



EARLY LEARNING SERVICES

HEAD START  STATE PRESCHOOL

Early Learning Services Head Start / Early Head Start Annual Report 2017-2018



Serving the Community Since 1965

Letter from the Director



It is with great pleasure that I share with you our Annual Report for 2017-18. It captures our activities and accomplishments that support a child's learning for school readiness and a lifetime of academic success. Research shows that children who receive high quality early learning experiences, coupled with parent and family support, are far more likely to succeed in school and through their life.

Our Santa Clara County Office of Education (SCCOE) Early Learning Services Head Start / Early Head Start Programs prepare children with the skills they need to have a successful transition into kindergarten and beyond. We achieve this by establishing school readiness goals that are age and developmentally appropriate. These efforts are aligned with SCCOE's goal to "improve student equity and access to high quality education."

These goals are centered in social/emotions development, cognition, language and literacy, physical health and motor development. Our highly trained professionals are dedicated to providing a quality program for students and families. This has been further validated and confirmed by federal reviewers who gave the program numerous commendations. These commendations are a measure of 100% compliance in all program areas for nine consecutive years. This is primarily due to the staff's expertise, innovative practices and long history of striving for excellence.

In order for us to deliver the best quality services, we partner with school districts and community agencies. In partnership, we align our efforts and systems to benefit and support a child's well-being. We are very proud to work collaboratively with Kidango, Milpitas Unified School District, SCCOE State Preschool, and SJB Child Development Centers.

Above all else, we recognize that our greatest asset is embracing family engagement as the cornerstone of our success. Our staff builds positive and trusting relationships with families to facilitate their engagement in their children's development and learning by involving them in establishing school readiness goals for their children. We respect our parent's role as their child's primary nurturers, teachers, and advocates.

Please take time to learn about the great work the Head Start / Early Head Start staff are doing for children and families in Santa Clara and San Benito counties. You may access this annual report and other information including the Head Start enrollment application at www.myheadstart.org.

Thank you,

A handwritten signature in black ink, appearing to read "Antonio Fuentes".

Antonio Fuentes, Director



About Us

EARLY LEARNING SERVICES HEAD START STATE PRESCHOOL

Head Start / Early Head Start Program is a part of the Early Learning Services (ELS) Department, which provides a variety of services for young children, families, districts and community stakeholders within Santa Clara, Santa Cruz, Monterey and San Benito Counties. The department also includes State Preschool, the Local Early Education Planning Council (LPC), and the California

Preschool Instructional Network (CPIN). The department also leads and participates in early learning efforts for the office, such as the Santa Clara County Early Learning Master Plan, and Educare of California at Silicon Valley.

The mission and vision upheld by ELS guide the Head Start | Early Head Start programs in its strategic programming decisions and goals.

Mission

We serve and act on behalf of the welfare of all young children. We will foster every child's inherent physical, social-emotional, linguistic, cultural, creative, and academic potential.

Vision

Every day we embrace each child's wonder and curiosity, and with our partners, engage all children in rich, diverse opportunities to ensure they reach their greatest potential in life, thereby creating socially equitable opportunities for all.

Head Start / Early Head Start

— Our Promise

We value the uniqueness of each family and focus on goals that families develop with the support of program leadership, staff, and community partners to secure support services for the families. Head Start recognizes that parents are their children's primary nurturers, teachers, and advocates.

Our Values

- A child's natural curiosity
- Teacher's ability to understand that each child is unique
- Cultural Competency of the staff
- Families' moral and cultural value system
- Parents and staff working together to set the foundation for lifelong learning
- Parent's contributions to the program as their child's first teacher
- Parent Advocacy

Services

- Health
 - Dental, Nutrition, Medical
- Quality Education
 - Professional Development, Educational technology, Mental Health and Disabilities Services
- Family Engagement
 - Family Advocacy, Assessments, Parent activities, Family Partnership Agreements

Our Community Assessment

The 2017-18 Community Assessment for Santa Clara County Office of Education, Head Start / Early Head Start Program is committed to the delivery of quality student services. The purpose of the community assessment is to provide an assessment of the needs and resources available to low-income families and priority child populations residing in the Santa Clara County Office of Education's Head Start / Early Head Start Program service area. In other words, the report describes the context in which Head Start / Early Head Start Programs operate and is useful for ensuring that the correct services are provided to the appropriate population. The assessment paints a picture of the community and describes the diverse needs of families who may receive services. In addition, the community assessment covers the community's history, its economic and political scene, and its strengths and challenges.

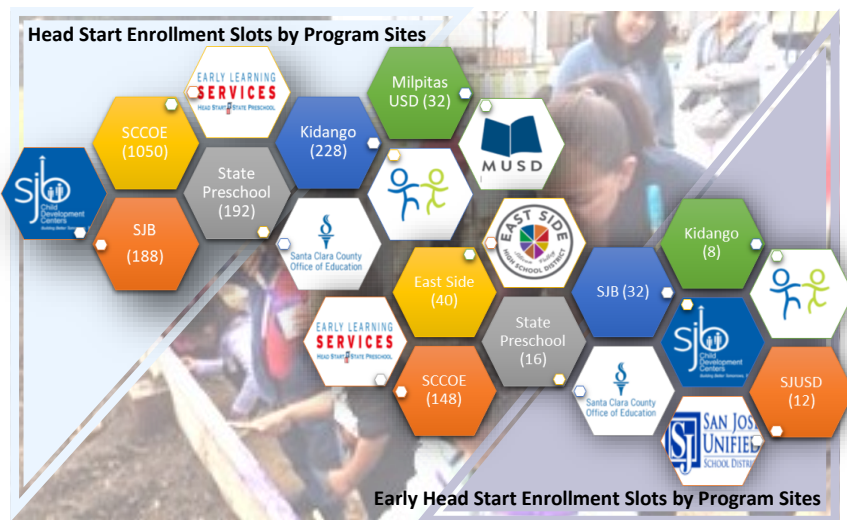
Please visit our website at www.myheadstart.org for the Santa Clara County Office of Education, Head Start Program 2017-18 Community Assessment.



Serving Children with Partners

A crucial element to delivering quality services are our partners—

- Kidango
- Milpitas Unified School District
- San Jose Unified School District
- SJB Child Development Center
- State Preschool



Number of Slots Served by our Partners

Head Start	640 children
Early Head Start	108 children

Through our partnerships, we are able to provide greater access to families; build capacity; and share in expertise knowledge. In addition, partnering with childcare creates continuity of care from infancy to pre-K.

Our partners served 748 Head Start / Early Head Start children in 2017-18.

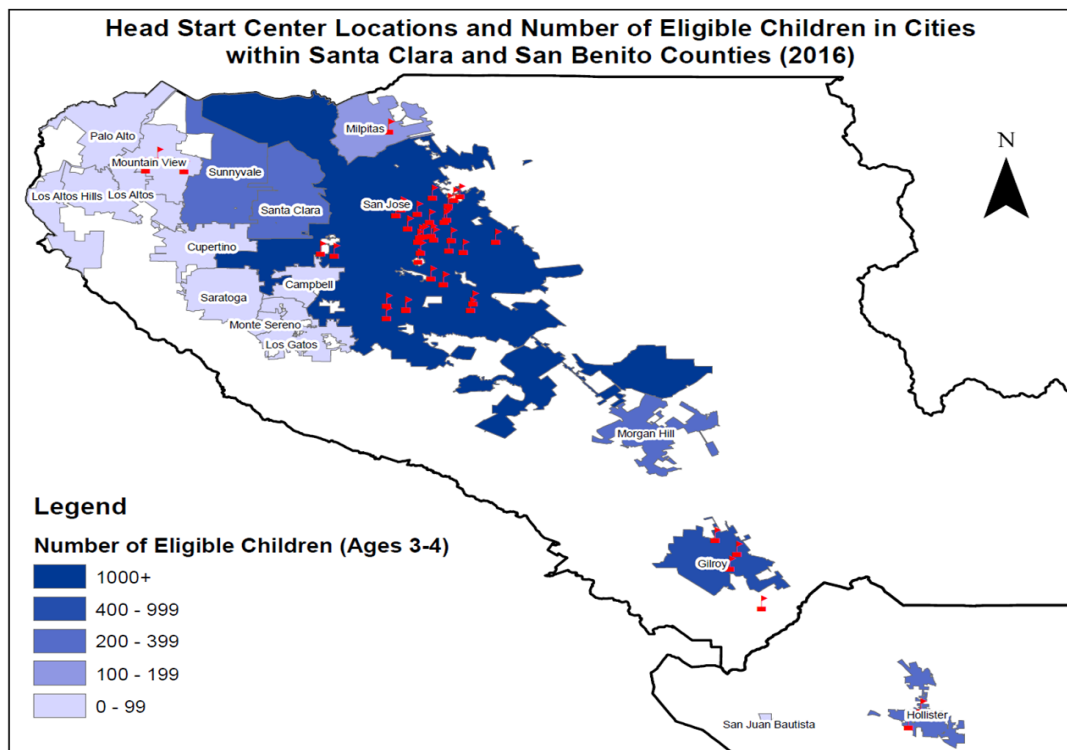
Eligible Children Served

The program serves families who live in the two counties—Santa Clara and San Benito County—located south of the Bay Area peninsula, and next to the surrounding counties of San Mateo to the north and Santa Cruz to the west.

As of 2017, our service area includes a total population of 1,938,153 residents in Santa Clara County and 60,310 residents in San Benito County. The service area total is 1,998,463 population.

Population Characteristics	San Benito County	Santa Clara County
2017 Population Estimate, <i>as of July 1, 2017</i>	60,310	1,938,153
% 2017 Population under 5	6.4%	6.1%
All Persons living in poverty	10.5%	9.3%
% Families living below Poverty Level	8.4%	6.2%
% Children under 5 below Poverty Level	15%	5.20%

Sources: [U.S. Census Bureau, Population Estimates Program \(PEP\)](#) and [U.S. Census Bureau, American Community Survey \(ACS\)](#), 2016 and 2017.



Head Start

Our Head Start Program served twenty-seven (27.2%) of the Eligible Preschool Children in Santa Clara County and twenty-eight percent (27.9%) of the Eligible Preschool Children in San Benito County during the 2017-18 program year. This was equivalent to a total of twenty-seven percent (27.2%) for both counties (*Calculation used:* Number of Head Start slots over total three/four-year-olds eligible preschool children in the two counties).

Early Head Start

Our Early Head Start Program served two percent (2.3%) of Eligible Preschool Children in Santa Clara County and five percent (5.5%) of Eligible Preschool Children in San Benito County during the 2017-18 program year. This added up to be a total of two percent (2.5%) for both counties (*Calculation used:* Number of Early Head Start slots over total zero to three-year-olds eligible children in the two counties).

Sources: 2018 Head Start Community Assessment (Draft), taken from U.S. Census, 2012-2016 American Community Survey 5-Year Estimates, U.S. Census Bureau

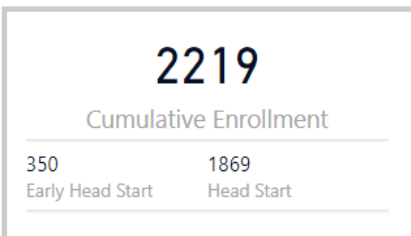
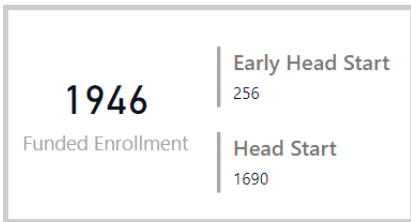
Our Children



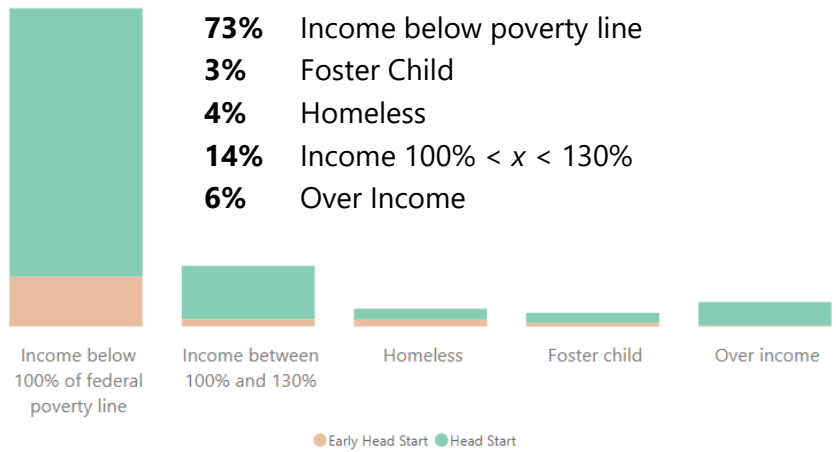
The purpose of the Head Start Program is to “break the cycle of poverty, providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs”.

—Office of the Administration for Children & Families

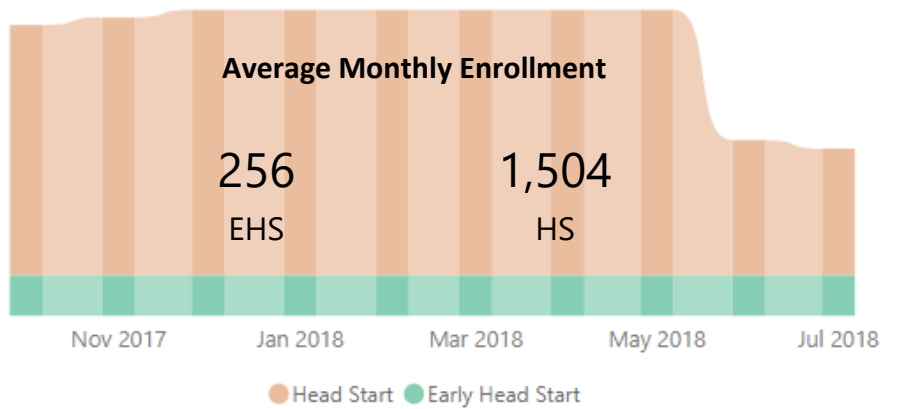
Number of Children Enrolled



Eligibility Status

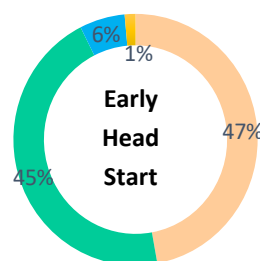
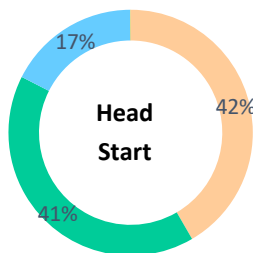


Average Monthly Enrollment



Primary Language of Children

- English
- Spanish
- East Asian Languages
- Unspecified



Key Achievements



This year, Head Start passed their Child and Adult Care Food Program (CACFP) review!



Professional Development

Every year, we encourage our Head Start staff to participate in the **Champions for Leadership Program** whose purpose is to identify future leaders from each branch, match them with a mentor, and provide them with professional development opportunities. Participants attend monthly seminars and complete a work-related project.

- **John Gomez, Ed.D.**, participated in the ninth cohort during the 2017-18 session. His project leveraged the use of software (Nestforms) in the Head Start Program to capture school site data on various safe environment checklists via mobile devices.
- Participating in the 2016-17 session, **Mildred Romero**, worked on implementing our electronic sub timesheet tracking. She assisted in the transformation of the Head Start Program substitute time keeping sheets to a paperless system.



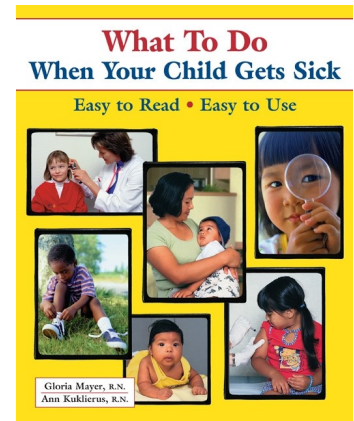
- To provide greater resources to Head Start staff, Early Learning Services has begun using a Learning Management System (LMS)—Canvas—for professional development. During 2017-18, all staff had undergone training on the Child and Adult Care Food Program (CACFP) to help better understand all CACFP requirements related to meal patterns, food safety & sanitation, family-style meals, CACFP Civil Rights, and the record keeping of meal counts.



Family Engagement and Learning—Healthy Living

Head Start and Early Head Start families in Gilroy and Hollister participated in the **UCLA Health Care Institute Health Improvement Program**. Families received the book “What To Do When Your Child Gets Sick”. Parents who have gone through the training report reduction in emergency room visits and unnecessary health clinic visits. This has resulted in fewer work days missed by the parents and savings in ER/clinic visits. By delivering this easy to understand and culturally sensitive training to Head Start families, we strive to not only improve children’s health and attendance, we also empower parents to make more informed decisions about their child’s health.

As an additional resource, all sites were provided oral health presentations conducted by oral health educators or dental providers. Information on the importance of preventative dental care, proper tooth brushing, fluoride, regular dental checkups, limiting sugar intake and establishing a dental home for the family were also provided to parents.



Head Start Newsletter

A Head Start Newsletter focusing on quality parenting tips got started in 2017 in an effort at providing parents with greater resources. We currently have over 1,200 subscribers and have the newsletters available on our website.

Family Engagement & Support

Head Start aims to support the entire family and to assist parents in their personal and family development. A strong, meaningful, and authentic relationship between a staff member and family is the cornerstone of an effective family partnership process. Head Start utilizes a strengths-based approach that identifies, celebrates, and draws on the strengths of families. Family Services Staff work intensely with parents to create goals and to build their capacity as individuals and as families on their path to school readiness.

The Head Start Program offers every family an opportunity to participate in a family assessment, discuss family's goals, and develop a family partnership agreement. The most important aspect of working with families is our ability to develop trusting relationships. This relationship allows each family to determine what they want to accomplish, how our staff can assist, and to what extent other community agencies will be involved. Parents are encouraged to focus on their strengths and priorities when developing Family Partnership Agreements (FPA).



Family Advocates & Home Visitors

Family Advocates and Home Visitors serve as a single point of contact to connect families with all of the comprehensive services that Head Start provides. The Family Advocate/Family Engagement Specialist is available to assist and support parents' efforts in achieving their goals throughout the year. Family Advocates have regular contact with parents and staff members to ensure the needs of families are being addressed and are charged with following up on referrals and services.

Their professionalism and responsiveness in providing families the support they need in a various areas is an essential aspect of our program, whether it's finding community resources or preparing their preschooler for kindergarten. Our Family Advocates are required to possess a Family Development Certificate by attending ongoing training opportunities.



Two-parent Families



45%

Single Parent Families

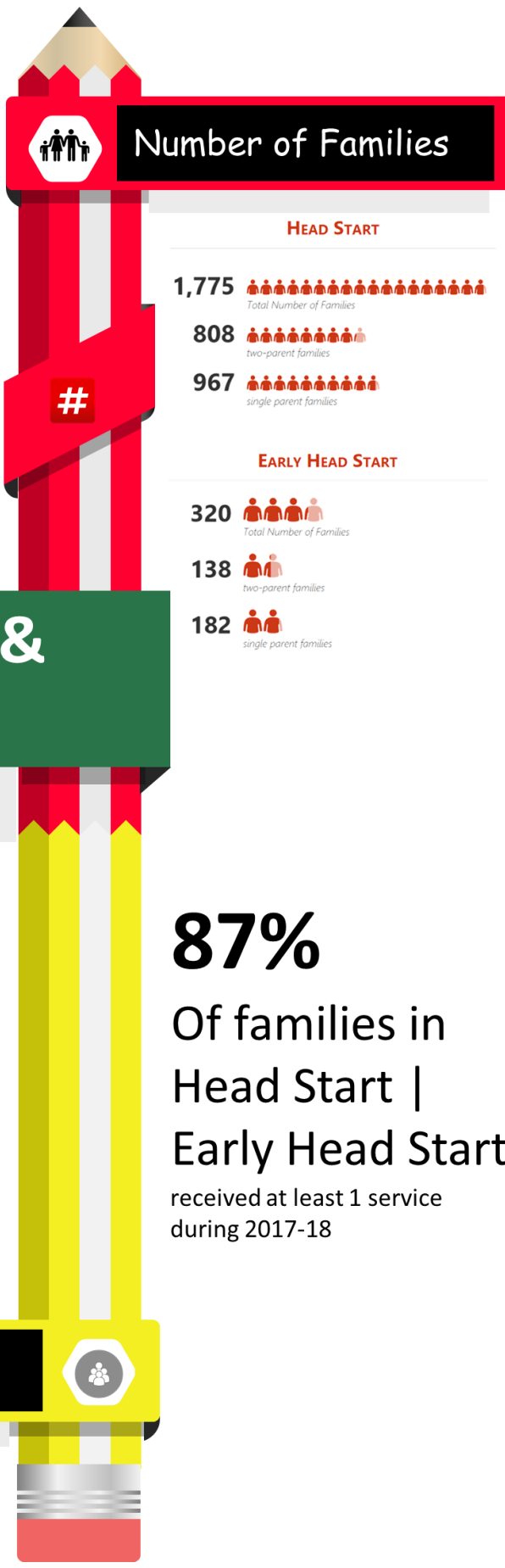


55%

of Family Type

During the 2017-18 Program Term, there was a slightly greater proportion of single parent families than two-parent.

Families in Head Start & Early Head Start



Number of Families

HEAD START

1,775 Total Number of Families

808 two-parent families

967 single parent families

EARLY HEAD START

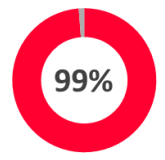
320 Total Number of Families

138 two-parent families

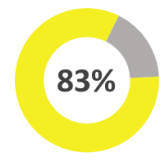
182 single parent families

Services Provided to Families

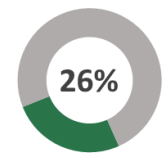
Head Start



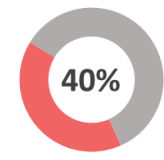
Health Education



Parenting Education

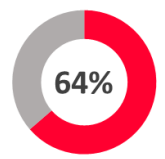


Emergency/Crisis Intervention

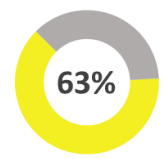


Other Services

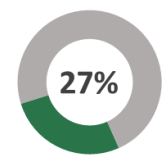
Early Head Start



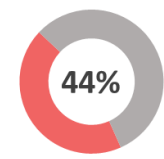
Health Education



Parenting Education



Emergency/Crisis Intervention



Other Services

Services received

87%
Of families in Head Start | Early Head Start received at least 1 service during 2017-18

Parent Engagement

Head Start engages parents through parent committees: Education, Nutrition, Family Services, Budget and Personnel Committee which meet at least three times a year. Parents are invited to be involved in any of these committees to strengthen the services provided to children and families, and to make recommendations for the program. Parents are encouraged to attend monthly meetings and volunteer at their child's school site.

Parents have direct contact with the teaching staff a total of four times a year, with two conferences and two home visits, during which parents and teachers discuss the individual goals of their child. Parents are asked to provide information that help our teachers complete child assessments and assist with the transition to their next school placement.



Policy Council Leadership

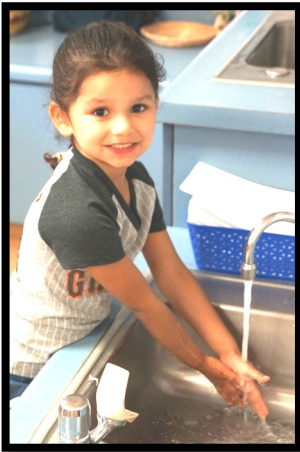
The Head Start Policy Council, the program's major decision-making body, shares governance responsibility with the Santa Clara County Board of Education regarding decisions about program goals and plans, setting program policies and procedures, budget allocations and personnel functions, including all hiring and releases of SCCOE Head Start / Early Head Start Staff.

They represent parent decisions on program design and implementation. The council is made up of 38 representatives, including elected parent representatives, past parents and individuals from community agencies.



Policy Council Leaders (2017-18) From Left to Right: Deborah Bell (Secretary), Karina Grajales (Chairperson), Alyssa Phan (Vice Chairperson), Lisa Wells (Treasurer), and Gladys Dimas (Parliamentarian)

Health Services



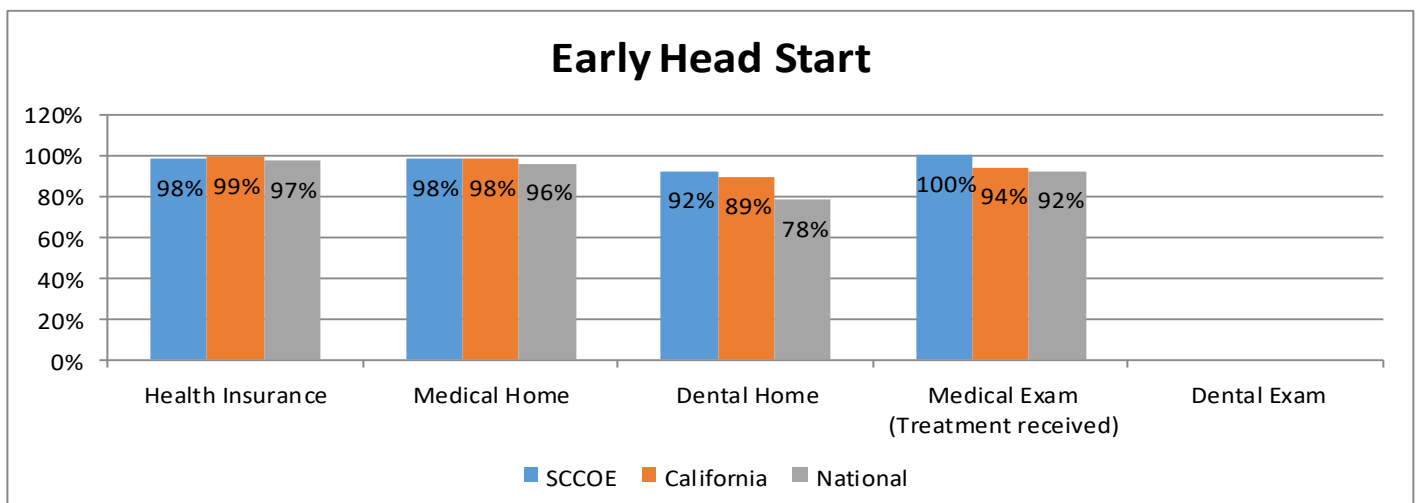
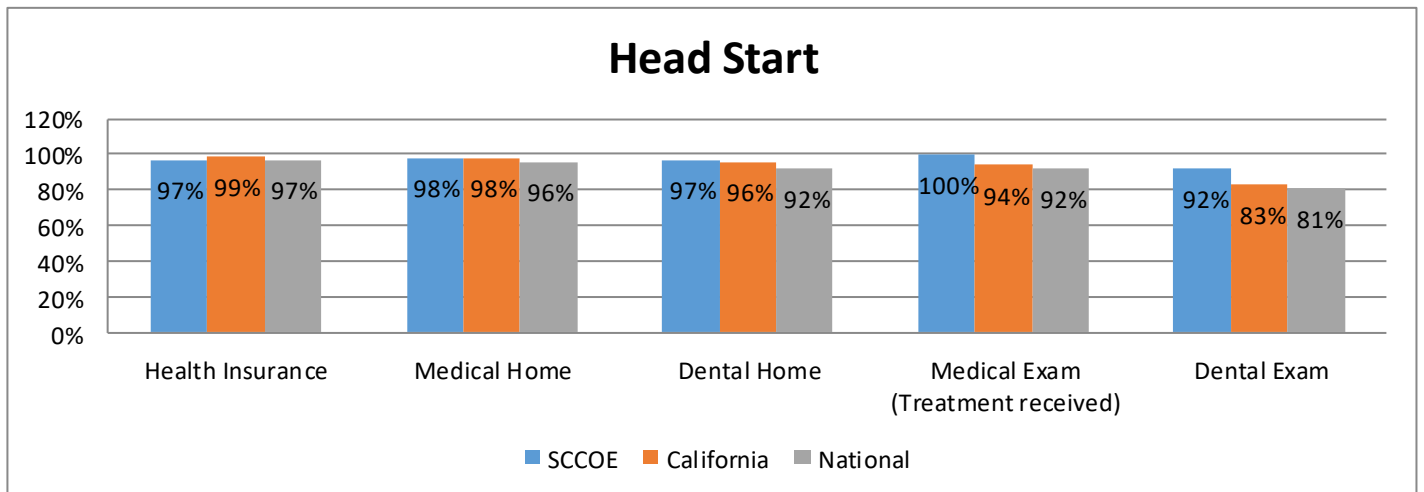
The Head Start / Early Head Start Program emphasizes the importance of early identification of health or mental health needs, which, if undetected or untreated, might cause learning difficulties.

The program makes every effort to ensure that your child is connected to a doctor or clinic in order to receive a complete age appropriate health assessment as recommended by his/ her physician. Within the 45 days from first day of attendance, Head Start children are screened and assessed in the following areas:

- Developmental
- Behavior
- Vision and Hearing
- Daily Health Check

To ensure that each child comes to school healthy, and to avoid the spread of communicable diseases, the teaching staff perform daily health checks during the child's arrival. Health screenings are performed throughout the school year by our staff. Parents are notified when screenings are scheduled and receive copies of the results.

Each year we report to the federal government on the health status of the children in our program. Below is a summary of our 2017-18 percentages in relation with the percentages of California and National Head Start | Early Head Start figures.



Studies have shown the benefits of Preschool education in relation to health, cognitive, and social-emotional skills (Bierman et al, 2017. Bloom and Weiland, 2015; Aikens et al, 2013). One of the highest priorities in our programs in Early Learning Services is to provide the skills necessary for success in school upon exiting our program. To fulfill our goal, we provide educational materials and trainings to teachers and staff on effective curriculum practices, individualized instruction, and supportive teacher/child interactions. Children will be learning school readiness skills and show developmental progress across domains based on the Head Start Child Outcomes Framework and California Early Learning Foundations (Infant/Toddler and Preschool). Through increased family engagement, families will become lifelong learners and advocates for their child's education. Through increased focus on community demographics and prudent fiscal management, the program will provide increased services for younger children and their families.

The Head Start Child Outcomes Framework and the California Early Learning Foundations (both Infant/Toddler and Preschool) have been incorporated into all curriculum implementation, learning environments, activities and teaching strategies, and aligned with the K-12 system in California.

Skills, behaviors, and knowledge that programs will foster in all children

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

To promote school readiness of participating children, our program uses Creative Curriculum and other curriculum enhancements and teach using best practices that are developmentally-appropriate and based on scientifically-valid research.

The following curricula, approaches & educational resources are available in our classrooms to support kindergarten preparation and transition:

- Creative Curriculum (English & Spanish)
- Pedestrian Safety Curriculum
- Literacy Raising a Reader, Bring Me a Book and Read Across America
- I'm Moving, I'm Learning
- Teaching Pyramid (Center on the Social Emotional Foundations for Early Learning)

Head Start uses the Creative Curriculum as its primary curriculum, which focuses on language and cognitive development, early reading and math skills, social and emotional development, physical development and approaches to learning.

High Quality Education

The program's goal is to provide children with an educational experience that will give them the skills and confidence necessary to be prepared to succeed in their present environment and that will serve as a foundation for success in kindergarten and beyond. A large part of this goal is contingent on our ability to build the capacity within our staff to create and deliver a high quality educational experience as well as creating monitoring systems geared towards continuous quality improvement.

Staff Development—

Our teachers are our greatest asset in providing the highest quality of education. As a part of preservice training activities, staff participated in Creative Curriculum, IMIL (I'm Moving I'm Learning), and Provocations trainings in addition to their required annual topics. All staff also participate in individual coaching with qualified Teacher Coaches as well as group coaching through TLC (Teachers Learning and Collaborating) Groups.

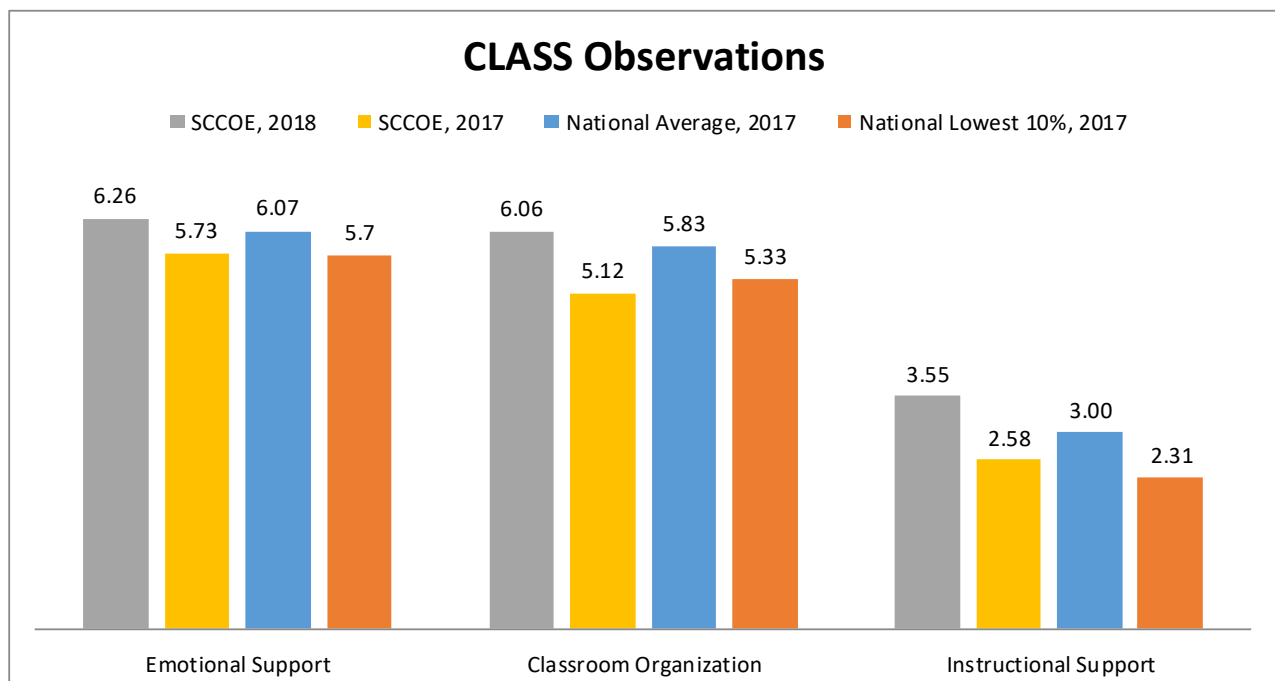
Educational Technology—

The integration of educational technology tools across our program has produced meaningful data regarding the classroom learning experience. To best leverage and utilize the data during the 2017-18, staff have undergone trainings on DRDP, different educational training on software, and CLASS instruction.

CLASS

The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions that capture more specific details about teachers' interactions with children. This data is then used by our teachers, teacher coaches, site directors, and management team to best formulate in building our capacity to provide high quality education.

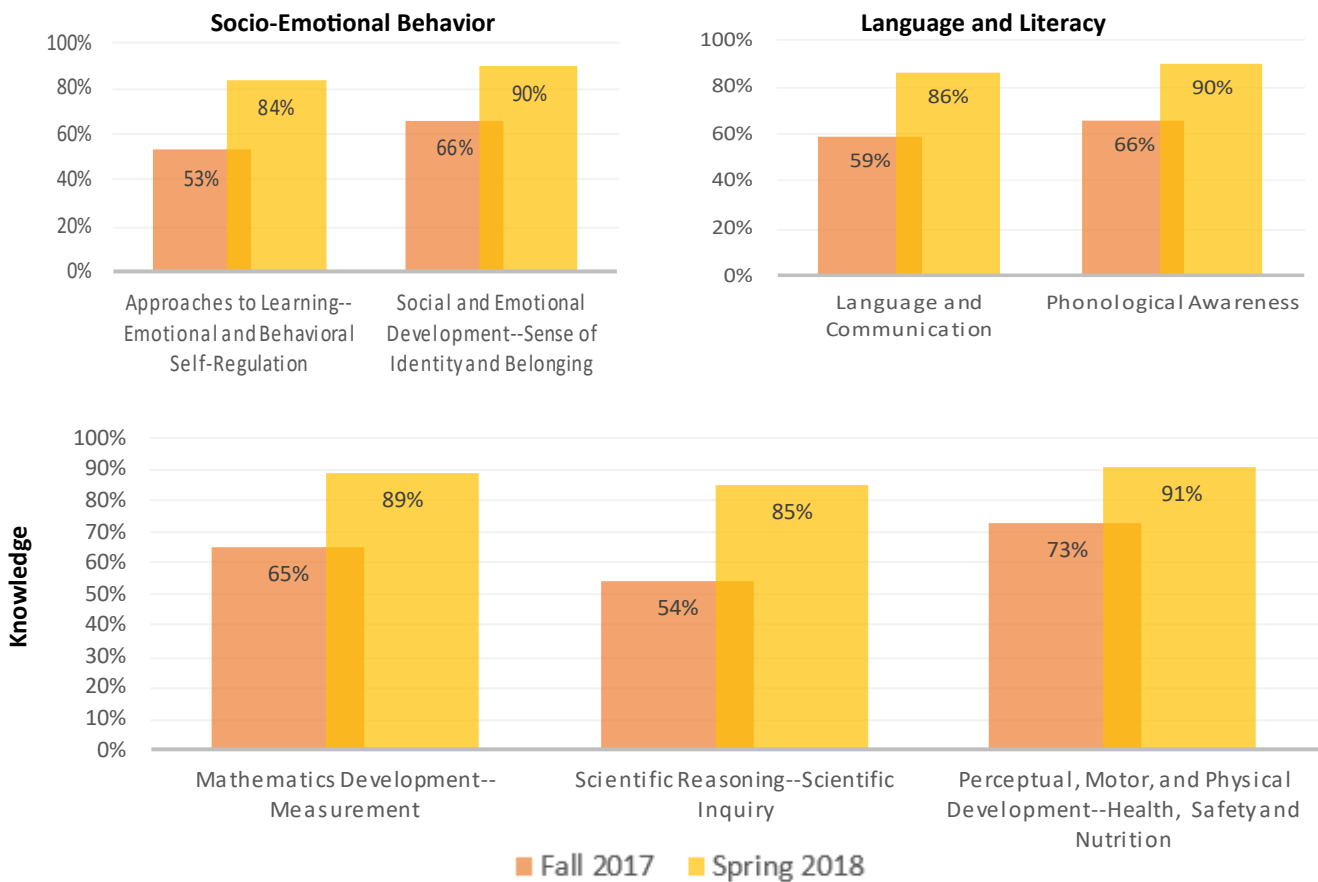
Below provides our performance of our CLASS observations from 2018 and 2017 in comparison to the national average and the national lowest 10% of 2017.



Monitoring Developmental Progress

Our analysis for 2017-18 demonstrates that children enrolled in the SCCOE's Head Start / Early Head Start programs are making significant developmental progress helping them develop the foundational skills to be successful in kindergarten and in life.

Developmental progress is monitored through teacher observations, a portfolio of each child's work and parent input throughout the year. This information helps teachers to rate children on the Desired Results Developmental Profile – Preschool 2015 Edition (DRDP – 2015) three times per year. The DRDP allows the SCCOE Head Start program to assess how children are developing individually, within each classroom and program-wide. DRDP measures the child's Average Developmental Level (ADL).



There are 7 Objectives that are examined based on the DRDP measures. The graphs above provide fall and spring results in the 2017-18 program year.

- Objective 1:** Approaches to Learning—Emotional and Behavioral Self-Regulation
- Objective 2:** Social and Emotional Development—Sense of Identity and Belonging
- Objective 3:** Language and Literacy—Language and Communication
- Objective 4:** Language and Literacy—Phonological Awareness
- Objective 5:** Mathematics Development—Measurement
- Objective 6:** Scientific Reasoning—Scientific Inquiry
- Objective 7:** Perceptual, Motor, and Physical Development—Health, Safety, and Nutrition



Program Information Report (PIR)

Head Start Program Year 2017 - 18

CUMULATIVE TOTAL ENROLLMENT	SCCOE	State	National
Children enrolled for multiple years.	35.1%	33.9%	34.2%
Children enrolled less than 45 days.	3.5%	4.7%	4.1%
Children who left the program and did not re-enroll.	17.5%	16.2%	15.2%
At end of Enrollment Year			
Children with health insurance.	96.8%	99%	96.5%
Children with a medical home.	98.1%	98.4%	96.5%
Children with up-to-date immunizations or all possible immunizations to date or exempt.	98.3%	99.3%	96.4%
Children with a dental home.	96.8%	95.5%	92.3%
Children with an IFSP or IEP.	13.3%	12.7%	12.8%
Children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule, at the end of enrollment year.	96.9%	85.6%	84.5%
Children diagnosed with a chronic condition needing medical treatment.	12.9%	12.1%	10.0%
Children who received medical treatment.	99.6%	95.7%	9.5%
Children with an IEP that received special education or related services for those disabilities.	100.0%	99.5%	97.6%
Children completing professional dental exams.	92.2%	83.2%	80.6%
Children needing professional dental treatment.	23.2%	24.8%	16.4%
Children who received dental treatment.	98.7%	79.7%	71.8%
Families who received at least one family service.	84.6%	77.7%	65%
Families experiencing homelessness that acquired housing during the enrollment year.	47.3%	25.1%	31.3%
Classroom teachers that meet the degree requirements (BA or higher).	100.0%	66.3%	71.9%
Classroom assistant teachers with a CA Credential.	100.0%	95.1%	88.8%



Program Information Report (PIR)

Early Head Start Program Year 2017 - 18

CUMULATIVE TOTAL ENROLLMENT	SCCOE	State	National
Children enrolled for multiple years.	23.7%	43.6%	42.8%
Children enrolled less than 45 days.	4.6%	6.2%	5.6%
Children who left the program and did not re-enroll.	31.7%	33.3%	30.5%
At end of Enrollment Year			
Children with health Insurance.	97.7%	98.7%	97.0%
Children with a medical home.	98.0%	97.7%	95.7%
Children with up-to-date immunizations or all possible immunizations to date or exempt.	98.9%	93.3%	91.8%
Children with a dental home.	92.0%	88.8%	77.9%
Children with an IFSP or IEP.	8.9%	14.0%	13.1%
Children up-to-date on a schedule of preventive and primary health care per California's EPSDT schedule.	77.7%	72.2%	72.8%
Children diagnosed with a chronic condition needing medical treatment.	9.6%	8.7%	7.7%
Children who received medical treatment.	100.0%	93.8%	91.6%
Families who received at least one family service.	99.1%	81.1%	72.2%
Families experiencing homelessness that acquired housing during the enrollment year.	25.0%	28.5%	32.9%
Classroom teachers that meet the degree/credential requirements.	100.0%	97.2%	84.8%

Financial Accountability

Fiscal responsibility and transparency is a task that benefits ourselves, our county and the communities we serve. Therefore, as required by the Head Start Act §644(a)(2), we provide both our programmatic budget and expenditures as well as public and private funds received from each source.

All Head Start | Early Head Start Programs are reviewed every year by the Administration for Children and Families (ACF), Department of Health and Human Services. The Annual Independent Financial Audit (for FY 2017-18) made known that the audit findings required to be reported by Circular A-133 had no federal findings or questioned costs in 2017-18. Similarly, in the year prior, the Annual Independent Financial Audit (for FY 2016-17) conducted also resulted with no findings.

The table below describes the budgetary expenditures as well as the proposed budget for the fiscal year beginning May 2017 to April 2018.

FY 2017 Head Start/Early Head Start Approved and Actual

	Approved Budget (revised as of 4/20/2018)	Actual Expenditures
Personnel	\$11,385,666	\$11,196,389
Fringe Benefits	\$6,060,767	\$5,957,165
Travel	\$79,165	\$85,671
Equipment	\$81,628	\$64,567
Supplies	\$1,447,464	\$1,315,065
Construction	\$2,920,559	\$150,848
Contractual	\$3,731,868	\$3,578,972
Other	\$1,497,797	\$1,623,293
Total Direct Costs	\$27,204,914	\$23,971,970
Indirect Cost	\$1,780,360	\$1,793,223
Total	\$28,985,274	\$25,765,193

Notes:

- Start Up Duration Carry Over to FY18 due to unfinished projects: \$3,030,615
- Unobligated funds (Funds unspent): \$189,467
Due to construction delays and unforeseen circumstances, projects were uncompleted.

Financial Accountability

In addition to the Program Budget, we provide the Santa Clara County Office of Education Annual Financial Report (for FY17) conducted by an independent auditor.

SCCOE Revenues and Expenditures of Governmental Funds as of FY 17 (2017-18)

Revenues and Other Financing Sources	
Revenue Limit Sources	\$144,469,823
Federal Revenue	\$74,777,067
Other State Revenues	\$27,880,953
Other Local Revenues	\$47,030,664
Total Revenues	\$294,158,507
Expenditures	
Instruction	\$100,475,321
Instruction-Related Activities	\$33,221,439
Pupil Services	\$34,567,012
Administration	\$44,358,722
Ancillary Services	\$4,017,284
Community Services	\$17,597
Transfer of Pass-Through revenues	\$66,496,658
Transfers to agencies for services	2,273,050
Enterprise Services	22,369
Capital Outlay	\$447,223
Other Financing Uses	\$975,400
Total Expenditures	\$290,872,075

Source: Santa Clara County Office of Education. (2018). Annual Financial Report . Governmental Funds - Statement of Revenues, Expenditures, and Changes in Fund Balances. Retrieved from [https://www.sccoe.org/depts/bizserv/ibs/Accounting%20Audit%20Reports/2017-18%20Annual%20Audit%20Report%20\(01-16-19\).pdf](https://www.sccoe.org/depts/bizserv/ibs/Accounting%20Audit%20Reports/2017-18%20Annual%20Audit%20Report%20(01-16-19).pdf)

Thank You to Our Partners





For more information contact
Early Learning Services / Head Start Program
(408) 453-6900 or (800) 820-8182
www.myheadstart.org

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