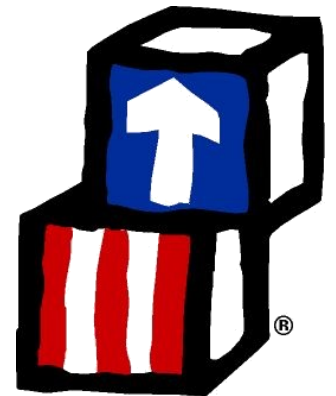


KINGS COMMUNITY

KCAO

ACTION ORGANIZATION

HEAD START ANNUAL REPORT



2020



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

HELPING PEOPLE, CHANGING LIVES SINCE 1965



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.

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,

Head Start is a comprehensive early education program for children from at-risk backgrounds from birth to age 5. We help children build the abilities they need to be successful in school and life. We engage parents as partners with their child's learning and family support. Every child has the ability to succeed and together and we are supporting more children and families on their paths to success.

Kings Community Action Organization Head Start Annual Report for 2019-2020 is a reflection of community, collaboration, and reaching outside of our norms to support children and families with high quality services. Our shared experience, throughout the year, of minimizing the risk and spread of COVID -19 has been very challenging. However, through these challenges we have had many successes and been inspired by the selflessness of our staff, as well as the commitment and support of our families, Policy Council, Board of Directors, funders and the community, to do their part to minimize the risk in our county.

One success we are extremely proud of, is having an Office of Head Start Federal Review with no findings or areas of concern during this pandemic.

For the beginning of the 2019-20 school year we operated at full capacity with full enrollment in all programs that were open and provided comprehensive services. In mid-March 2020, the State of California received a stay at home order, which closed all of our centers and a few staff continued to work to develop a game plan for remote working to support children and families in our community. Our first priority was to figure out a way to communicate with families, while away from the office. A variety of platforms were implemented to communicate with families, as well as staff and community partners.

We received CARES ACT funding to prepare, prevent and respond to the COVID-19 pandemic. As we prepared to open classrooms for essential workers, we ensured we had Personal Protective Equipment (PPE) and equipment to create environments in the classrooms with individual spaces set up for children. We purchased tablets for enrolled families and developed a system to continue providing the same services in a virtual format, to include all meetings, classroom zoom sessions, and an increase in mental health activities for children, families, and staff. During this time we also took advantage of the opportunity to have staff participate in a variety of virtual professional development activities.

Kings County Health Department has been a champion in providing support and guidance on re-opening classrooms and resources available for families. With their support and the support 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, parents and staff.

Due to the uncertainty of enrollment for the 2020 school year, the Office of Head Start waived the requirement to submit the Program Information Report and changed the requirement to have 10% disabilities for children actually enrolled in the program instead of 10% of our funded enrollment.

As we move into a new year, we would like to sincerely thank our staff, Policy Council, Board of Directors and community partners for their dedication, guidance and support each and every day.

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

Michelle Dove

EXECUTIVE DIRECTOR: Jeff Garner

DEPUTY EXECUTIVE DIRECTOR: Glenda Stephens

KCAO BOARD OF DIRECTORS:

- ◆ Elsie Barba
- ◆ Danyuell Hicks
- ◆ Francisco Ramirez
- ◆ Todd Barlow
- ◆ Alicia Jacobo
- ◆ Jacob Sanchez
- ◆ Jim Chaney
- ◆ Tony Lopez
- ◆ Cheryl Silva
- ◆ Richard Fagundes
- ◆ Pat Nolen
- ◆ Oralia Vallejo
- ◆ Leticia Gamez
- ◆ Greg Ojeda
- ◆ Don Wright

REGIONAL & EARLY HEAD START /EARLY HEAD START-CHILD CARE PARTNERSHIP POLICY COUNCIL:

- ◆ Eulogia Avalos
- ◆ Romy Gutierrez
- ◆ Graciela Solis
- ◆ Jasmine Ayon Silva
- ◆ Danyuell Hicks
- ◆ Noamy Valera
- ◆ Belinda Cano
- ◆ Marlenn Perez
- ◆ Rebecca Villa
- ◆ Jessica Contreras
- ◆ Celia Rodriguez
- ◆ Annmarie Villareal

* Pat Nolen (Board of Directors Liason)

MIGRANT & SEASONAL POLICY COUNCIL:

- ◆ Esperanza Barocio
- ◆ Jacob Sanchez (Board of Directors Liason)
- ◆ Zaira Diaz-Rodriguez
- ◆ Clarisa Tabanico
- ◆ Phillip Garcia
- ◆ Oralia Vallejo
- ◆ Yajahira Perez

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.



ENROLLMENT

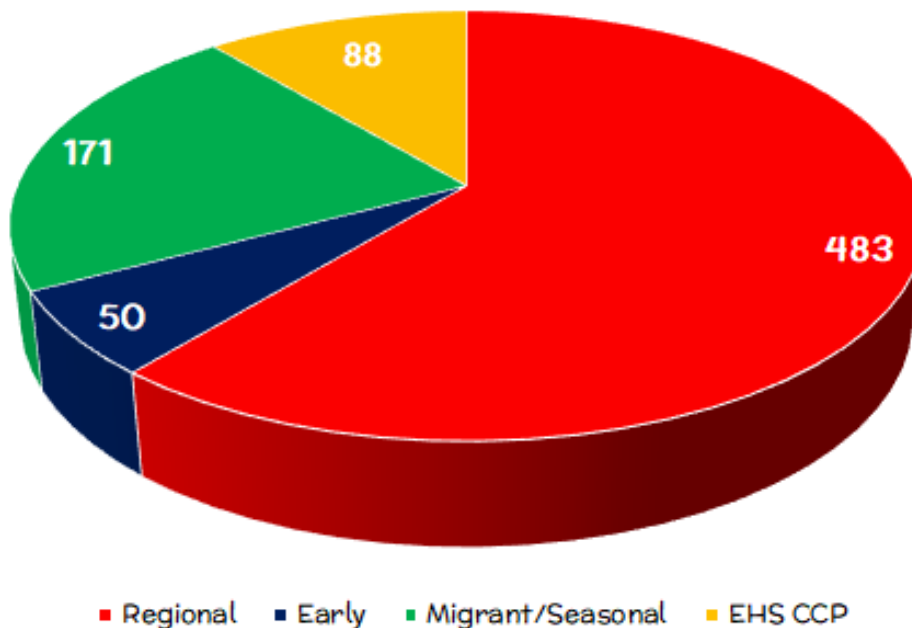
REGIONAL

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.

2019-2020 FUNDED ENROLLMENT



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.

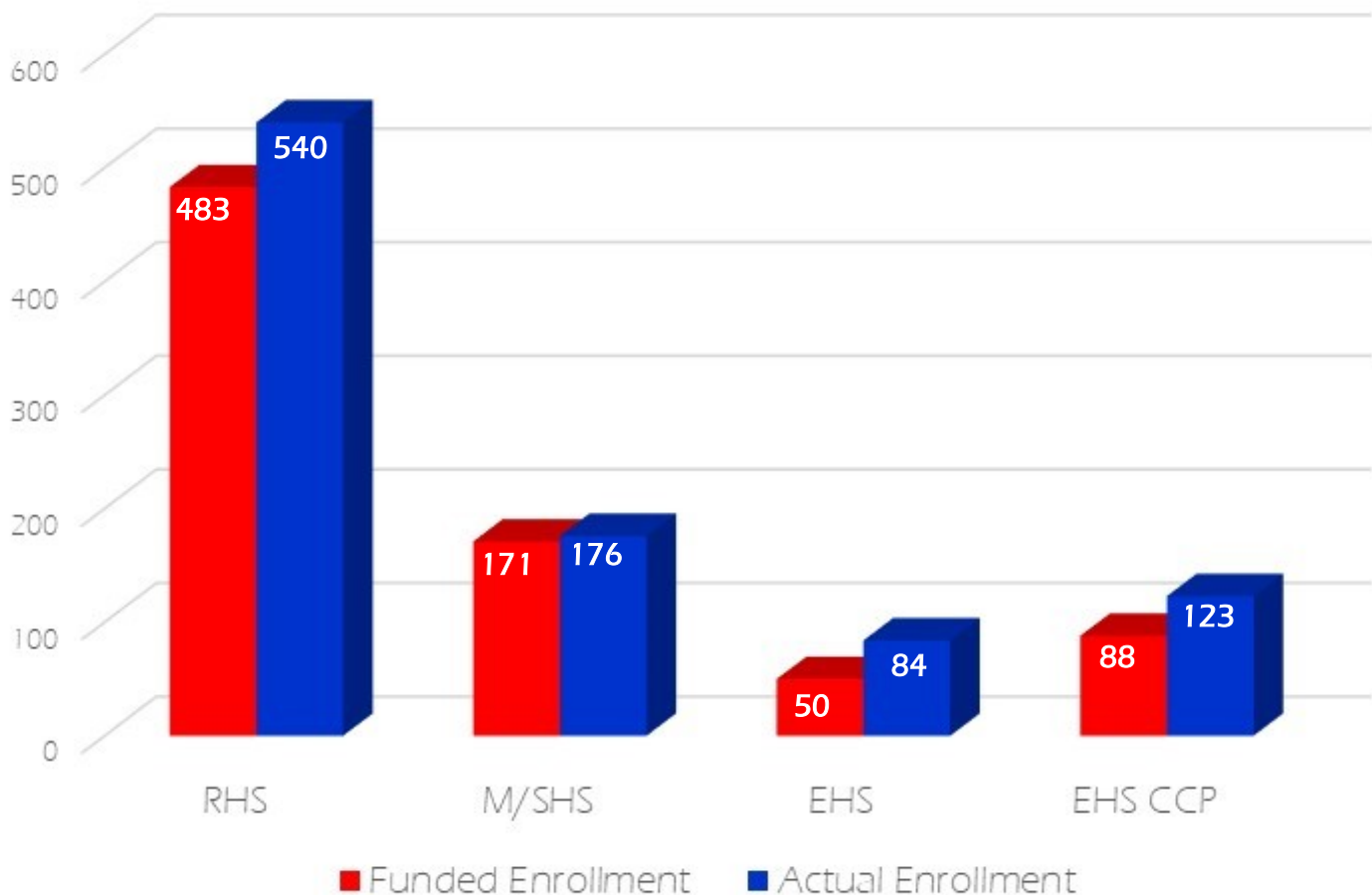
EARLY HEAD START CHILD CARE PARTNERSHIP

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.

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.

ENROLLMENT

Total Actual Enrollment for the 19/20 program year was 923 children.



During the 2019/2020 program year KCAO Head Start programs had a total funded enrollment of 792 children. A total actual enrollment of 923 children was reached prior to the closure in March 2020 due to the Shelter In Place order. 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.

FAMILIES AS ADVOCATES & LEADERS

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.



**ANNMARIE
VILLARREAL**

Regional/Early Head Start /
Child Care Partnership
Policy Council Chairperson

As the chairperson for this years Parent Policy Council, I was welcomed and very supported in taking over the new role. Unfortunately, due to COVID-19 we didn't get to have as many in person meetings as we were used to and at times even Zoom meetings were hard to attend. Even through all of that we still endured, and we still got to participate in making big decisions for our children Thank you to every parent who took the time to get on the Zoom calls and thank you to my Vice-Chair person who stepped into my role when my health did not allow me to participate. It has been an honor working with the policy council and I look forward to an even better year to come.

Hello! My name is Zaira Diaz, I'm from Corcoran and I work in the field. I have 5 children for whom I have been fortunate to be part of the Family Child Care program. In the policy council I have learned a lot and value the Family Child Care program a lot more because I have seen the work of the employees, providers and the entire Head Start team. Also, as part of the council I feel that my opinion matters when we have meetings. As I already



ZAIRA DIAZ
Migrant/Seasonal Head Start
Policy Council Chairperson

said, I am a farm labor worker, this job is hard and tiring. When I got involved in the policy council, I did not believe that it would help me in my personal life. Thanks to this experience I was able to realize that it was a job that I wanted to do so one of my goals was to go back to school. As of right now I am taking some classes to get a certificate or diploma in Child Development.

FAMILIES AS ADVOCATES & LEADERS

Thank you to our Policy Council members for their commitment to children and families in Kings County. Each one of our members served as a voice for their community and were strong advocates for continuous high quality services.



Thank
you

Pictured top left, Celia Rodriguez,
bottom left Eulogia Avalos, bottom right Romy Gutierrez.

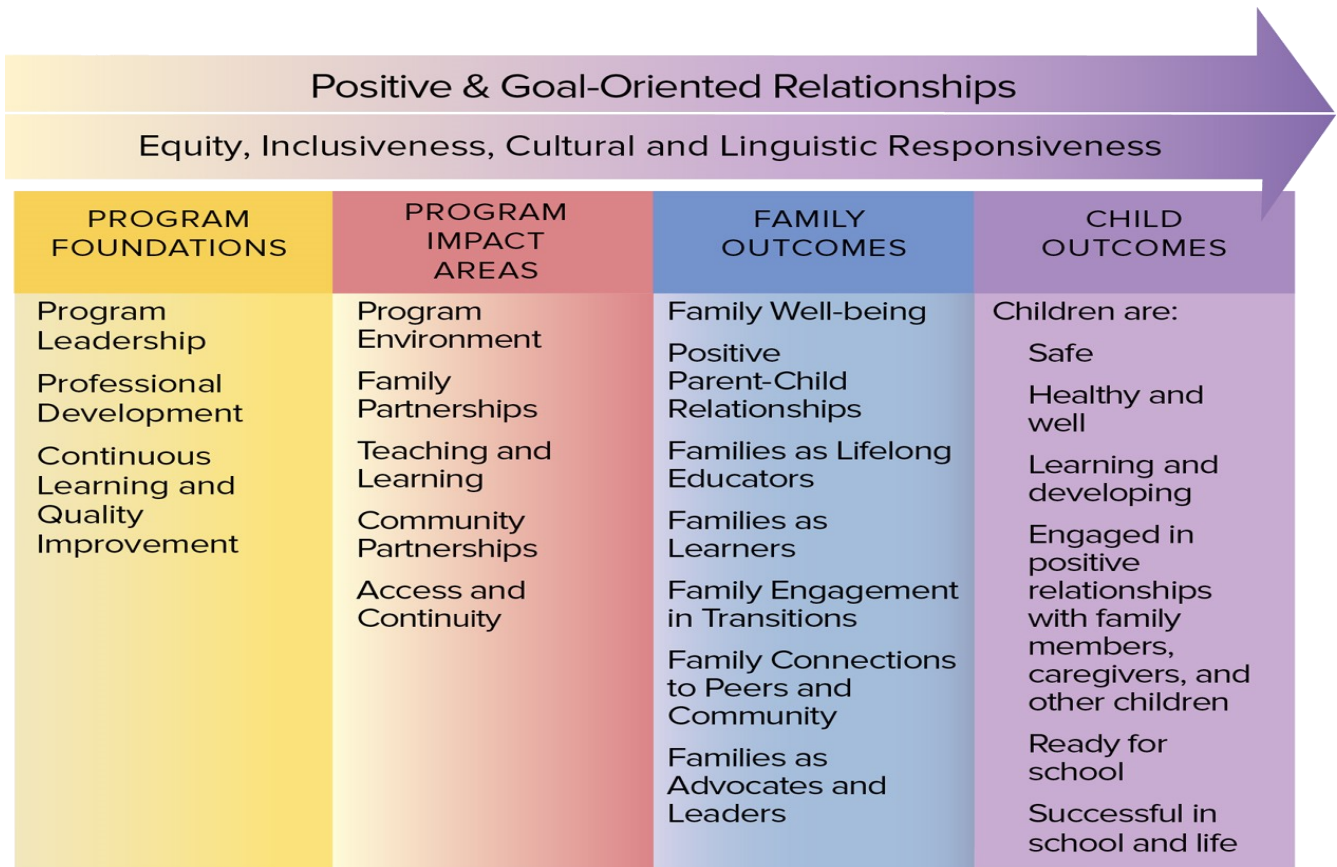


FAMILIES AS LIFELONG EDUCATORS

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 distance learning. During the pandemic, learning opportunities were made available through Zoom. 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

In Spring 2020, we held our first Teaching Pyramid for Families parenting classes at the Home Garden Opportunity Center; we had three parents including one father complete the classes. We also had parents participate virtually that completed the 6 weeks course. Our focus this year is to continue with virtual Teaching Pyramid for Families classes. Our goal is to have 50% of our families complete the course.



Parents participating in on-site and virtual parenting classes.

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. Staff 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.

COMMUNITY ENGAGEMENT

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

DIAPER DISTRIBUTION



FOOD DISTRIBUTION



COMMUNITY GARDEN

Staff pictured working on the community garden at the Home Garden Opportunity Center in Hanford.



HEALTH SERVICES

As of March 13, 2020, the President of the United States declared a national emergency as a result of COVID-19 pandemic and whereas, on March 4, 2020, the Governor of the State of California signed an emergency disaster declaration regarding the COVID-19 pandemic.



Health Services incorporated strategies in mitigating the spread of COVID-19 in preschool and child development programs. By factoring heavily in the areas of health education and trainings prior to reopening's, programs were able to conduct in-person class safely under the federal, state, and local health guidance. The health and safety of children and staff remain top priority as we continue developing and updating current strategies to lessen the impact of COVID-19 in preschool and child development settings.

First, one significant change was implementing a consistent partnership with the Kings County Department of Public Health (KCDPH). This

partnership enabled program staff to communicate with local health experts to reassure a safe environment under the guise for preschool and child development settings. The partnership between agencies provided guidance on COVID19 mitigation strategies for children and families of preschool and child development programs.

Second, with the advent of two new COVID-19 vaccines, the ability to safely and efficiently remain optimistic in the near-future in the midst of a pandemic in Kings County continues to be high. Policies and procedures have significantly provided an effective strategy in lessening most infectious disease outbreaks by isolating and quarantining those individuals infected or known to be close contacts and prevent the disease from being spread. Guidance and recommendations from the KCDPH allowed Health Services to develop new policies and procedures under this pandemic, including, but not limited to:

- *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*
- *CLEANING, SANITIZING, DISINFECTING REFERENCE FORM PROCEDURE*
- *POSITIVE COVID-19 CASE FLOW CHART PROCEDURE*
- *DAILY HEALTH CHECK LOGS PROCEDURE*

Third, HPS provides an informative platform for center staff titled, *Reopening Update Meeting*, via Zoom. These virtual-based meetings center predominately on health focused themes with the goal on improving health and safety among children, family, and staff, based on local, state, and federal guidance. In the era of COVID-19, information remains pivotal on evoking safer ways on reducing the impact of COVID-19 within our communities.

HEALTH SERVICES

Due to the COVID-19 pandemic some medical and dental services were temporarily paused at the beginning of the stay-at-home order. Once services resumed, Head Start staff were able to assist families in accessing proper health care and to ensure children were up-to-date with health requirements. Our focus was to identify any barriers and provide information and resources to parents. Many local clinics and providers switched to virtual services and implemented the use of patient portals where families could access medical records electronically. Family Service staff assisted parents in using the patient portals to download physicals, medical records, etc.

Most dental providers were closed for many weeks at the beginning of the stay-at-home order. Once they re-opened Family Service staff collaborated with parents to get their children appointments.

The Health Manager monitored health requirements and provided support to staff and parents regarding any challenges obtaining care.

Percentage of enrolled children that received medical exams in the 2019-2020 School Year. These children were up-to-date on a schedule of age appropriate preventive and primary health care, according to California's EPSDT schedule for well child care.

Regional Head Start (Ages 3-5 years)	98%
Early Head Start (Birth-3 years)	91%
Early Head Start Child Care Partnership (Birth-4 years)	98%
Migrant & Seasonal Head Start (Birth-5 years)	98%



Percentage of enrolled children, including those enrolled in Medicaid or CHIP, that received a professional dental exam or dental screen during the 2019-2020 School Year.

Regional Head Start (Ages 3-5 years)	93%
Early Head Start (Birth-3 years)	75%
Early Head Start Child Care Partnership (Birth-4 years)	76%
Migrant & Seasonal Head Start (Birth-5 years)	88%



NUTRITION

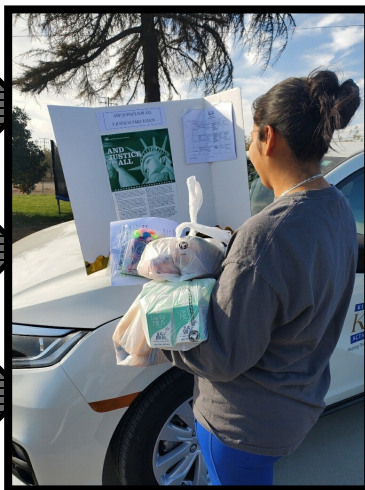
KCAO HS Nutrition Services strives to provide nutrient dense meals to combat hunger, and nutrition education for children and families. Due the ongoing COVID-19 global pandemic, kitchen operations and procedures were change in accordance to the CDE recommendation of PPE be worn by staff during and delivery 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.

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. 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 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.

Additionally, Nutrition Services also oversees the completion of growth assessments and hemoglobin screenings. Both are usually taken off 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 FACE Manager, Health Manager, and Nutrition a plan was put into place to complete growth assessment in a safe and efficient matter.

Some key highlight 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 Health Manager on providing guidance in completing growth assessments
- ◆ Partnering with Nutrition Education Hunger Prevention (NEHP) 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 and Family Child care programs 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 were receiving virtual services that included goal setting, progress updates and resources for the families.

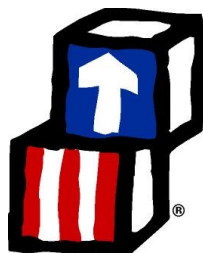
As COVID restrictions were modified, we were able to provide on site speech evaluations and therapy. Teaching staff used the goals from IFSP's and IEP's to individualize children's learning experiences and customize lesson plans specifically to meet their needs.

IFSP's and IEP's continue to take place virtually, 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.



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.

EDUCATION

REGIONAL & MIGRANT HEAD START CLASSROOMS

This year, we made modifications to our centers due to COVID 19. 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 space 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. Parent were greeted outside and a health check was given before children could enter the classrooms.



Parents were informed of their child's progress through various means. The "Learning Genie" app 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, flyers on community events and 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 conducted virtual observation during the zoom calls and 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 often joined on the Zoom calls to provide additional support, coaching and suggestions to the teaching staff the could strengthen their practices and interactions with families. Another way we communicated with families was through virtual parent conferences.



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 wellness trainings, receive 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 reopened 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 communicates 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 the Learning Genie app which allows us to collect in-kind for the program and keeps staff and parents safe by not requiring a physical 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 will do 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 again follow the safety protocol. Staff use Learning Genie to share the child's current progress on screenings and assessment outcomes with parents during their parent conferences. We meet and work closely with the ERSEA Department to coordinate and plan for children's transition placement. ERSEA and EHS staff meets bimonthly 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.

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 will do 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 again follow the safety protocol. Staff use Learning Genie to share the child's current progress on screenings and assessment outcomes with parents during their parent conferences. We meet and work closely with the ERSEA Department to coordinate and plan for children's transition placement. ERSEA and EHS staff meets bimonthly 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.



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 focus 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 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, University of Florida Partners for a Healthy Baby. 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 a new curriculum 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 KCCAO 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

During last year's 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 15 Family Child Care Providers around the county, we had 4 providers in Avenal, 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 wellness sessions with a mental health professional as a social and emotional support. We had ongoing 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.

Child Development Specialists conducted daily virtual observation 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 distance classes, healthy eating, CDC's resources and websites, food and diaper bank distributions schedule, 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 mask, face shields, gloves, hand sanitizer, 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 participate in transition activities in preparation for Kindergarten.



ACCOUNTABILITY & BUDGET

Agency Single Audit for the Year Ended

DECEMBER 31, 2019

SECTION I—Summary of Auditor’s Results:

None Reported.

Section II—Financial Statement Findings:

None Reported.

Section III-Federal Award Findings:

None Reported.

CACFP Audit Results

Center-based

None Reported.

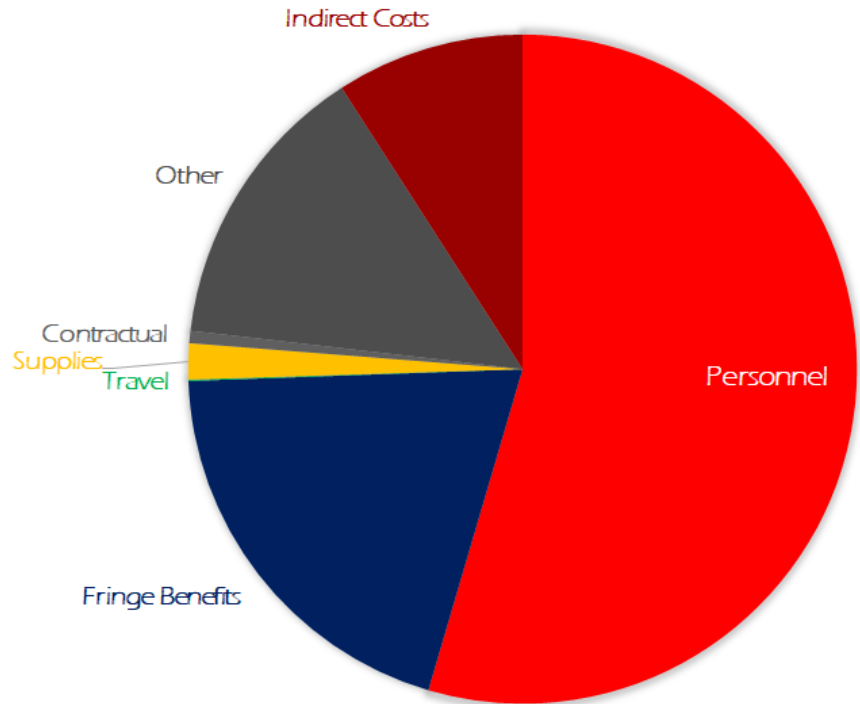


ACCOUNTABILITY & BUDGET

REGIONAL & EARLY HEAD START 2019-2020 ~ FY 04/01-03/31

Federal Funds: \$5,243,592 Inkind: \$1,328,113

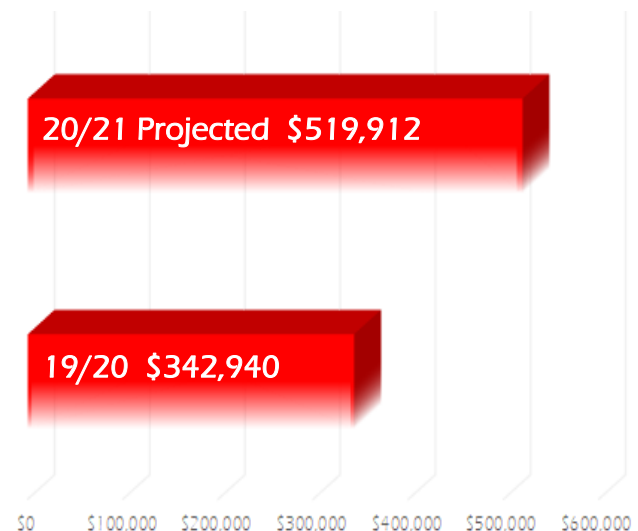
2019-2020	
CATEGORY	FEDERAL
Personnel	\$2,860,320
Fringe Benefits	\$1,042,668
Travel	\$3,743
Supplies	\$91,018
Contractual	\$31,284
Other	\$737,418
Indirect	\$477,139
Total	\$5,243,592



**2020/2021 Projected
Federal Funds: \$5,564,100
COVID Funds: \$468,404
Inkind: \$1,391,025**

CATEGORY	FEDERAL	COVID
Personnel	\$3,102,774	
Fringe Benefits	\$1,091,582	
Travel	\$29,515	
Equipment	\$15,957	
Supplies	\$78,195	\$287,491
Contractual	\$40,532	
Other	\$694,141	\$136,404
Indirect	\$511,404	\$44,509
Total	\$5,564,100	\$468,404

CACFP

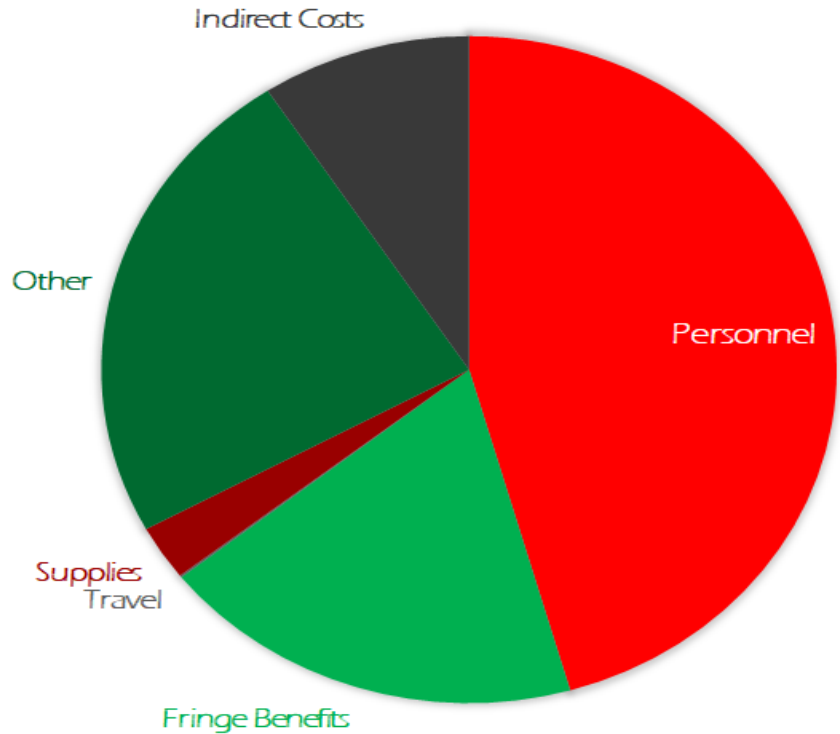


ACCOUNTABILITY & BUDGET

MIGRANT/SEASONAL HEAD START 2019-2020 ~ FY 07/01-06/30

Federal Funds: \$1,591,031 Inkind: \$406,796

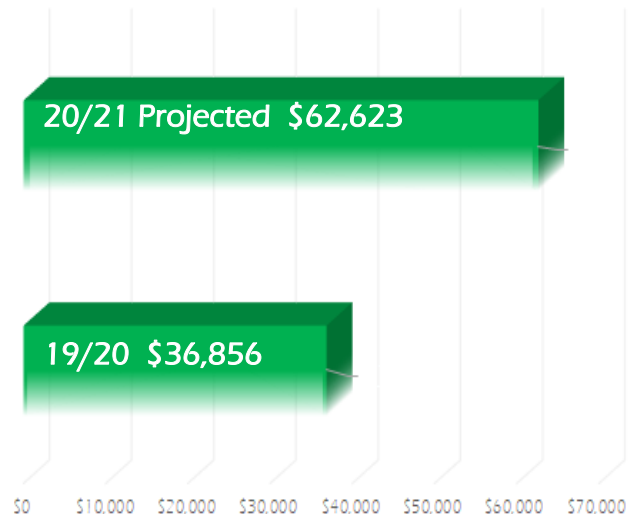
2019-2020	
CATEGORY	FEDERAL
Personnel	\$724,970
Fringe Benefits	\$298,221
Travel	\$1,500
Supplies	\$42,471
Other	\$377,009
Indirect	\$146,860
Total	\$1,591,031



**2020/2021 Projected
Federal Funds: \$1,714,004
COVID Funds: \$150,276
Inkind: \$428,501**

CATEGORY	FEDERAL	COVID
Personnel	\$745,403	
Fringe Benefits	\$277,809	
Travel	\$19,090	
Supplies	\$50,397	\$106,695
Other	\$460,699	\$29,301
Contractual	\$2,093	
Indirect	\$158,513	\$14,280
Total	\$1,714,004	\$150,276

CACFP

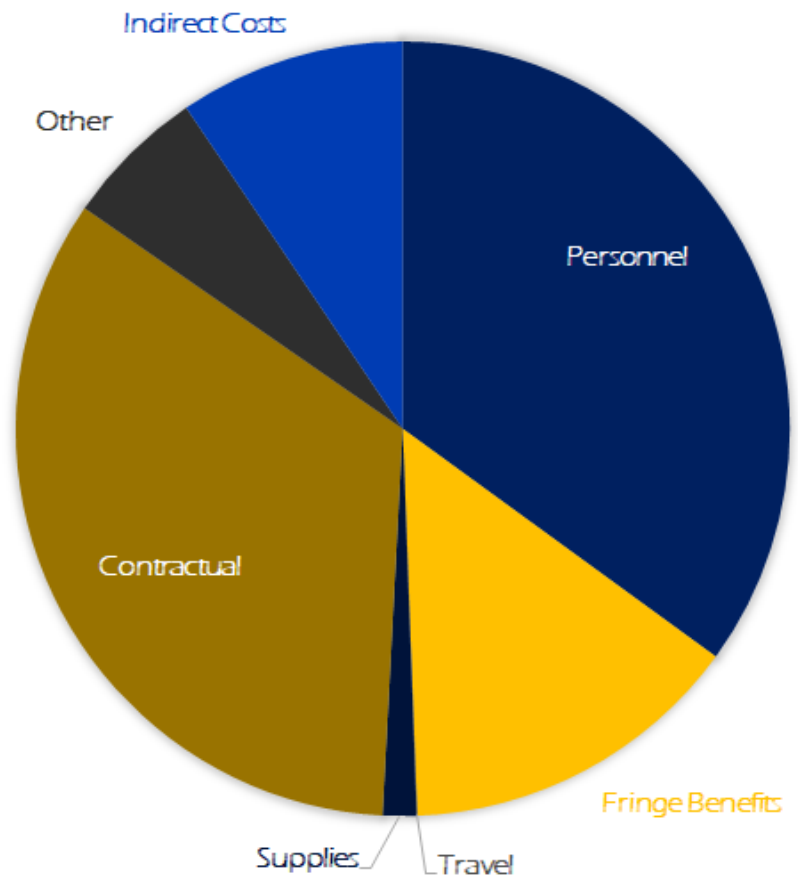


ACCOUNTABILITY & BUDGET

EARLY HEAD START CHILD CARE PARTNERSHIP (EHS CCP) 2019-2020
 ~ FY 08/01-07/31~

Federal Funds: \$1,373,297
COVID Funds: \$77,335
Inkind: \$343,324

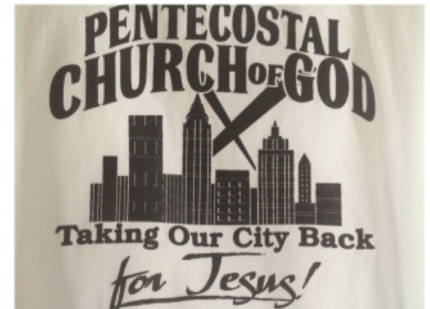
2019-2020		
CATEGORY	FEDERAL	COVID
Personnel	\$469,806	
Fringe Benefits	\$193,180	
Travel	\$12,628	
Supplies	\$18,897	\$54,908
Contractual	\$465,000	
Other	\$84,004	\$15,078
Indirect	\$129,782	\$7,349
Total	\$1,373,297	\$77,335



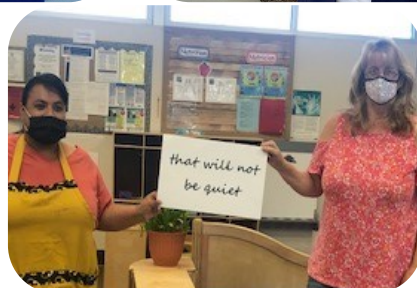
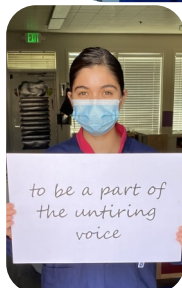
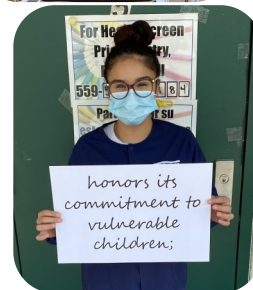
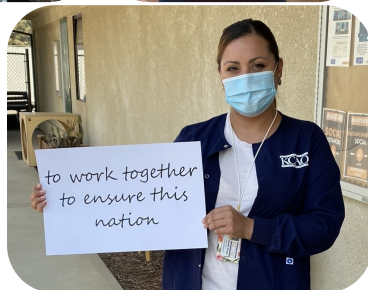
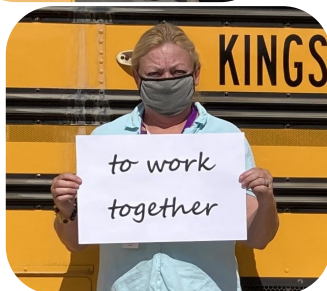
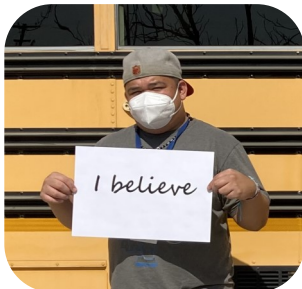
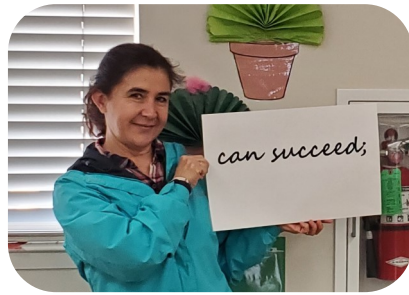
2020/2021 Projected
Federal Funds: \$1,455,138
Inkind: \$363,784

CATEGORY	FEDERAL
Personnel	\$527,013
Fringe Benefits	\$194,680
Travel	\$11,614
Supplies	\$18,897
Contractual	\$461,208
Other	\$104,169
Indirect	\$137,557
Total	\$1,455,138

THANK YOU TO OUR COMMUNITY PARTNERS!



HEAD START PLEDGE



THANK YOU TO OUR AMAZING STAFF!





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