciting yet challenging with all the efforts of moving towards pre-pandemic services. As we fully returned to in-person services for centers we set our sights on new opportunities.

This report is full of outcomes data and information that would not be possible without the amazing work of our board members, leadership, staff, parents, and community partners. We know that our success is based on a strong team with shared goals. We set goals as a team but the individual drive and passion of each member is what motivates us to achieve great things.

Thank you for your continued support of the Head Start Program.

A handwritten signature in black ink that reads "Michelle Dove". The signature is fluid and cursive.

Michelle Dove



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

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Edward Talavera

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COMPREHENSIVE SERVICES

DISABILITIES • FAMILY • HEALTH • MENTAL HEALTH • NUTRITION • SCHOOL READINESS

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.

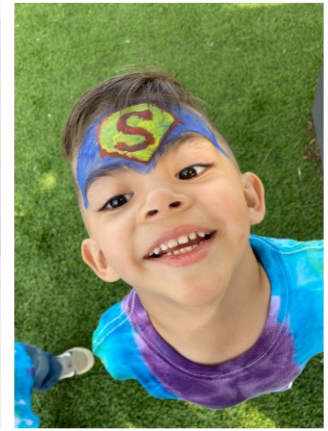
Each center has a full kitchen in which nutritional and delicious meals are prepared each day. Meals are served family style where children are encouraged to serve themselves. Serving themselves gives children time to practice skills like passing, pouring, and scooping foods. Taking turns and sharing are all a part of the table manners children learn by participating in family-style meal service. This program year, meals were offered pre-served, in order to mitigate COVID exposure. 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 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

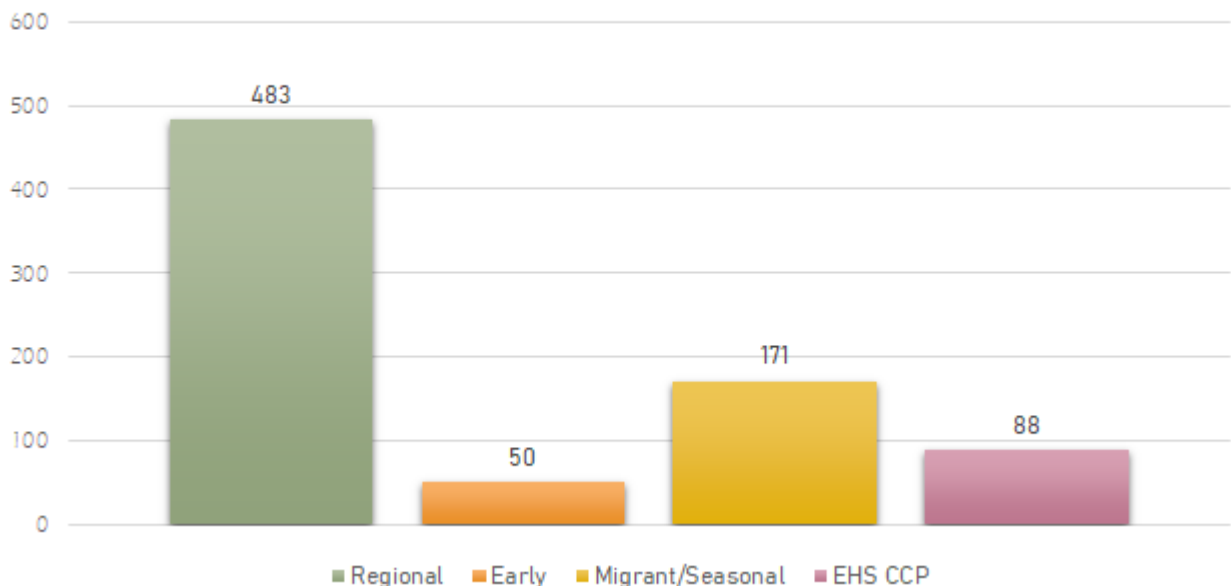
REGIONAL HEAD START

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 HEAD START

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.

2021-2022 Funded Enrollment



MIGRANT/SEASONAL HEAD START

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.

ENROLLMENT

During the 2021/2022 program year, KCAO Head Start programs had a total funded enrollment of 792 children and actually served a total of 650 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.

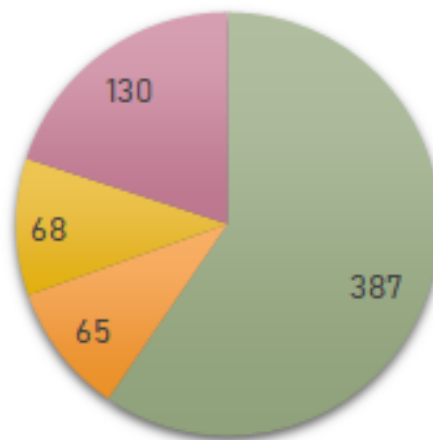
The pandemic has affected our enrollment in every one of our programs. This year we are going back to in-person learning. We capped our classrooms to 10 children and as we received guidance from OSHA, CDC & Health Department, we increased our numbers to 16 children per classroom. For the safety of children, parents and staff, certain safety protocols continued to be implemented. Protocols such as children wearing a mask, social distancing, only one parent was allowed to come into the classroom, sign in and out had to be done outside, no open-door policy. Parents were getting virtual tours of the classroom, etc., with all those safety procedures in place, some parents did not like their children to wear masks so they kept them home. The fact that they could not go into the classroom freely also created discontent. Some parents were still fearful about their children getting COVID.

Recently, the US Department of Health and Human Services' Administration for Children and Families is advocating to uphold the mandate for children to wear masks in the classroom. We are hoping the mandate is removed so that we can serve those families that were against the masking.

During this year, we have lost many of our returning children from our waitlist to Transitional Kindergarten. It has become a strong reason for our low enrollment. At first, it was only for children whose birthdates landed between September 2nd to December 2nd but it has been extended to children whose birthdates land between September 2nd to February 2nd. It has affected our numbers tremendously as we are having to enroll more younger children such as 3-year-olds.

In a normal year, monitoring reports are utilized to collect data on absences and help us identify chronic absenteeism through charts and graphs. Such data also helps us be able to identify family stressors such as transportation, health related absences etc. And in this way, provide the family with the necessary referrals and community resources.

Total Actual Enrollment



■ Regional ■ Early ■ Migrant/Seasonal ■ EHS CCP

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. During the 2021/22 program year meetings were transitioned back to in person with a virtual option available to working parents.

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.



POLICY COUNCIL CHAIRPERSON



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

YUKECZI RAMIREZ

This was the first year on the Policy Council for Yukeczi and she stepped in and was dedicated to her role as Chairperson. Her son was enrolled in our Dolores Huerta Head Start center located in Corcoran.

Migrant & Seasonal Head Start

PHILLIP GARCIA

Phillip served as the Chairperson for the MSHS Policy Council for the 20/21 & 21/22 program years. This was his third year on the Policy Council and his second year as Chairperson. His son attended the Migrant classroom at the Preston Green Learning Center for 2 years. He was very dedicated to serving the program and took time out of his busy schedule of track driving to attend the meetings.

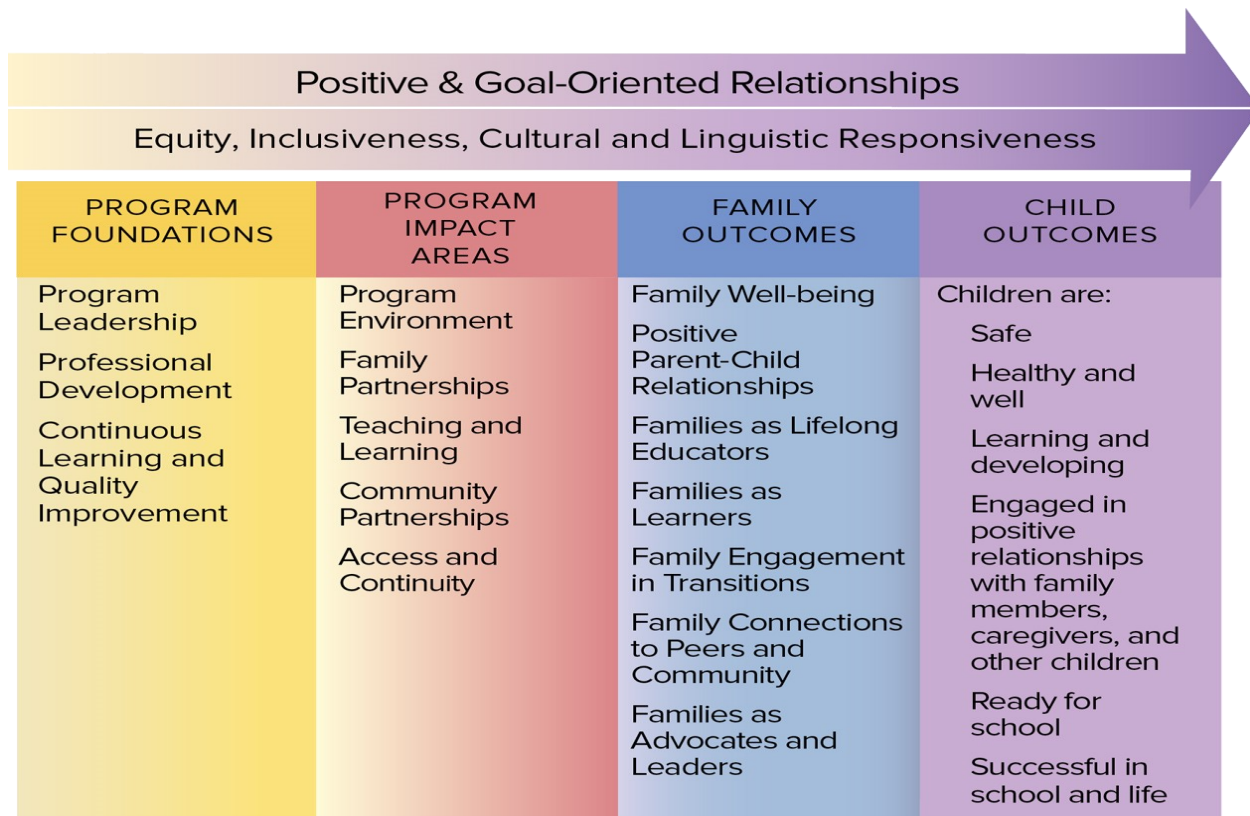
FAMILIES AS LIFELONG EDUCATORS

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.

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. When parent and family engagement activities are systematic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



Parents helped their children make cars during the study of roads.



FAMILIES AS LEARNERS

During the 2020/2021 program year we had 20 parents complete our second Virtual Teaching Pyramid for Families sessions which were facilitated by our Family Service Workers: LaTanya Iyamu, Ana Solorio, Elvia Martinez, Doreen DeLaCruz, Tenika Avila, Priscilla Castellanos, Gloria Stevens, and Crystal Vargas. Family Service Workers conducted parenting sessions for parents on their caseload which allowed for deeper conversations and to strengthen their relationships.

What is the Teaching Pyramid

The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior. The WestEd Center for Child and Family Studies offers comprehensive professional development packages for infant/toddler, preschool, and early elementary educators. WestEd's Teaching Pyramid is based on evidence-based practice originally developed by the Center on the Social Emotional Foundations in Early Learning (CSEFEL), authorized by California Department of Education (CDE), and aligned with California's Early Learning and Development System.

The image shows two side-by-side promotional posters for a program called 'Parents as Learners' / 'Padres como Aprendices'. The left poster is in English and the right is in Spanish. Both posters feature a purple header with the title, three small images of children playing, and a list of session topics. The English poster lists: 'MAKING A CONNECTION', 'PLAY & POSITIVE INTERACTION', and 'REFLECTING & REFRAMING'. The Spanish poster lists: 'HACIENDO UNA CONEXIÓN', 'JUEGO E INTERACCIÓN POSITIVA', and 'REFLEXIONAR Y REENCUADRAR'. Both posters also include a 'FREE!' or '¡GRATIS!' callout, a list of session details (6 sessions, 1 hour per session, English/Spanish), and logos for KCAO and Head Start.



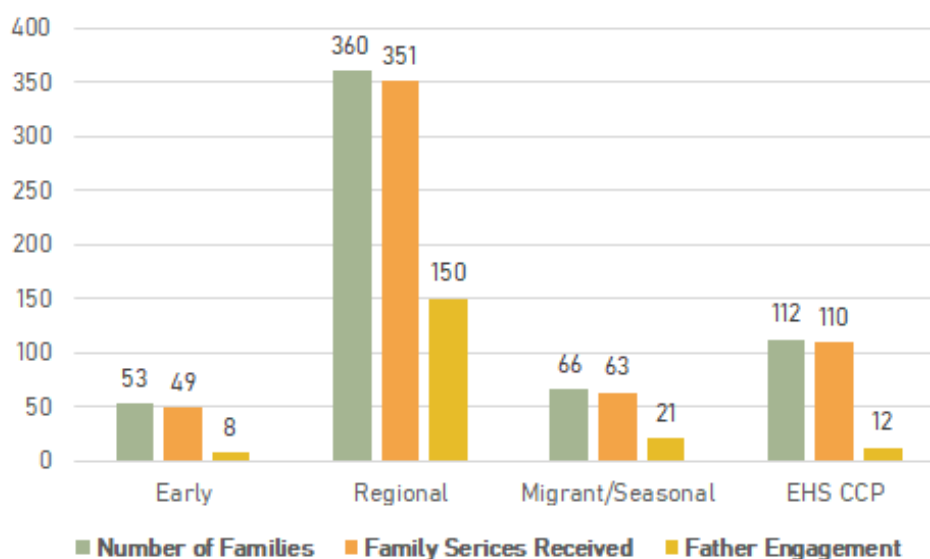
FAMILY WELL-BEING

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 2021-2022 successfully completed the Family Assessment with our families during intakes. 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 intakes, 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 working and not available during school hours.

A total of 591 families were served during the 2021/22 program year. 573 families received community services with the assistance of our staff. Families receive education information on preventive medical and oral health services and nutritional education. The top services received through the community are: emergency/crisis intervention, assistance enrolling in job training programs and mental health services.



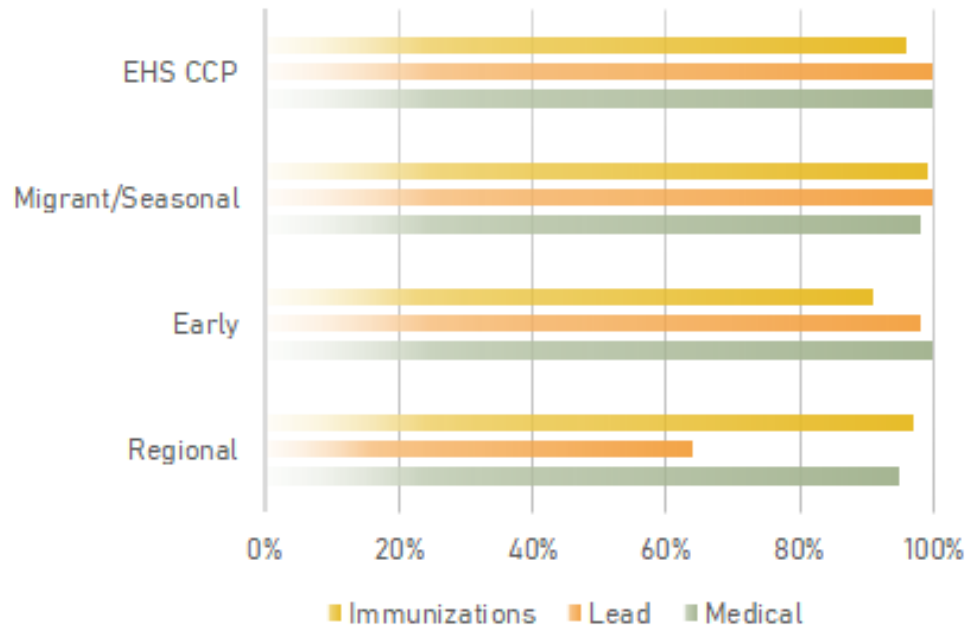
COMMUNITY ENGAGEMENT

Our agency has continued to support our clients and the community through monthly diaper and food distributions. We also received donations for many of our families to receive Christmas presents. Our community members donated over 1,000 presents to our families this year and we were able to give out over 600 food boxes to our families this year for the month of November and December.



HEALTH SERVICES

Below are the number of children who are up-to-date on a schedule of age appropriate preventive primary health care, according to the relevant state's EPSDT schedule for well child care, up-to-date on their immunizations and received a lead screening during the program year.



DENTAL SERVICES

Children receive preventative dental care during the year through their dental providers or the mobile dental unit from Family Health Care Network.

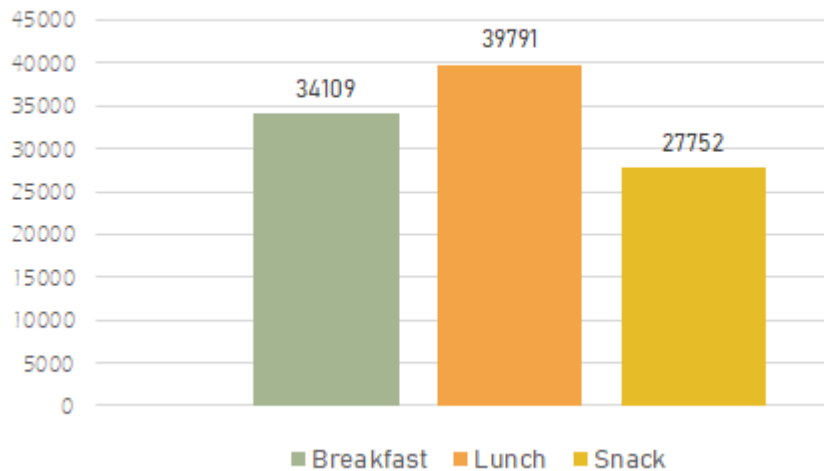


NUTRITION

KCAO HS Nutrition Services strives to provide nutrient dense meals to combat hunger and nutrition education for children and families. As we navigated the post pandemic world ,we began to transition back to a traditional meal service. Menus began to include a couple of scratched cooked meals a week, and a modified version of Family Style Dining began to get implemented in the classroom.

Despite COVID-19 cases decreasing, we still had to have a back up plan to provide meals for children who had to quarantine after exposure. Parents were able to pick up pre-packaged ready to-go meals on a weekly basis. Food shortages brought on by the pandemic continued, and adjustments to the menu were made accordingly. Despite these new obstacles, our food service team was able to provide **101,652** meals reimbursed through the Child and Adult Care Food Program (CACFP) !

Head Start Meals 2021-22



Upon intake, Family Service Workers play 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. 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.



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.



NUTRITION

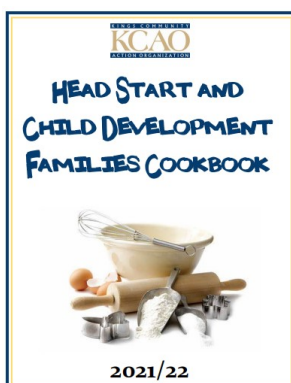
Plan Shop Save Cook Parent Class 21-22

PSSC (Plan, Shop, Save, Cook) curriculum was done over zoom at 3 separate times in the program year (November, January, March). Course included four lessons related to meal planning, reading food labels, saving money, and cooking a meal. Each week there was an opportunity for class participants to complete worksheets, set goals connected to lesson topic, and share with classmates. Classes were held in both English and Spanish and attracted 40 participants.



National Nutrition Month 2022

In March 2022, the Nutrition Department celebrated National Nutrition Month. This year there was “World of Flavors” 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 once a week 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.



Parent Cookbook 21-22

Head Start families had the opportunity to submit recipes to create a cookbook. The goal was to share a healthy recipe, so that families can have ideas on what to cook at home. It also provided an opportunity for families to learn about foods from other cultural backgrounds. Ultimately, it also served to involve children when cooking meals at home.

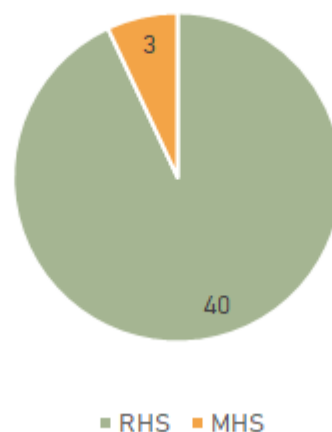
SPECIAL SERVICES

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)

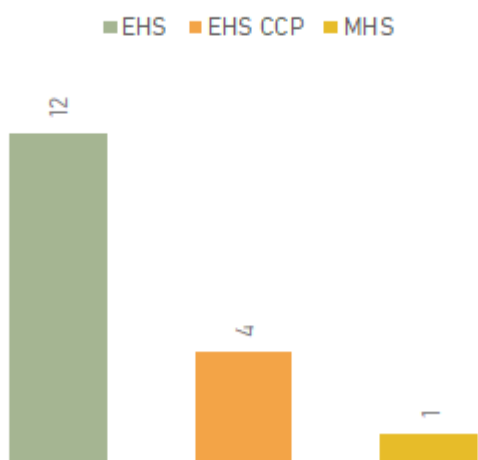
This year, as COVID declined and our health crisis stabilized, more families were reaching out for services, children with disabilities received direct services in their classrooms. Through the partnership with Kings County of Education, (Special Education dept.) services such as speech therapy, occupational therapy, physical therapy and academic instruction were provided in our preschool classrooms and Early intervention services such as language development, gross and fine motor skills and social skills were provided to infants and toddlers in our programs. As we move forward are focus continues to be inclusive classrooms that celebrate all children's abilities.

Our staff participate in inclusion training and support families during IEP and IFSP meetings. Parents receive current information about their child's development during an IEP /IFSP meeting This information is used to demonstrate their progress, skills and interests in our general Education classrooms. Staff share information on a regular basis with the families to keep them informed and to partner on areas of development that were identified during their child's IFSP/IEP. The Education Coordinator and Mentor Coaches schedule observations to support staff, provide strategies and model teaching practices. Items are purchased to meet the needs of each child and enhance their experiences in our programs.

IEP's for 2021/22



IFSP's for 2021/22



As children with IEP's start their transition to Kindergarten, the IEP team collaborate to ensure that child's next educational setting is successful. A transition IEP is conducted to transfer services from our preschool settings to public school settings. We are there to assist families during this process by attending the IEP, giving them resources, linking them to their School of Residence and providing information. Children that are exiting out of Early Intervention services have a transition IFSP, our

staff help families through the next steps which could be placement in our Family Child Care program or a preschool classroom. 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 while in our programs and beyond.

At KCAO, our goal is to create environments that welcome all learning styles and all abilities so that every child has the same opportunity to learn and grow together.

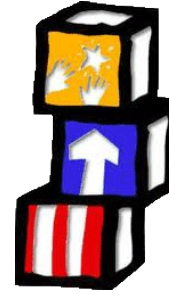
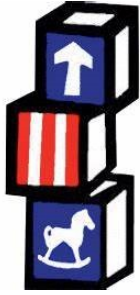
READ ACROSS AMERICA WEEK

Read Across America focuses on the important 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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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 program year, we went back into the classrooms and continued our efforts to make necessary modifications to our centers to protect the health and safety of the children, families and staff due to COVID-19. The Preschool classrooms sizes remained reduced to ensure that safety protocols were in place. Our agency continued the guidance from OHS, CDC guidelines, Kings County Health Department and California Licensing regulations to re-design the classroom settings that provided the opportunity to allow children to explore the interest areas within their classroom environment. Teaching Staff modified each of the interest areas as they followed CDC guidelines and California Licensing regulations. Therefore, providing the materials, equipment, and environment that support children's needs to strengthen their skills, knowledge and abilities while attending KCAO preschool classrooms. Every effort was made to continue the protocols of hand washing and utilizing the health symptom check-in board set up outside 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 as teachers meet individually with each family taking every precaution of using face masks and a plex-glass divider during their visit at the site. The continued efforts of the "Learning Genie" application and KCAO Facebook was used to communicate daily and weekly with families, as they were given specific resources to help their child towards school readiness.

Our Mentor coaches resumed their site visits back in the classrooms using face masks and hand washing protocols to ensure health and safety procedures were being followed. The Mentor coaches provided any additional support/strategies, coaching and suggestions to the teaching staff to strengthen their practices and interactions with children and families. KCOE speech therapy and push-in services also resumed in person at each designated site for children with a speech delay and other physical need.

The teachers and parents worked together to create shared goals that would be used to strengthen their child's educational outcomes. Parent meetings continued to be 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 were given opportunities to join virtual wellness trainings during work time. Staff received information on wellness strategies and activities, and were given materials to support social and emotional competencies. This gave staff an outlet to reduce stress and manage emotions during these difficult times. As we continue to make wellness a priority, we are coordinating with other community stakeholders 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:

Our infant and toddlers class returned to in-person as of July 1, 2021 and took all the necessary safety measures recommended by the OHS guidelines, CDC and working closely with our local County Health Department. Staff started conducting their intakes in-person at the center along with the parent conferences, however parent meetings have remained virtual. During the parent conference staff share the child's current progress of screenings and assessment outcomes. Staff communicate through Learning Genie and share fliers and resources with families. Learning Genie has been a great resource to collect in-kind from parent-child activities that support school readiness goals. It's been essential especially to those families who necessarily are not available during school hours.



Staff continue to support children's 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 children transition within the classroom with the support of their primary teacher.

Center staff continue to provide a video of the classroom during the drop off and pick up process to follow the health and safety protocols of the program. We continue to collaborate with the Enrollment, Recruitment, Selection, & Attendance (ERSEA) Department to coordinate and plan for children's transition placement. ERSEA and EHS staff meet bi-monthly to ensure the transition placements take place in a timely manner and to meet the needs of the children and families.



EHS staff continue to coordinate virtually with each family as staff provide stages of children's development for both center and home based option. In the beginning of the program year staff offered families an opportunity to become familiar with their child's primary teacher and view classroom environment virtually through Zoom Meetings. These zoom meetings took place prior to the child transitioning to the next learning stage in order to support the family, staff and children as this is an important experience of their life. We want to make these transitions as comfortable as possible as we build strong relationships amongst the parents and children.

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:

Towards the end of this program year the Home Based option went back to in-person home visits. The staff followed safety protocols and were sensitive to the family's needs by offering a virtual session for anyone experiencing symptoms. The home-based option continues to focus on providing health, nutrition, special services, and family support services to families.

Home Educators worked closely with parents to implement the new curriculum Parents As Teachers (PAT), the utilization of the Learning Genie program and Child Plus to send messages, resources, and send reminders for home visit appointments. We also used both data systems to generate in-kind activities and inform families of resources available in the community such as diapers, food distributions, COVID-19 Testing Sites, group socialization fliers, etc. Home Educators conducted virtual intakes to complete paperwork and introduce themselves as a precaution at the beginning of the program year. They also did drive-through pickups for parents and dropped-offs to provide materials for activities, food distribution and signed paperwork using a drop-off basket. Each family received a box full of different materials to enhance the home environment to encourage positive parent-child interactions and experiences. We use Zoom to meet with each family on a weekly basis and we offer virtual group socialization twice a month. Some parents participated in the parent's well-being sessions offer throughout the year during group connections or Parent Cafes.



As a program, we noticed there was a need for well-being or self-care for staff and a continuing need for 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 PAT, Rapid Respond Home Visiting Program, ECLKC, Zero to Three, Program Infant Toddler Caregiving (PITC), and CARES Program. Home Educators continue to increase their awareness and their understanding of self-care through group sessions and professional development. This helps them support parents with their own and their child's social and emotional needs and to better provide quality services.

This year we were able to partner with the parents in implementing the PAT curriculum and DRDP assessment tool with a better understanding of using the curriculum. PAT is very rich in all the comprehensive services to families and meets our program needs. The curriculum empowers parents to be the experts in working with their children. It guides and enhances the knowledge of the Home Educator to partner with parents, facilitate, and reflect with the parent. In addition, switching to the DRDP (Desired Results Developmental Profile) which is aligned with the PAT Curriculum allowed collection of data across the EHS program. We partner with parents to collect observations and met with them to share their child's outcomes through parent conferences.

Home Educators are participating and continue to be part of the KCCAQ Home Visitor's PLC training. The objective is to learn a variety of strategies, including self-reflection and observation, to increase the capacity to support the five developmental domains of children and their families.

FAMILY CHILD CARE

Our program was able to continue providing support and day care services to essential working parents. 15 Family Child Care Providers remained open and implementing the comprehensive services to the children. We had 3 providers in Avenal, 1 in Corcoran, 1 in Kettleman City, 3 in Lemoore, and 7 in Hanford. The staff were returned to work to their offices 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 monthly virtual wellness sessions with a mental health professional as social and emotional support. We also conducted ongoing virtual meetings with staff to determine the best way to support each providers.

Our Child Development Specialists and Mentor Coaches continue to collaborate together conducting virtual observations. The Child Development Specialist conduct their visits three times a week 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, modified drop off and pick up procedures.

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.

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 March 2, 2022—March 6, 2022, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) 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.

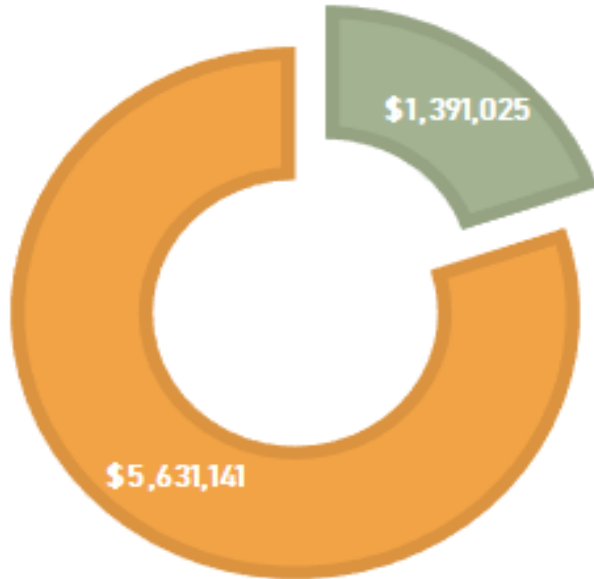
There were no findings or areas of concern.



ACCOUNTABILITY AND BUDGET

REGIONAL & EARLY HEAD START 2021/2022 ~ FY 04/01-03/31

■ In-Kind ■ Federal Funds



2021-2022		
CATEGORY	FEDERAL	%
Personnel	\$2,777,144	49.3%
Fringe Benefits	\$949,061	16.9%
Supplies	\$175,580	3.1%
Travel	\$11,705	0.2%
Other	\$1,193,824	21.2%
Contractual	\$55,234	1.0%
Indirect	\$468,593	8.3%
Total	\$5,631,141	100%

CACFP

RHS	2021/22: \$459,730	2022/23 Projected: \$602,213
EHS	2021/22: \$42,618	2022/23 Projected: \$45,920

2022/2023 PROJECTED
FEDERAL FUNDS: \$5,631,141
INKIND: \$1,407,785

CATEGORY	FEDERAL
Personnel	\$2,811,272
Fringe Benefits	\$1,072,210
Supplies	\$227,559
Travel	\$7,698
Other	\$1,013,437
Contractual	\$19,838
Indirect	\$479,127
Total	\$5,631,141

AMERICAN RESCUE PLAN 2021-2023

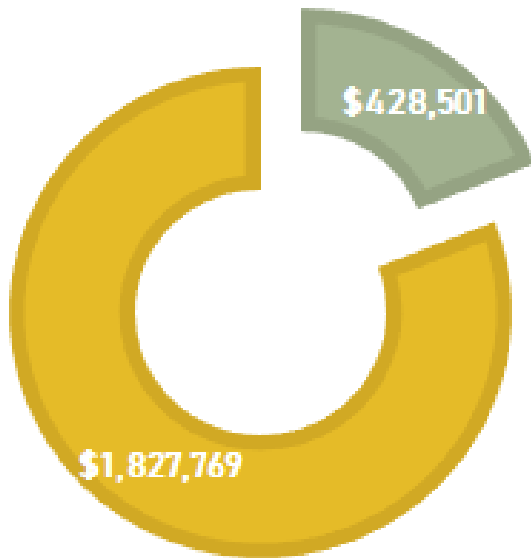
Total Budget: \$929,929

Allocation: Supplies—\$240,500; Other—\$584,890; Contractual—\$20,000; Indirect—\$84,539

ACCOUNTABILITY AND BUDGET

MIGRANT/SEASONAL HEAD START 2021-2022 ~ FY 07/01-06/30

■ In-Kind ■ Federal Funds



2021/2022		
CATEGORY	FEDERAL	%
Personnel	\$766,897	42.0%
Fringe Benefits	\$253,186	13.9%
Supplies	\$37,722	2.1%
Travel	\$1,782	0.1%
Other	\$613,836	33.6%
Indirect	\$154,346	8.4%
Total	\$1,827,769	100%

CACFP

2021/22: \$52,202

2022/23 Projected: \$80,460

2022/2023 PROJECTED

FEDERAL FUNDS: \$2,291,226

INKIND: \$438,368

CATEGORY	FEDERAL
Personnel	\$692,720
Fringe Benefits	\$283,941
Equipment	\$71,500
Supplies	\$280,563
Travel	\$1,504
Other	\$770,508
Indirect	\$190,490
Total	\$2,291,226

AMERICAN RESCUE PLAN 2021-2023

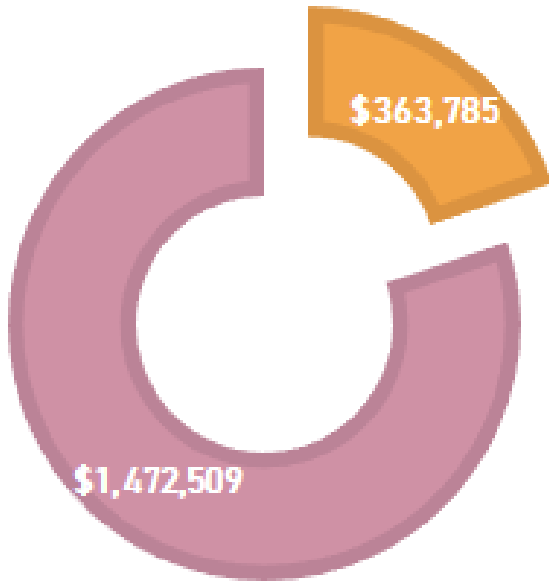
Total Budget: \$256,068

Allocation: Supplies—\$66,308; Other—\$160,881; Contractual—\$5,600; Indirect—\$23,279

ACCOUNTABILITY AND BUDGET

EARLY HEAD START CHILD CARE PARTNERSHIP (EHS CCP) 2021/22 ~ FY 08/01-07/31

■ In-Kind ■ Federal Funds



2021/2022		
CATEGORY	FEDERAL	%
Personnel	\$484,301	32.9%
Fringe Benefits	\$153,495	10.4%
Supplies	\$22,187	1.5%
Travel	\$9,849	0.7%
Other	\$121,862	8.3%
Contractual	\$549,776	37.3%
Indirect	\$131,039	8.9%
Total	\$1,472,509	100%

CACFP

2021/22: \$5,334

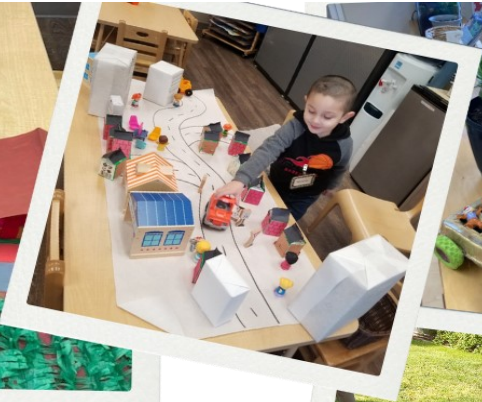
2022/23 Projected: \$45,920

2022/2023 PROJECTED

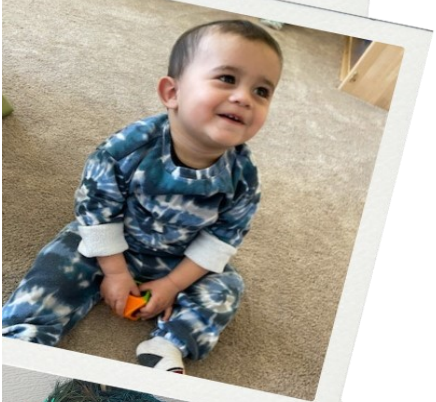
FEDERAL FUNDS: \$1,472,509

INKIND: \$368,127

CATEGORY	FEDERAL
Personnel	\$522,024
Fringe Benefits	\$259,839
Supplies	\$5,605
Travel	\$934
Other	551,110
Indirect	\$132,997
Total	\$1,472,509



Thank you to
EVERYONE
 who made the
 2021/22 a
 successful year!



COMMUNITY PARTNERS



THANK YOU FOR YOUR SUPPORT!



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