

Head Start Annual Report



2017/2018



A map of California with Kings County highlighted in red. The text 'Kings' is written inside the red outline of Kings County. The map shows the state's outline and county boundaries.

KCAO's MISSION

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

KCAO's 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

~ Table of Contents ~

Introduction from the Program Director.....	4
KCAO Board & Policy Council Members	5
Comprehensive Services	6
Enrollment.....	7-8
Family Services	9
Father Engagement.....	9
Health Services	10
Special Services.....	11
Family Engagement.....	12
Policy Council	13
Early Learning Outcomes Framework.....	14
School Readiness.....	15-18
Infant & Toddler (EHS Home Base & Center Based).....	15
Infant & Toddler (EHS CCP & FCC).....	16
Preschool (Migrant & Seasonal).....	17
Preschool (Regional).....	18
Transition to Kindergarten.....	19
Accountability	20
Budgets.....	21-23
Regional & Early.....	21
Migrant & Seasonal.....	22
Early Head Start Child Care Partnership	23
Thank you.....	24-25

Helping People, Changing Lives Since 1965

~ HEAD START ~

INTRODUCTION FROM THE PROGRAM DIRECTOR

Dear Colleagues,

As the Head Start Child Development Director for Kings Community Action Organization, the grantee for the Head Start programs in Kings County, Ca. I am pleased to present the KCAO Head Start Annual Report for 2017-2018. This year we have continued to meet our funded enrollment requirements in all programs, serving over 971 children in Kings County.

KCAO Head Start has successfully provided comprehensive services for low-income children, prenatal through five years of age, and their families for more than 50 years.

This year we have placed a large focus on implementing a new Parenting Curriculum that supports families in learning and applying practical parenting skills. In addition to the parenting curriculum, we have started the Family Development Credential program, through the University of Connecticut. The Family Development Credential program teaches our Family Service Workers and Home Educators how to coach families to set and reach their goals for healthy self-reliance.

We continue to strive for excellence and this year we added two mentor coaches to our team to support classrooms, as well as very committed to the Quality Rating and Improvement System (QRIS) in our county, in collaboration with Kings County Office of Education. With this partnership we have increased our focus on social emotional development through the implementation of the Teaching Pyramid model.

Through our partnership with the Kings County Resource and Referral program we were able to support thirteen contracted Family Child Care Providers in obtaining their Child Development Associate Credential (CDA).

With the support of our families, staff, community partners, and governing bodies, we have met our commitment to excellence and high quality in our programs. Our goal is that children are ready for school and families are ready to support their child's learning through a continuous partnership.

I would like to express my gratitude to the dedicated staff, Policy Council members, and the Board of Directors for their time and continued support to make a difference within the Head Start program and the community.

This annual report is dedicated to our parents, staff, and partners, who on a daily basis, support professional development, data driven decision making, increasing use of technology, and effective management of daily operations.



MICHELLE DOVE

**HEAD START/CHILD
DEVELOPMENT DIRECTOR**

KCAO Board of Directors

Pat Nolen

Richard Fagundes

Stuart Lyons

Cheryl Silva

Art Brieno

Jacob Sanchez

Melissa Whitten

Elsie Barba

Alicia Jacobo

Todd Barlow

Don Wright

Leticia Gamez

Danyuell Hicks

Raymond Lerma

Executive Director

Jeff Garner



*Deputy Executive
Director*

Glenda Stephens

Source: Office of Head Start

Regional Policy Council

Catharine Ferrel

Alice Patterson

Christina Aguilar

Constanza

Joseph Castanon

Ramirez

Noemi Lopez

Celia Rodriguez

Cindy Mendez

Jessenia Sotelo

Angles Parra

Annmarie Villarreal

Migrant & Seasonal Policy Council

Esperanza Barocio

Julia Cuevas

Zaira Diaz-Rodriguez

Maria Hernandez

Adaneldy Marquez-Del Angel

Oralia Vallejo

~ 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.

The program contracts 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.



NUTRITION



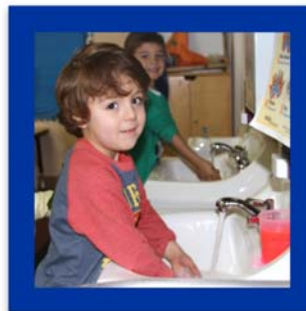
DISABILITIES



SCHOOL READINESS



MENTAL HEALTH



HEALTH



FAMILY

~ 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

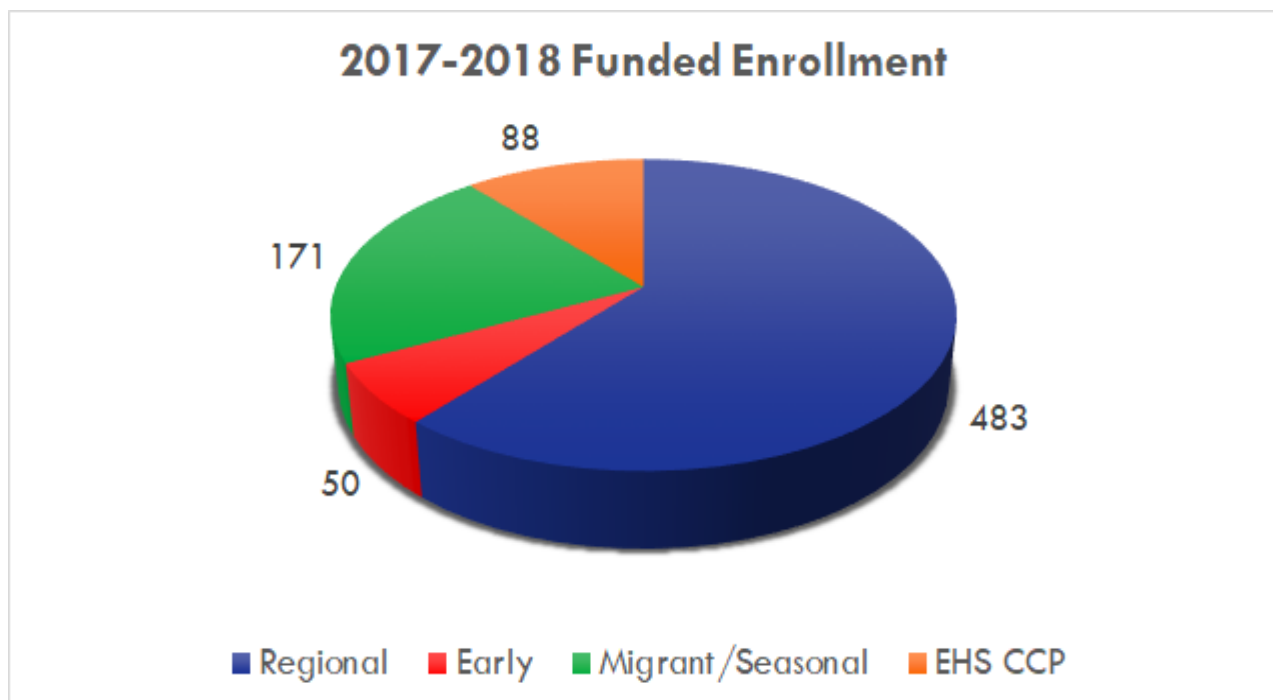
We have a funded enrollment of 50 infants and toddlers, in which we offer year round home-based and center-based options. The home-based option provides weekly home visits with parents and child for 34 infants and toddlers. The center-based option serves 16 infants and toddlers.

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 CHILD CARE PARTNERSHIP

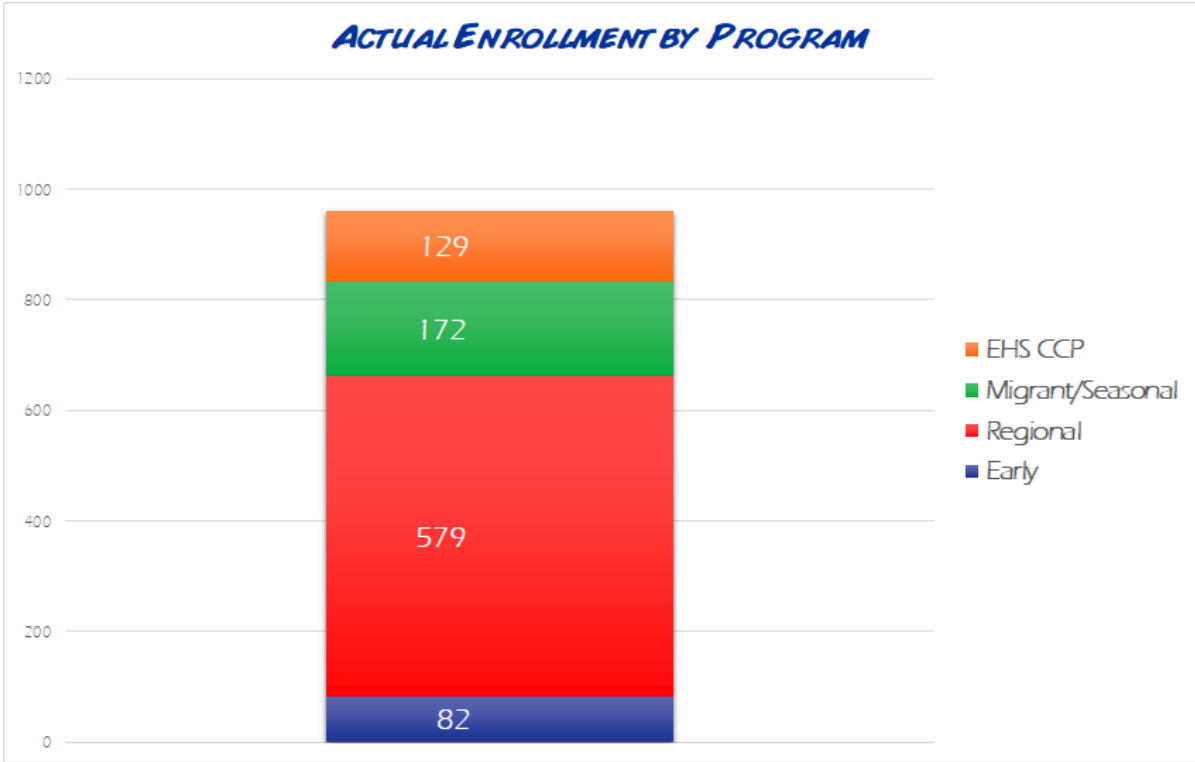
Our EHS-CCP Program has a funded enrollment of 88 children. We partner with KCAO Resource and Referral, KCAO Child Care Assistance Program, and contract with Providers to provide full year services through a family child care option, to support families working and/or going to school.



Source: 2017-2018 Program Information Reports

**TOTAL FUNDED
ENROLLMENT
792**

**ACTUAL
ENROLLMENT
971**

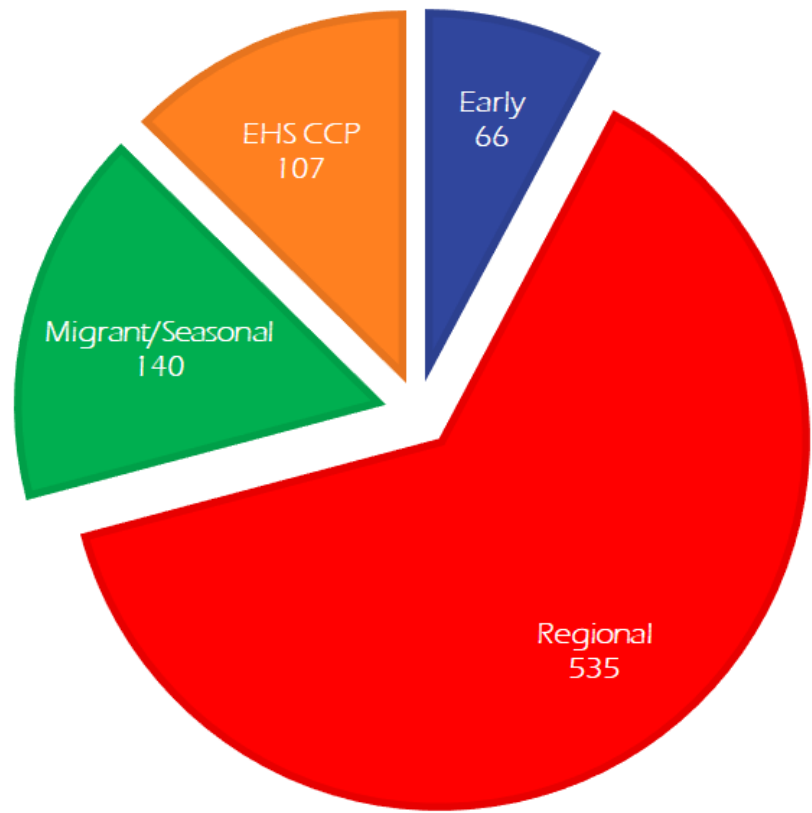


KCAO Head Start programs had a total funded enrollment of 792 children and actually served a total of 971 children in Kings County. The actual number is cumulative due to enrollment slots that became vacant throughout the year and were then filled by another child in need of services. All vacancies were filled within 30 days. All children enrolled in our programs were income or categorically eligible.

Source: 2017-2018 Program Information Reports

~ FAMILY SERVICES ~

Head Start served a
total of **848**
families in 2017-2018.



~ FATHER ENGAGEMENT ~

A total of **207** fathers participated in their child's Head Start development experiences in 2017-2018.

Regional	128
Early	22
Migrant/Seasonal	51
EHS CCP	6

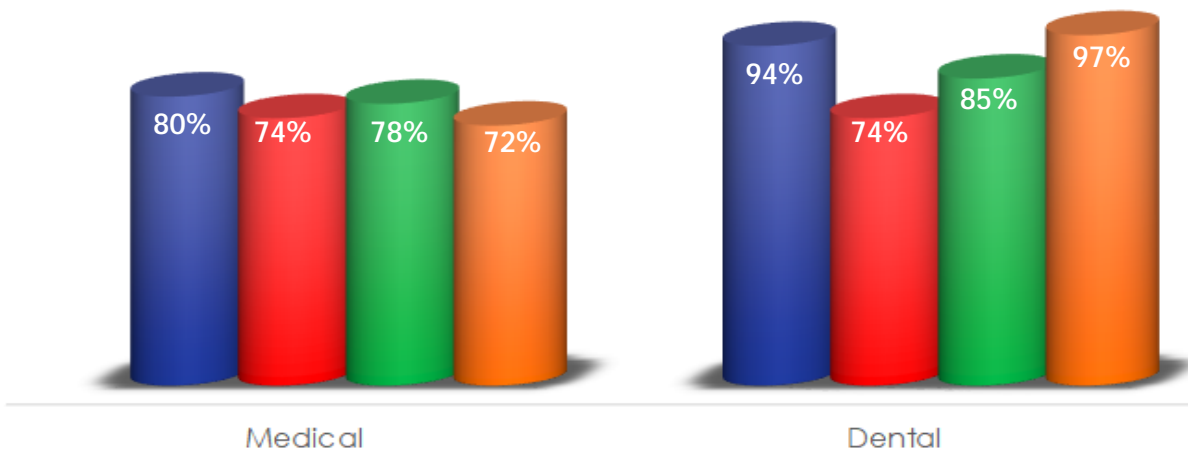
Source: 2017-2018 Program Information Reports

~ HEALTH SERVICES ~

We ensured that children received needed medical and dental exams by partnering with community health providers.

Medical & Dental*

■ Regional ■ Early ■ Migrant/Seasonal ■ EHS CCP



Source: 2017-18 Program Information Reports

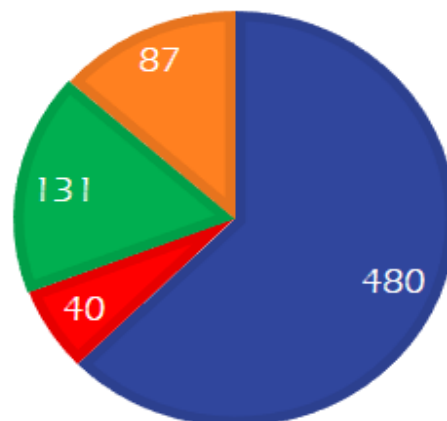
IMMUNIZATIONS

- ◆ Regional 99%
- ◆ Early 85%
- ◆ Migrant/Seasonal 100%
- ◆ EHS CCP 100%



LEAD

■ Regional ■ Early ■ Migrant/Seasonal ■ EHS CCP



*Please note these percentages include children that were enrolled in our program for less than 45 days.

~ 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*)

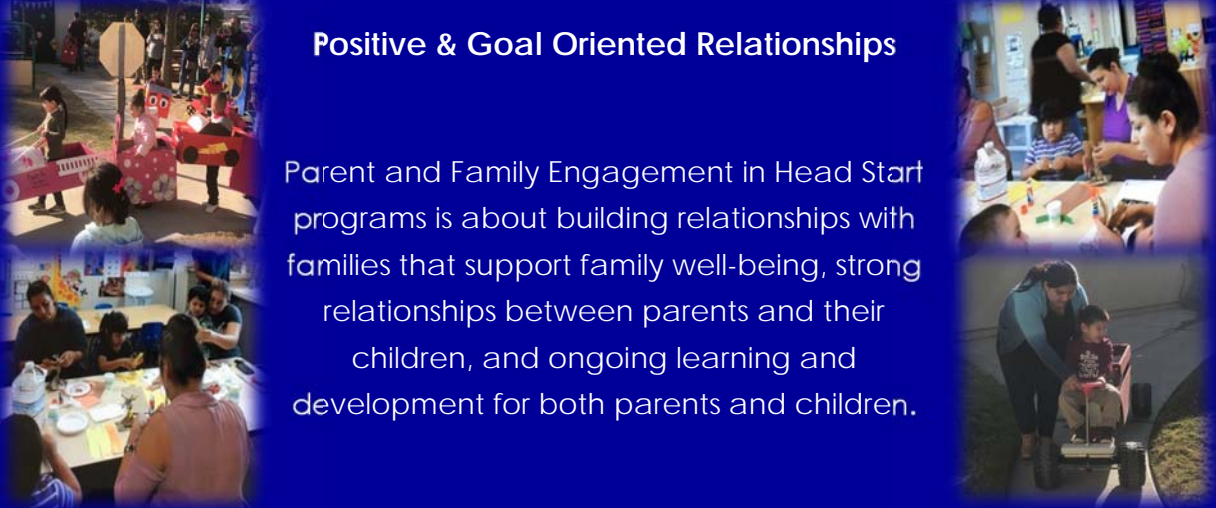
	67 IEP's
Regional	50 Speech 14 Autism 2 Intellectual disabilities 1 Emotional disturbance

	5 IEP's & 1 IFSP
Migrant/Seasonal	4 Speech 1 Intellectual disability IFSP was identified prior to enrollment

	7 IFSP's
Early	6 identified prior to enrollment 1 identified during enrollment

	10 IFSP's
EHS CCP	5 identified prior to enrollment 5 identified during enrollment

~ PARENT & FAMILY ENGAGEMENT ~



Positive & Goal Oriented Relationships

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.



~ POLICY COUNCIL ~

Parents in our program have the opportunity to be involved in the decision making process by participating on 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.

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.

Hello my name is Esperanza Borocio I am the president of the policy council, I have been a member of the policy council for the past 4 years. I have learned a lot about how the Migrant Head Start program works. I had the experience of going to a national Migrant Head Start conference in the month of March 2018, I have also learned how to run a policy council meeting and how to read the program's financial and in-kind reports and the importance of participating as member. I am very happy to continue being part of the Policy Council.



ESPERANZA BAROCIO
MIGRANT & SEASONAL HEAD START
POLICY COUNCIL CHAIRPERSON

I have had a great time being a part of the Head Start program. I was able to learn so much about the school and how important it is to keep the program going. I was voted to be the Chairperson which allowed me to be a big part of the schools. I'm grateful for the opportunity it has shown me so much about how much parents are important to our kids education. We are what helps keep the schools going, the voice to share our thoughts and ideas. I now know I have a voice. I can stand in front of a group and conduct a meeting. So thank you so much for everything. The schools need to keep going they teach us and our kids so much. Thank you KCAO for the program you got going.



CATHARINE FERREL
REGIONAL/EARLY HEAD START POLICY COUNCIL CHAIRPERSON

~ 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 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 preschool programs. The Hawaii Early Learning Profile (HELP) is utilized as an on-going means of assessment for the Infant/Toddler home-based program 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.

~ SCHOOL READINESS ~

INFANT TODDLER

EARLY HEAD START-HOME BASED

Areas that Support School Readiness	Overall % of children in Age Expected Range
Approaches to Learning	92%
Social and Emotional Development	92%
Language and Literacy Development	82%
Cognitive, Including Math and Science	92%
Physical Development –Health	92%

EARLY HEAD START-CENTER BASED

Area that Support School Readiness	Overall % of children in Age Expected Range (Responding Ltr-Exploring Ltr)	Overall % of children above the Age Expected Range (Building Earlier)
Approaches to Learning	50%	50%
Social and Emotional Development	50%	50%
Language and Literacy Development	75%	25%
Cognitive, Including Math and Science	25%	75%
Physical Development –Health	25%	75%

~ SCHOOL READINESS ~

INFANT TODDLER

Early Head Start Child Care Partnership Family Child Care- EHS-CCP

Area that Support School Readiness	Overall % of children in Age Expected Range (Responding Ltr-Exploring Ltr)	Overall % of children above the Age Expected Range (Building Earlier)
Approaches to Learning	83%	17%
Social and Emotional Development	84%	17%
Language and Literacy Development	80%	20%
Cognitive, Including Math and Science	90%	10%
Physical Development -Health	77%	23%

Family Child Care- Migrant Seasonal Head Start

Area that Support School Readiness	Overall % of children in Age Expected Range (Responding Ltr-Exploring Ltr)	Overall % of children above the Age Expected Range (Building Earlier)
Approaches to Learning	66%	33%
Social and Emotional Development	55%	44%
Language and Literacy Development	66%	33%
Cognitive, Including Math and Science	66%	33%
Physical Development -Health	66%	33%

~ SCHOOL READINESS ~

PRESCHOOL AGE

MIGRANT & SEASONAL HEAD START

Area that Support School Readiness	Overall % of children in Age Expected Range (Building)	Overall % of children above the Age Expected Range (Integrating)
Approaches to Learning	86%	7%
Social and Emotional Development	93%	7%
Language Development	64%	14%
Literacy Development	85%	7%
Mathematics	78%	14%
Science	78%	7%
Physical Development	57%	43%
Health	86%	14%
Social Science	93%	7%
Visual and Performing Arts	58%	36%
English Language Development	46%	15%

~ SCHOOL READINESS ~

PRESCHOOL AGE

REGIONAL HEAD START

Area that Support School Readiness	Overall % of children in Age Expected Range (Building)	Overall % of children above the Age Expected Range (Integrating)
Approaches to Learning	70%	2%
Social and Emotional Development	77%	3%
Language Development	72%	7%
Literacy Development	80%	4%
Mathematics	74%	4%
Science	70%	2%
Physical Development	75%	9%
Health	80%	7%
Social Science	82%	3%
Visual and Performing Arts	83%	6%
English Language Development	39%	17%

~ 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 participate in transition activities in preparation for Kindergarten.



Kindergarten! ... here I come!



~ ACCOUNTABILITY & BUDGET ~

Agency Single Audit for the Year Ended

DECEMBER 31, 2017

SECTION I—Summary of Auditor’s Results:

None Reported.

Section II—Financial Statement Findings:

None Reported.

Section III-Federal Award Findings:

None Reported.

Financial Statement Findings:

None Reported.

Federal Award Findings:

Recommendation:

“We recommend that the Organization implement a stronger review process to ensure that all overtime is properly calculated on the income calculation worksheet” .

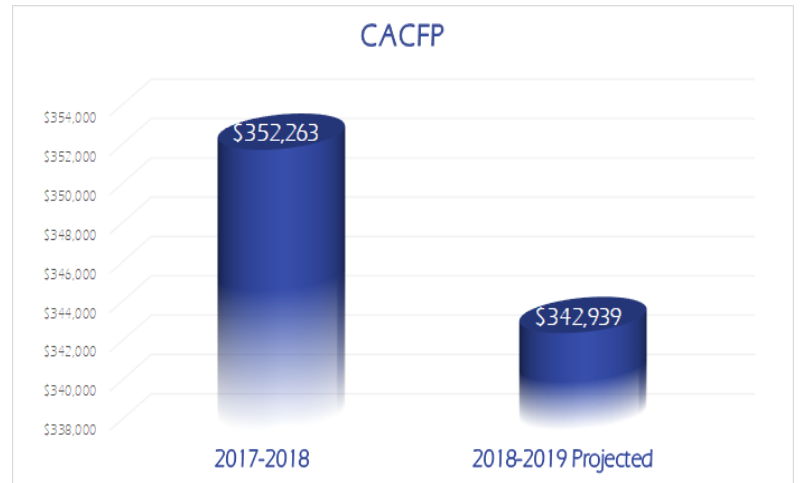
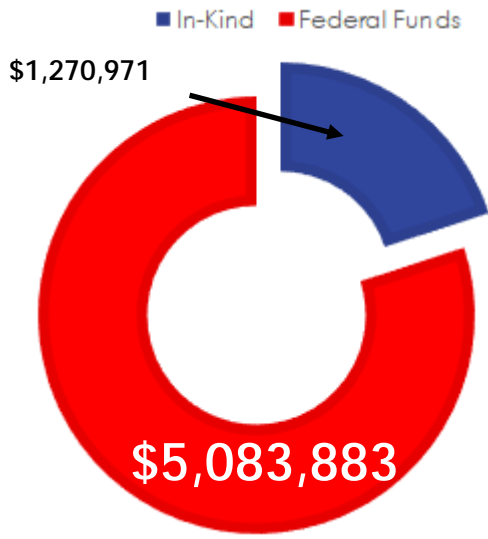
Status:

Implemented.



~ ACCOUNTABILITY & BUDGET ~

REGIONAL & EARLY HEAD START 2017-2018 FY 04/01-03/31



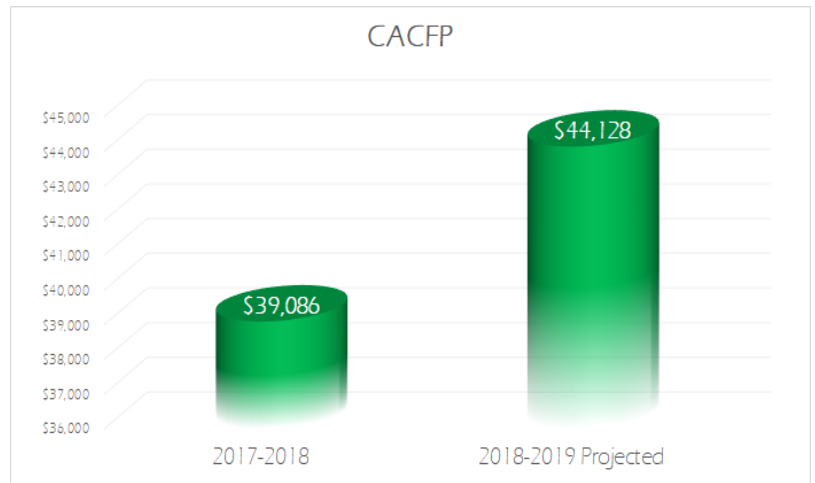
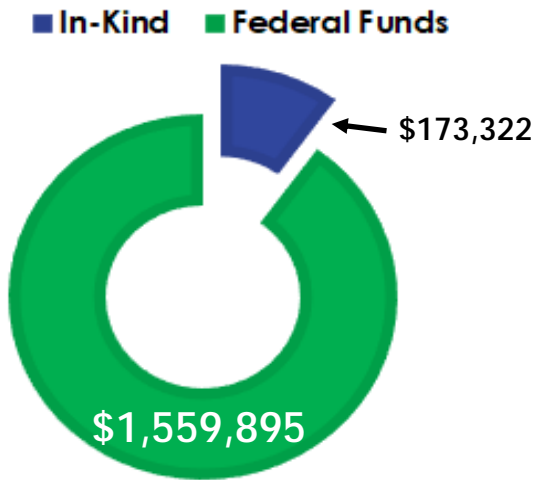
2017-18		
CATEGORY	FEDERAL	IN-KIND
Personnel	\$2,667,270	\$850,638
Fringe Benefits	\$1,123,185	\$374,361
Travel	\$37,348	\$0
Equipment	\$29,000	\$0
Supplies	\$72,443	\$21,659
Contractual	\$59,535	\$18,800
Other	\$699,048	\$5,513
Indirect	\$396,054	\$0
Total	\$5,083,883	\$1,270,971

2018-2019 (Proposed)		
CATEGORY	FEDERAL	IN-KIND
Personnel	\$2,668,766	\$889,852
Fringe Benefits	\$1,233,861	\$392,555
Travel	\$51,912	\$0
Supplies	\$109,275	\$1,768
Contractual	\$30,750	\$17,165
Other	\$642,687	\$3,973
Indirect	\$484,001	\$0
Total	\$5,221,252	\$1,305,313



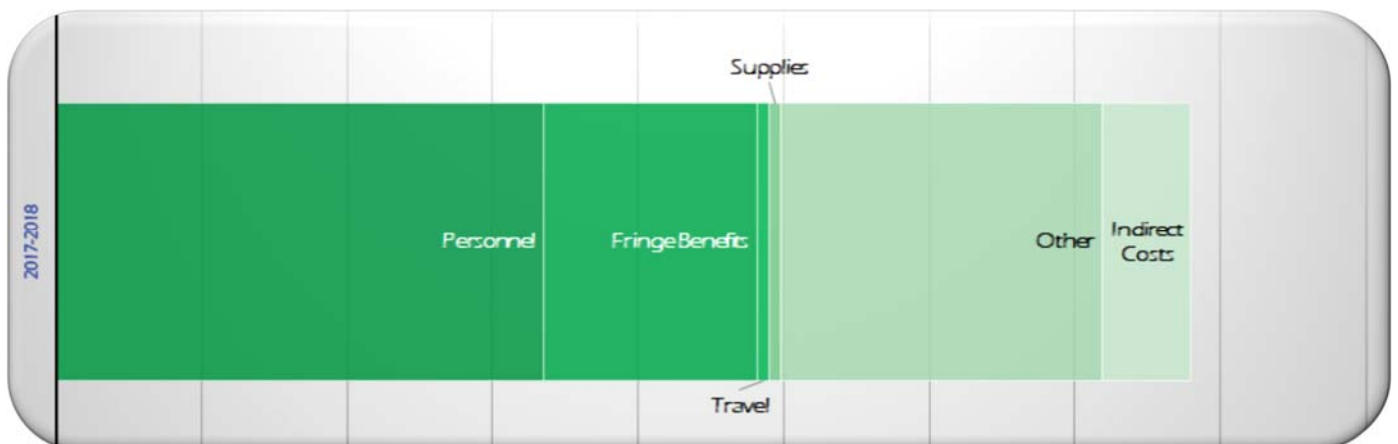
~ ACCOUNTABILITY & BUDGET ~

MIGRANT & SEASONAL HEAD START 2017-2018 FY 02/01-01/31



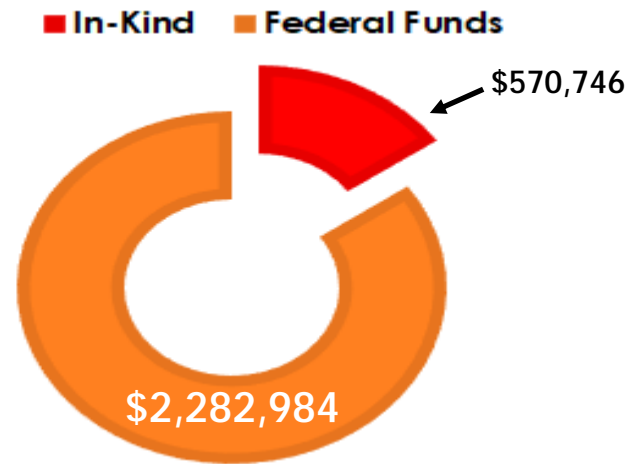
2017-2018		
CATEGORY	FEDERAL	IN-KIND
Personnel	\$671,145	\$114,903
Fringe Benefits	\$291,856	\$49,293
Travel	\$16,583	0
Supplies	\$16,624	\$698
Other	\$441,351	\$8,428
Indirect	\$122,336	0
Total	\$1,559,895	\$173,322

2017-2018 (Proposed)		
CATEGORY	FEDERAL	IN-KIND
Personnel	\$673,472	\$273,718
Fringe Benefits	\$341,098	\$117,434
Travel	\$18,570	0
Supplies	\$40,584	\$1,420
Other	\$377,884	\$7,306
Indirect	\$147,904	0
Total	\$1,599,512	\$399,878



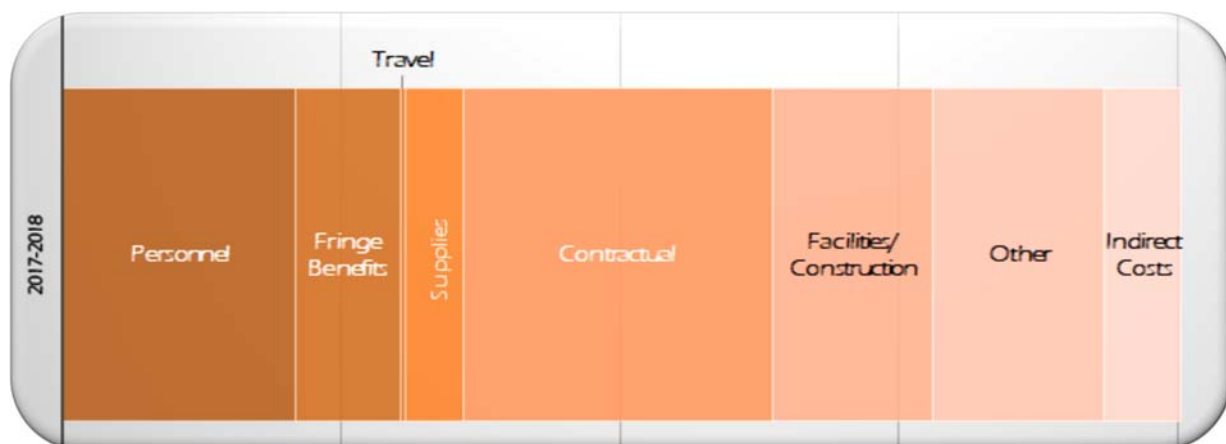
~ ACCOUNTABILITY & BUDGET ~

EARLY HEAD START CHILD CARE PARTNERSHIP (EHS CCP) 2017-2018 FY 8/01-7/31



2017-2018		
CATEGORY	FEDERAL	IN-KIND
Personnel	\$420,157	\$100,885
Fringe Benefits	\$185,945	\$39,374
Travel	\$10,495	\$3,120
Supplies	\$104,167	\$18,840
Contractual	\$552,449	\$191,746
Facilities/Construction	\$287,500	0
Other	\$308,210	\$7,057
Indirect	\$136,755	0
Total	\$2,005,678	\$361,022

2018-2019 (Proposed)		
CATEGORY	FEDERAL	IN-KIND
Personnel	\$353,422	\$233,389
Fringe Benefits	\$156,528	\$91,084
Travel	\$12,262	\$0
Supplies	\$38,905	\$0
Contractual	\$565,948	\$62,140
Other	\$304,861	\$8,733
Indirect	\$149,457	0
Total	\$1,581,383	\$395,346





Thank You To Our Community Partners!





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Hanford, CA 93230

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www.kcao.org