

HEAD START AND EARLY HEAD START ANNUAL REPORT 2011



OUR VISION:

Children and families have the support, security and resources they need to thrive and reach their potential.

OUR MISSION:

Santa Clara County Office of Education's Head Start/ Early Head Start Program enriches the lives of children and families and promotes school readiness through the delivery of early childhood education, health, social and other services to children and families.

WE VALUE:

- A child's natural curiosity
- The uniqueness of each child as an individual
- The primary language and culture of each family
- The role of parents as the child's primary caregiver, teacher, and advocate
- Partnerships with parents and the community to set the foundation for healthy development and lifelong learning
- Culturally competent and skilled staff



Santa Clara County
Office of Education



The Santa Clara County Office of Education Head Start/Early Head Start program is fully committed to provide the highest quality services to 2,356 children and their families. It is with that in mind that we present to you our accomplishments for the program year ending in 2011.

As we reflect and analyze our accomplishments, we use the outcomes to build and raise our expectations for teaching practices and family engagement outcomes and opportunities. We challenge ourselves to create the highest quality early learning environments that stimulate children’s learning and development. We continue to build staff’s capacity by strategically analyzing the professional development of staff and developing initiatives to ensure that every child leaving our classrooms experience long-term success in the elementary schools and beyond.

We embrace the collaboration of our greater community, school districts and the private sector to do our work in a more inclusive and transparent way. We want to thank the Head Start parents, staff, volunteers, Santa Clara County Board of Education, and community partners for their contributions, knowledge and expertise that have help shape our vision, mission and values.

Ana M. Trujillo,
 Director, Head Start - Early Head Start
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2010-2011 SNAPSHOT OF OUR PROGRAM

Program Option	Funded Enrollment	Total Children Served	Total Families Served
Head Start	2,268	2,523	2,436
Early Head Start	88	138	135
TOTAL	2,356	2,661	2,571

Notable program facts:

95% Children served met the Federal Poverty Income Guidelines

5% Children served were over income

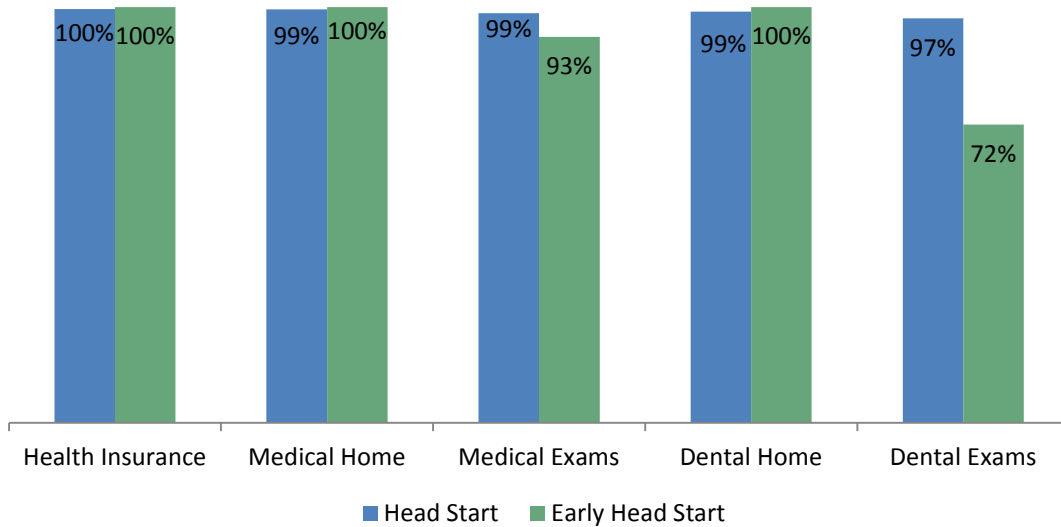
100% Percentage of average monthly enrollment (as a percentage of funded enrollment, including vacancies less than 30 days old)

The program serves 53% of the Head Start eligible population in the Santa Clara and San Benito Counties (children age 3-5 years old) and 1.4% of the Early Head Start eligible population (children under 3 years of age).

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

Head Start and Early Head Start provide developmental and health screenings for children during enrollment. A medical and dental home are defined as an ongoing source of continuous and accessible medical/dental care. The figure below shows the percentage of children, by the end of the program year, who had medical and dental exams, health insurance, a medical home and a dental home.

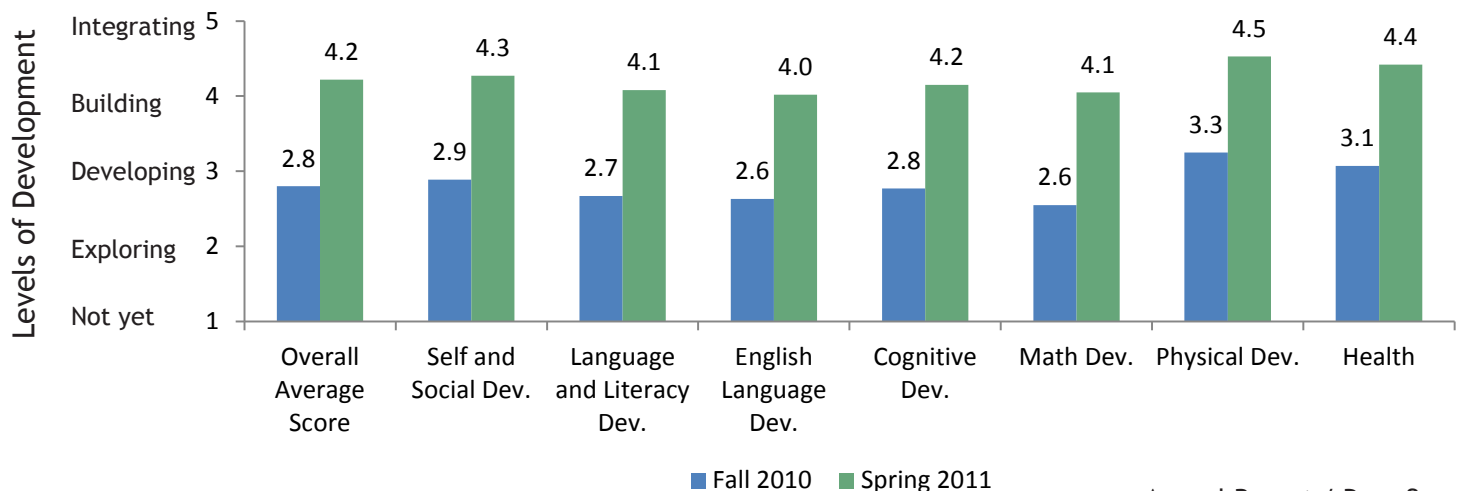
Almost all of our children received medical and dental exams, and are up-to-date on preventative services.



DEVELOPMENTAL PROGRESS

Most baseline data shows students are exploring (fall 2010). Within the year (spring 2011), students on average are performing at a level where they are building their skills.

Developmental progress is monitored through teacher observations, a portfolio of a child's work, and parent input throughout the year. All this information helps teachers rate students on the *Desired Results Developmental Profile - Preschool 2010 Edition (DRDP - 2010)* three times per year. The figure below shows students' average DRDP scores from fall 2010 to spring 2011.



KINDERGARTEN READINESS

Head Start students exit from our classrooms well prepared for kindergarten. A school readiness assessment conducted by Applied Survey Research found that **exiting Head Start students' average readiness scores were significantly higher than the readiness scores of incoming kindergartners in Santa Clara County** across all domains of readiness on the Pre-Kindergarten Observation Form (P-KOF).

The four building blocks of school readiness assessed in the KOF are self-care and motor skills, self-regulation, social expression, and kindergarten academics. It is important to note that these assessments were taken at different years and points in time (spring versus fall), and the 3-4 month gap in summer may influence readiness levels. Students countywide were assessed most recently in 2008 and used as a source of comparison.

Compared to Santa Clara County kindergarten students, graduating Head Start students were rated higher on average in all areas of readiness: kindergarten academics, social expression, self-regulation, and self-care and motor skills.

The figure below shows the P-KOF readiness levels of Head Start graduates in 2010 were higher than the readiness levels of Santa Clara County students who entered kindergarten in 2008, after controlling for demographic characteristics of child age, family income, primary language and ethnicity.



HIGH QUALITY CLASSROOMS

Outside evaluators rated classrooms high in positive relationships and communication, clear behavior expectations, and maximizing learning time. Our classrooms were rated higher than national average scores on all measures on the CLASS.

We expect to maintain high quality classroom environments at our school sites. We have assessed our classrooms using the Early Childhood Environmental Rating Scale (ECERS) and the Classroom Assessment Scoring System (CLASS). Each year, we also obtain parents' feedback of our classroom and school sites. Over 90% of 784 surveyed parents agree that our classroom environments are safe, well maintained, and reflect the culture and language of the children in the classroom.

Through partnerships with the Special Education Local Planning Areas (SELPA), San Andreas Regional Center, and the Inclusion Collaborative of Santa Clara County, Head Start has steadily increased enrollment of children with disabilities historically under-represented in regular preschool such as children with autism, orthopedic impairments, and low incidence visual impairments.

The partnership between the Inclusion Collaborative and Head Start/Early Head Start has coordinated additional support for children with disabilities in Head Start classrooms, increased co-teaching between Special Education and Head Start teachers and staff, provided training for parents of children with disabilities on how to advocate for their child's special education program while in Head Start, as well as their child's school years and into adult life. The Inclusion Collaborative and Head Start also participated in a statewide training webinar on strategies to develop and maintain inter-agency agreements with local education and community agencies.

EARLY LEARNING FRAMEWORK

The following curricula and educational programs are available in our classrooms to support kindergarten preparation and transition:

- *Creative Curriculum* (English and Spanish)
- *Pre-K GLAD* (Pre-Kindergarten Guided Learning Acquisition Design)
- *Growing with Mathematics* from McGraw-Hill
- *Pedestrian Safety Curriculum*
- Literacy Activities including *Raising a Reader*, *Bring Me a Book*, and *Read Across America*
- *Learning Language and Loving It*
- *I'm Moving, I'm Learning*
- CSEFEL Strategies (Center on the Social Emotional Foundations for Early Learning)

Head Start uses as its primary curriculum *The Creative Curriculum* which is based on research and theory with a framework that the physical classroom environment supports learning. It focuses on language and cognitive development, early reading and math skills, social and emotional development, physical development, and approaches to learning. Our classrooms reflect a learning environment with interest areas and a daily schedule that promotes positive learning and social interactions.

Head Start/Early Head Start and Childcare Partners use curriculum that is aligned with the Head Start/Early Head Start Program Performance Standards, Head Start Act and Reauthorization, Head Start Early Learning Framework, California State Department of Education Preschool Curriculum Framework (2010), California State Department of Education Preschool Learning Foundations, NAEYC Developmentally Appropriate Practices; respect of home culture/language and partnering with parents is fundamental.

We provide comprehensive services for at least 10% of our total enrollment to children with mild to severe disabilities.



PROFESSIONAL DEVELOPMENT - TEACHING STAFF

Almost 70% of our direct child development staff members are bilingual to meet the cultural and linguistic needs of our families.

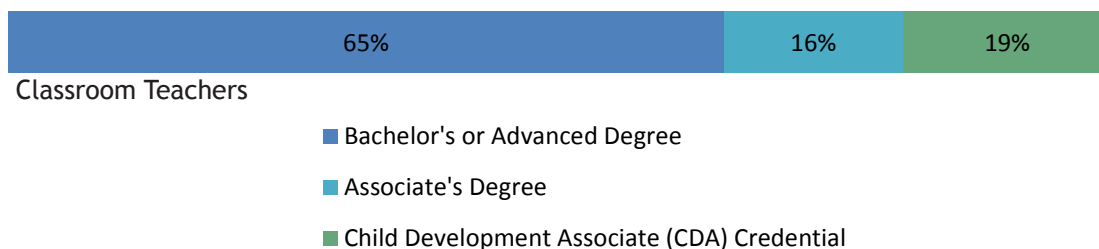
Our professional development efforts parallel our vision to support student success in kindergarten. **Our teaching staff implements the research-based Creative Curriculum, which promotes school readiness in all developmental domains and aligns with the new Head Start Early Learning Framework.** With a high percentage of Dual Language Learners in our program, staff are trained in the Pre-K GLAD instructional model. Pre-K GLAD teaching strategies promote children's academic language and literacy skills in both their native language and English.

We also support our teaching staff with formal education including working with them toward a degree or other areas of professional development. Our program collaborates with local colleges and universities; each member of our teaching staff maintains a professional development plan which helps guide them to higher levels of expertise in the field of Early Childhood Education.

More than 60% of our teachers have four-year college degrees in the field of child development, and many of our teacher assistants have an associate's degree or higher or are attending community colleges to complete their associate's degree.



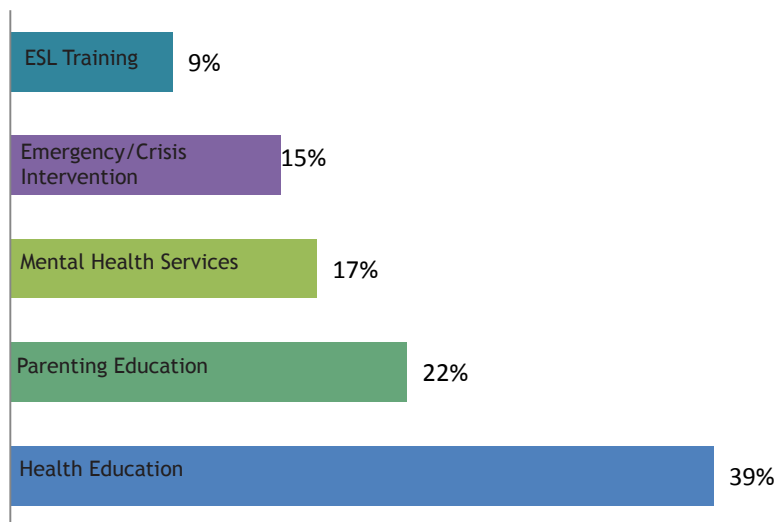
Teaching staff are experienced early childhood development educators. Our staff are trained in the implementation of the ECERS, CLASS, Pre-K GLAD, CSEFEL, and other strategies to enhance the education of children attending Head Start and Early Head Start. Of the 247 teaching staff, 111 are teachers and 136 are teaching assistants in Head Start/ Early Head Start. The figure below shows the percentage of classroom teachers who have a college education or child development credential.



FAMILY ENGAGEMENT & SUPPORT

Head Start provides services to support the whole child (physical, social, emotional, and educational needs) and their families. Some of the services provided are health education, parenting education, emergency/crisis intervention (e.g., food, clothing, shelter), English as a Second Language (ESL) training, and adult education (e.g. GED, college selection). The figure below shows the top services used by Head Start families during 2010-2011.

Head Start staff connects parents with social service assistance, job training and employment assistance, medical and dental services, vision and hearing screening, nutrition assistance and counseling, and supports children with special needs.



Services Used Most by Head Start Families



FAMILY ADVOCATES

Family Advocates serve as a single point of contact to connect families with all of the comprehensive services that Head Start provides. Their professionalism and responsiveness in providing families the support they need in a great number of areas is an essential aspect of our program.

Whether its finding community resources or preparing their preschooler for kindergarten, all families can get expert advice from our Family Advocates. **Family Advocates have regular contact with parents and staff to ensure the needs of families are being addressed.** They follow-up on all referrals and services that families are provided.

Family Advocates are required to be certified and attend ongoing training opportunities. FIRST 5 Santa Clara County sponsored 24 Head Start Family Advocates to participate in the Family Development Credential (FDC) Program through Cornell University. The Cornell University's FDC Program is a nationally respected training and credentialing program providing frontline workers with strengths-based skills and competencies in empowerment-based family development to help families be more self-reliant. All our Family Advocates successfully completed the credentialing program which involved 90 hours of instruction by Cornell University trained instructors.

PARENT ENGAGEMENT

Head Start/Early Head Start supports parents as the first and most important teacher of their child. There are several ways we promote parent engagement in Head Start/Early Head Start.

Parents have strong relationships with the teaching staff who provide information about their child's ongoing progress.

PARENT MEETINGS

Parents are encouraged to attend monthly meetings and volunteer at their child's school site. **A total of four times a year, with two conferences and two home visits, parents and teachers discuss the individual goals of children.** Parents provide information that help teachers complete child assessments.

PARENT SURVEYS

Parents help with curriculum development and program planning through responding to surveys which gauge the needs of the children and families, program satisfaction, and use of resources. **Feedback from these surveys allows Head Start to plan for educational programs and tailor resources by site.**



PARENT COMMITTEES

Head Start has four committees: Education, Nutrition, Family Services, and Personnel Committees which meet three times a year. **Parents are invited to be involved in any of these committees to strengthen the services provided to children and families.**

POLICY COUNCIL

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, budget allocations, and personnel functions. They represent parents' decisions on program design and implementation.

2010-2011 Head Start Policy Council



Left to right: Zoila Lomeli - Treasurer, Tony Thuy Nguyen - Chairperson, Ericka Yeremin - Secretary, and Luisa Delgado - Parliamentarian

The council is made up of 40 representatives (elected parent representatives, representatives of community agencies and past parents).

ACCOUNTABILITY

All Head Start Programs are reviewed every three years by the Administration for Children and Families (ACF), Department of Health and Human Services. The Santa Clara County Office of Education (SCCOE) Head Start and Early Head Start Programs had its last federal review on March 2011. **The program was found to be in full compliance with all applicable Head Start Program Performance Standards, laws, regulations and policy requirements.**

The Annual Financial Audit (ending in June 30, 2011) made known our program had no findings that represented significant deficiencies, material weakness, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with Government Auditing Standards.



Strengths identified in the federal review included results of the Classroom Assessment Scoring Systems (CLASS), which is an instrument that looks at 10 dimensions of teacher-child interactions as well as interactions between children and scored on a seven point scale. **The SCCOE Head Start program scored higher than the national average.**

The program also **received commendations on the use of commercial and locally designed technology, community collaborations, electronic monitoring, tracking, reporting and accounting systems and processes.** All Head Start centers are licensed by the Department of Social Services. Systems are in place to enhance classrooms and provide trained staff to deliver a high-quality preschool education program. Another area of strength was the program's community partnerships and collaborative effort with other state-funded child care partners to enhance and ensure high quality services for children and families.

EXPENSES	HEAD START/ EARLY HEAD START INCOME AND EXPENSES 2010-2011	HEAD START/ EARLY HEAD START PROPOSED BUDGET 2011-2012
Federal share of net outlays	Direct costs	Direct costs
Personnel	\$9,944,858	\$10,053,896
Fringe benefits	\$4,438,408	\$5,045,769
Equipment and supplies	\$759,010	\$619,804
Travel	\$61,449	\$47,754
Facilities and construction	\$398,582	-
Contractual	\$3,821,019	\$3,664,033
Other	\$936,312	\$979,289
Indirect costs	\$1,256,493	\$1,481,107
Subtotal	\$21,616,131	\$21,891,652
Recipients' share of net outlays	\$5,584,217	\$5,472,913
Total expenses	\$27,200,348	\$27,364,565
INCOME		
Head Start federal funding	\$21,616,131	\$21,891,652
Local funding (including in-kind)	\$5,584,217	\$5,472,913
Total income	\$27,200,348	\$27,364,565

2010-2011 PROGRAM ACCOMPLISHMENTS

- **The Head Start program passed its Federal Review** by the Department of Health and Human Services - Federal Head Start Office in March of 2011, with no deficiencies and many areas of strength. The program has consistently been noted for its quality; this is the second federal review in a row (spanning 6 years) with no areas of deficiency.
- **Mental health services were provided** to Head Start children and families, including child/family therapy via home-based interventions, classroom/teacher consultations, social skills training in classrooms, parent workshops/trainings, teacher trainings, and work with children with special needs in inclusion classrooms.
- Head Start participated in the **Eat Healthy Stay Active, a nutrition education program** through Johnson & Johnson and UCLA which helps to improve children's nutrition through research-based activities.
- Teachers have been **trained and coached in the Pre-K GLAD instructional model** which promotes English language acquisition, academic achievement, and cross-cultural skills.
- External assessors using the CLASS rated **Head Start classrooms on average higher than national averages in all dimensions of a healthy classroom environment**. Classrooms received average scores of 6 out of a 7-point scale in the following areas: positive climate, behavior management, and productivity.
- To ensure that children have **developmentally appropriate outdoor learning environments**, our staff uses the Preschool Outdoor Environment Measurement Scale (POEMS) as a guide to assess the quality of our outdoor play and learning. Our program recognizes the outdoor environment as an extension of the classroom.

2011-2012 PROGRAM HIGHLIGHTS

- Head Start's **partnership with WestEd E3 Institute - Excellence in Early Education** supports professional development for teachers through programs such as the Power of Pre-school (PoP) and Comprehensive Approaches to Raising Educational Standards (CARES).
- Ongoing quality improvements and capacity building of our program will continue through the **coaching/mentoring program of our Head Start staff**. Coaches provide feedback, suggestions, and support to teachers in linking the developmental assessments and goals for children to their curriculum. This model has had effective impact on the teaching staff and classroom practices.
- The **DRDP-2010 will be efficiently and effectively done** through direct computer input by teachers. Allowing teachers to have immediate results on individual child assessments, as well as their classroom as a whole, this continuous cycle provides teachers with tools necessary to drive their curriculum for school success and improve quality.
- **Professional development for teachers** will be a focus in 2011-2012 including extensive CLASS training, Pre-K GLAD refreshers, and Creative Curriculum focused trainings. An Infant/Toddler class will be offered to provide teachers with strategies to help them understand and work effectively with our youngest student population.
- **Family Engagement**, also a focus for the 2011-2012 fiscal year, includes trainings for Family Advocates, teaching staff, and administrative staff. Parent engagement provides our program with strong ties essential to our communities, classrooms and families.
- Although still in the planning stage, **Educare of California at Silicon Valley**, a new model for early education continues to gain momentum through collaboration with partners.
- SCCOE management staff will continue to participate in the **Champions for Leadership Program**, a professional development program to grow leaders within our organization.

PARTNERSHIPS

We thank all the parents, child care partners, staff, Santa Clara County Board of Education members, and community partners for their continued support for the children and families enrolled in Head Start/Early Head Start of Santa Clara and San Benito Counties. We hope to continue to provide outstanding services which will positively impact the lives of children and families in our community.



Eastside Union High School District



Santa Clara County Office of Education
State Preschool Program



County of San Benito
Health & Human Services Agency
Public Health Division



Other Agencies:

- Alum Rock Counseling Center
- Children's Dental Group
- EMQ Families First
- Gardner Family Health Network
- Indian Health Center of Santa Clara Valley
- Jewish Family and Children's Services/Parents Place
- San Benito Health Foundation
- Santa Clara County Health Foundation
- UC California Cooperative Extension Santa Clara County
- Village Investments

Santa Clara County School Districts:

- Alum Rock Union SD
- Evergreen SD
- San Jose Unified SD
- Milpitas Unified SD
- Franklin-McKinley SD
- Oak Grove SD

San Benito County School District:

- Hollister SD

For more information on
Head Start/Early Head Start:
(408) 453-6900

www.sccoe.org/depts/headstart

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Santa Clara County
Office of Education

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