

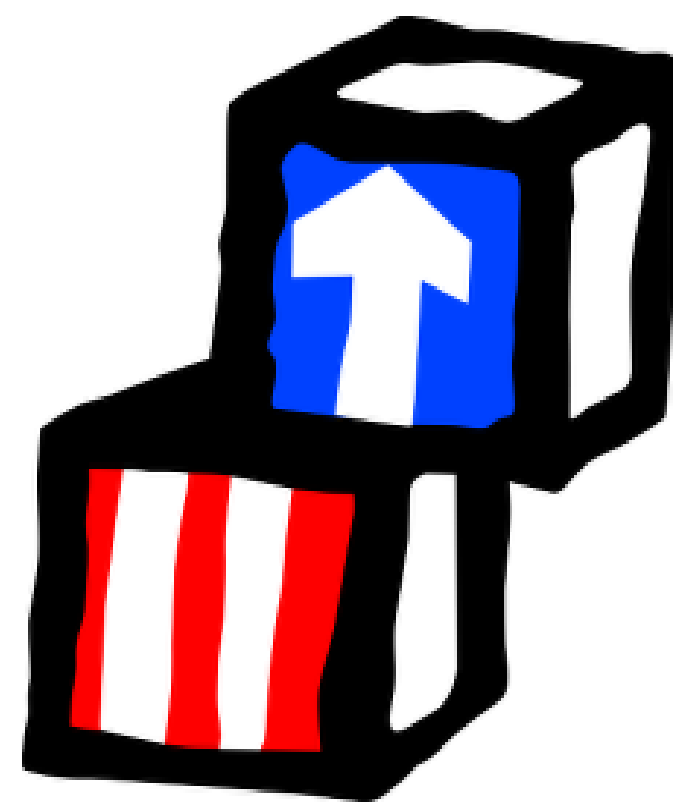


2016-2017  
Encompass Community Services  
Head Start & Early Head Start  

---

ANNUAL REPORT

---





# Table of Contents

---

Mission and Goals	01
Letter From The Policy Council Chair	02
Program Shared Governance	03
Head Start: What's New?	04
Early Head Start: What's New?	05
Program Monitoring and Data	06
Child and Family Statistics	07
Financial Reports and Audit	08
What Our Parents Say	09
School Readiness	10
Trauma Informed Care	11
Health	12
Early Childhood Education	13
Parenting Curriculum	14
Child Outcomes	15
Teacher Outcomes	16
Mental Health and Disabilities	17

# Mission Statement and Program Goals

## **Encompass Head Start Mission Statement**

Families, Staff, and Community United for the Well Being of Children.

## **HEAD START PROGRAM GOALS**

### **Education**

Encompass Head Start (HS)/ Early Head Start (EHS) will provide high quality, culturally appropriate early childhood services and family support throughout Santa Cruz County.

### **Support for Homeless Families**

Encompass HS/EHS will provide additional services and support to homeless families by increasing accessibility to services and strengthening partnerships with homeless service providers.

### **Professional Development of Staff**

To support and enhance the professional growth and education success of HS and EHS staff in the areas of early childhood education and family support services.

### **School Readiness**

Encompass HS/EHS will meet and track all the School Readiness Goals identified in the program's School Readiness Plan. Planning, curriculum development, and family engagement efforts will be based on the program outcomes and shared with staff, parents, and the board.

### **Data-Driven Decision Making**

Encompass HS/EHS staff will utilize technology, reporting systems, and data as important tools to support continuous program improvement.







# Letter From The Policy Council Chair

I am extraordinarily lucky to have found Early Head Start/Head Start. My younger son began in Early Head Start and finished the Head Start Program, propelling him into kindergarten well prepared. My youngest daughter finished the Early Head Start Home Visitor Program and is currently reaping the benefits of the brand new Head Start Center in Felton. To open a Center up in the SV/SLV was a dream in its infancy when I was first Chair of the Policy Council back in 2012. This is my third year on the Policy Council but only second as Chair. To see this become a reality and have my daughter directly benefit from it is truly amazing.

As a single mom to five school-age children, it is easy to lose your voice in your community as all of your efforts often go to keeping your family safe, happy, and fed. Being on the Policy Council helps low-income parents realize that they too are important and their voices need to be heard.

I have a unique perspective as I have put three children through private preschool before I qualified for the Early Head Start/Head Start Program. I have taught preschool as well as Public School on both coasts. I currently have two children in high school, one in middle school, one in elementary school, and one in Head Start. I have a solid understanding of how schools work and Head Start is an excellent school readiness program. As a three time Policy Council Member, I have had the opportunity to take part in many aspects of the Head Start Program. We often meet with members of the staff who present new ideas for us to discuss and vote on. Usually the work is phenomenal and passes our tough scrutiny easily. Our work allows us to ensure that policies reflect the parent perspective and their input before their approval. Policy Council gives us that voice; that power.

As Policy Council Chair, I have had the privilege of having a seat on the Board of Encompass Community Services, the umbrella non-profit agency for our local Early Head Start/Head Start Programs. I get to bring the voice of the Policy Council to a different level of the Organization. I give monthly reports and disseminate the ideas, approvals, and even dissents of our group.

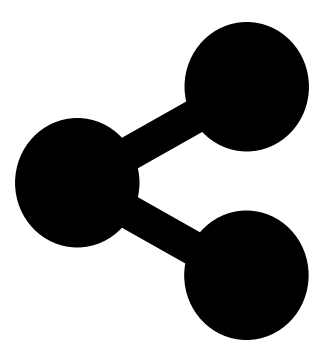
Being a part of Policy Council has strengthened me as a parent after losing a lot of confidence in myself after personal hardships. It has inspired me to take my newfound love of activism into my new community of five years. Staff saw the potential in me and supported my growth as a community leader. I now inspire people to be kind and helpful; to look at the bright sides of things we cannot change; how a simple smile or kind word can transform a one's day, "If you're not part of the solution, then you're part of the problem". These are principles that my work on the Policy Council has led me to rediscover in myself. I cannot say enough good things about this Program and its enormous and positive effects on our children. Thank you to the staff for their support and guidance.

Pamela Miller

Policy Council Chair







# Program Shared Governance

## 2016 -2017 ENCOMPASS BOARD OF TRUSTEES

Encompass Community Services is governed by a Board of Trustees committed to the agency's mission. Up to seventeen members can serve; five members are nominated by service components and up to twelve members are directly nominated by the Board as at-large members. All members are individuals who have demonstrated their interest in the goals and purposes of the agency and who are willing to assume the responsibility of active support of these goals and purposes. Members are judges and lawyers, clients and client advocates, and local residents.

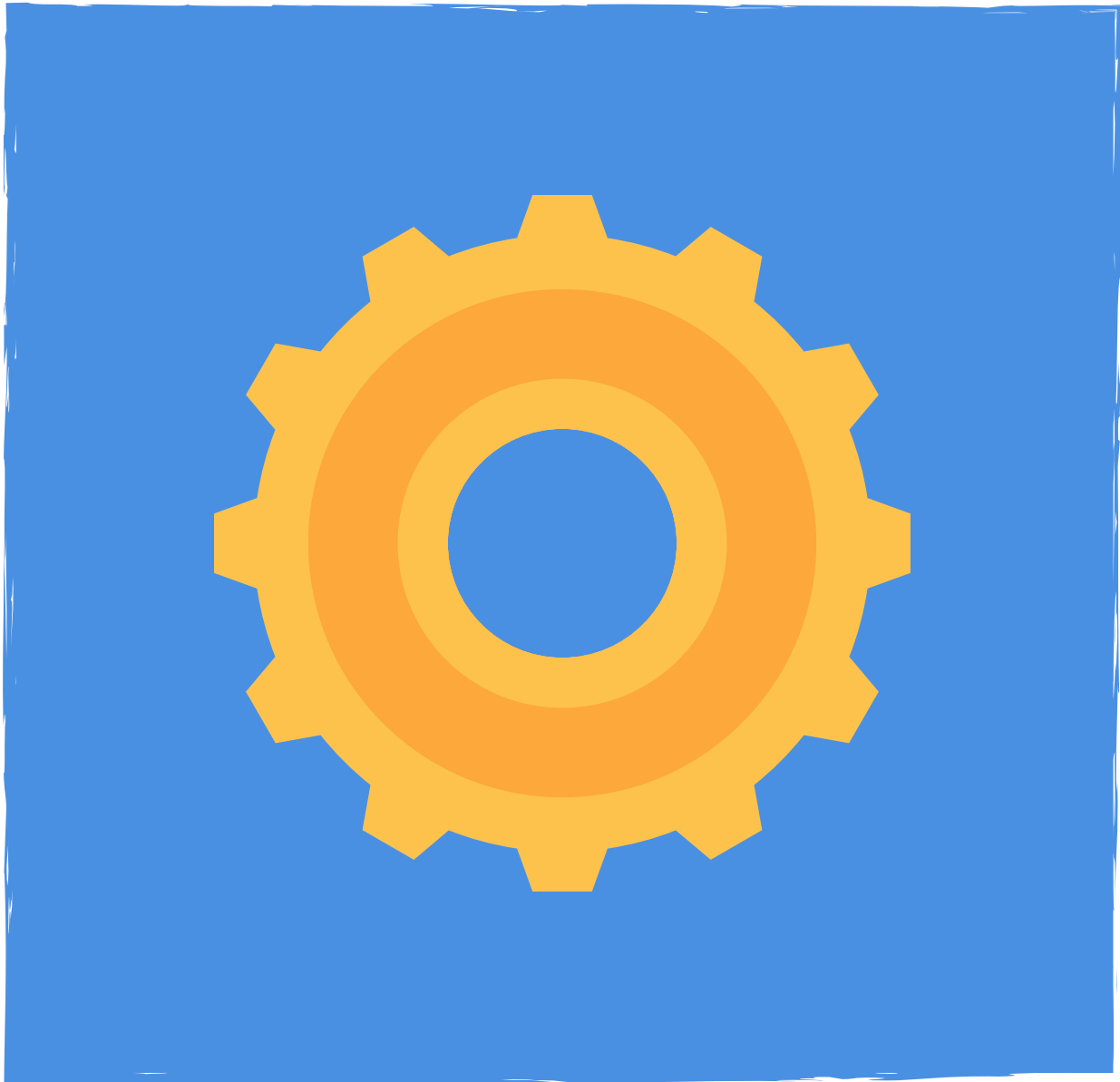
Every effort is made in the above selection process to abide by the principles of equal opportunity and affirmative action as well as broad community representation.

### OFFICERS

CHAIR	PETER GAARN
VICE CHAIR	CINDY MEKIS
SECRETARY	JEAN-GALLAGHER-HEIL
TREASURER	TREY DUNBAR

### MEMBERS

- LINDA BIXBY
- JULIA FELDMAN
- CASSIE LICKER
- SCOTT MACDONALD
- MARCELA MARTINEZ
- PAMELA MILLER
- LAUREN OLAIZ



## 2016 -2017 HEAD START POLICY COUNCIL

The Policy Council is the program's major decision-making body. Head Start programs are required by federal law to establish and maintain a formal structure of shared governance whereby parents can participate in policy-making and other decision-making processes with the Encompass Board of Trustees.

Parents are elected annually by their peers to serve a one-year term. Our Policy Council is made of representatives from our classrooms and other program options. These include parent representatives, past parents, and individuals from the community at large.

### OFFICERS

Chair	PAMELA MILLER
Vice-Chair	MARTHA ESPINOZA
Secretary	CLAUDIA GERMANO

### MEMBERS

TATIANA PHILLIPS	MARGARITA RUIZ-LARA
MICHAEL PEIMANI	INES CARTAGENA
EUNICE REYES	KIMBERLY JARQUIN
ALICIA CRUZ	ANABELLA LOPEZ
CELIKA LOPEZ	ERIKA IBANEZ
MARIA GUTIERREZ	CECILIA VAZQUEZ
NOEMI MARTINEZ	FRANCISCO VILLAREAL
ANA RAMOS	SUSANA ROCHA
WENDY HARRIS	MARIA ARREDONDO
CARMEN GARCIA	

### ALTERNATES

MARIA ESCOTO	ZULUHAY MIRANDA
FLORENTINO MENDOZA	ARACELI VASQUEZ
ROSALBA CRUZ	ERICA RAMIREZ
KESIA GUZMAN	YULY ARITA
ARACELI GARCIA	ALICIA VILLAREAL
NATALIE ROBLEDO	ANA REYES
CARMEN VASQUEZ	KATHERINE SORENSON
ANGELA JIMENEZ	ALICIA PEREZ





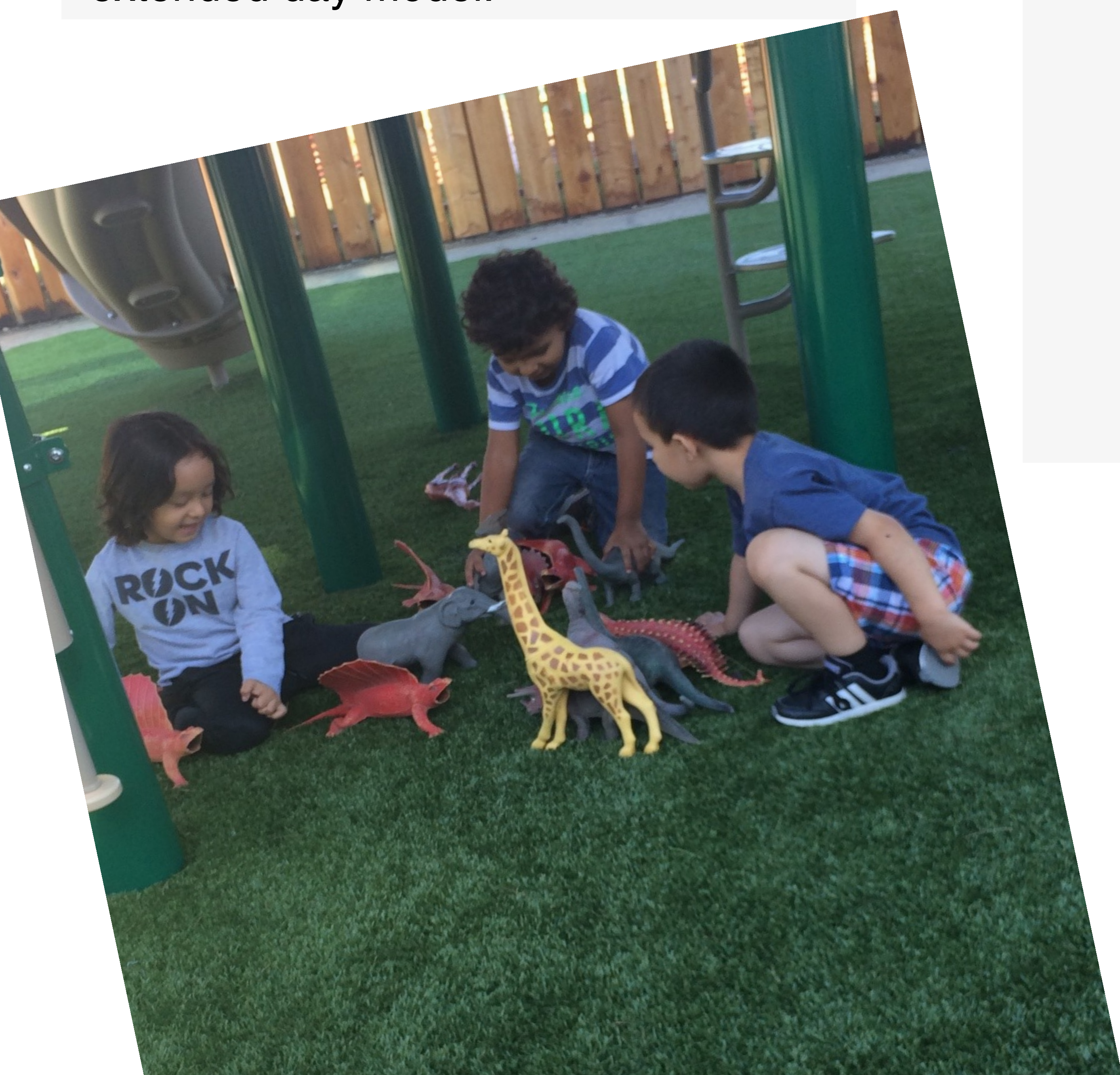
# Head Start: What's New?

The Head Start program provides comprehensive services to over 1 million children nationwide each year. In the fall of 2016, the program implemented modernized Head Start Performance Standards to improve program quality. The new standards incorporated extensive findings from research, consultation with experts, and lessons learned from program input and innovation. These standards reflect a deep commitment to improve the school readiness of young children.

Research shows that young children need more learning time in high quality programs to prepare them for success later in school and in life. The Head Start Performance standards mandate that all Head Start classrooms operate at least 6 hours per day and 170 days a year by 2021. Encompass Head Start applied for and received Duration funding to open one new Head Start classroom, blend three State funded and Federally funded classrooms, change our staffing models, and improve our duration facilities to support this extended day model.



We now have 16 Head Start Classrooms located throughout the county, including a new site in Felton. Nine of the 16 classrooms serve children for 6 hours a day, for at least 170 days a year. The other seven still offer the part day, part year option. We are searching for more facilities to convert our remaining classrooms to the extended day, extended year model.





# Early Head Start: What's New?



Early Head Start (EHS) went through a lot of change in program year 2016-2017. We worked towards aligning to the new Head Start Performance Standards and opened two new toddler centers. We now have four toddler centers that provide services 6.5 hours a day, five days a week to meet the EHS requirements of 1380 hours of class time a year.

Over the last six months our sites have gone through many renovation projects. Sites received new flooring, playgrounds, fencing, and new curriculum materials.

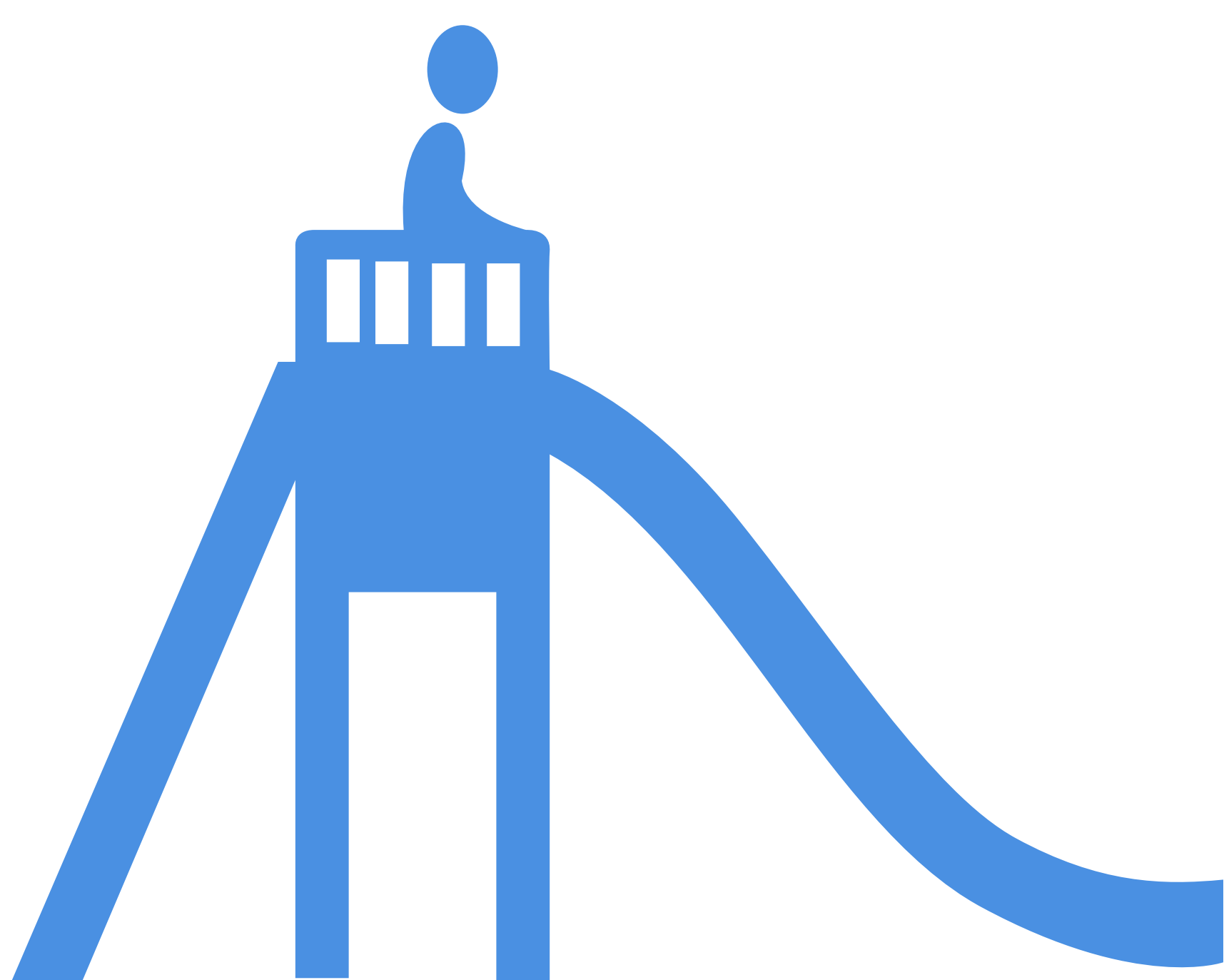
We hired additional Early Head Start staff for our new toddler center extended-day model including a Family Service Advocate. We also hired an Early Head Start Coach to provide Practice Based Coaching for both Home base and Center base staff. Home Visitors have been transitioning from a traditional home visiting style to a facilitative approach. A facilitative home visit better supports the parent-child relationship and provides the parent with more tools to support their child's development using the home as a learning environment.



Early Head Start (EHS) serves children through home based and center based services. Our home based program provides once a week home visits in the family's home and twice a month group socializations.

Home Visitors support the parent as an educator for their child using a relationship based approach. The home visiting program serves families from prenatal to 3 years old. EHS in Santa Cruz County has four toddler centers that provide services to families with children age 18-36 months. Our toddler centers have a 1:4 ratio and provide the comprehensive services that HS and home base offer.

Toddlers are introduced to a variety of open-ended learning experiences that support all areas of learning through relationship-based care. These services support healthy social-emotional development which correlates with healthy cognitive development and creates a strong foundation for future school achievement.







# Program Monitoring and Data



## Our Monitoring Mandate and Philosophy

Head Start mandates that our approaches to data management support the availability, usability, integrity, and security of data. This ensures that our families are protected and that we can use the data to make informed decisions to best serve the community. The Encompass HS/EHS Data Team aims to help our Staff and Managers tell a story with the data that our entire community understands.

## Data Team

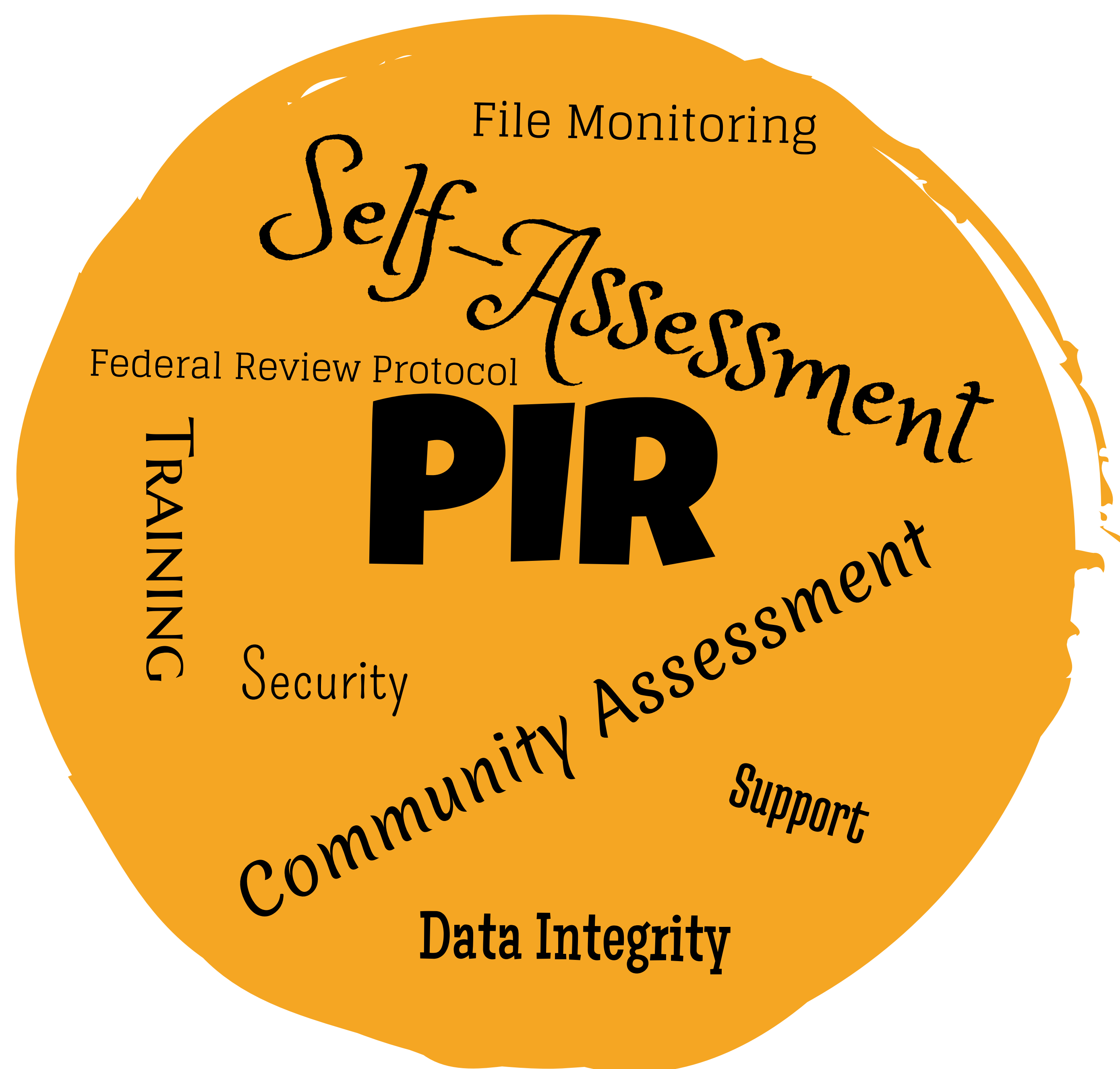
This year we have introduced a new element to our data strategy, by creating a Data Team. The Data Team is comprised of a Data Manager, Data Coordinator and a CQI (Continuous Quality Improvement) Coordinator.

The Data Manager is responsible for large scale projects, agency integration and meeting/exceeding the performance standards around data.

The CQI Coordinator is tasked with file monitoring and plays a large role in data strategy for the agency.

The Data Coordinator is our key position for training, support and integration of new technologies.

The Data Team works together to provide an aligned data strategy for Head Start across all platforms.



DATA



KNOWLEDGE



ACTION



# Child and Family Statistics

## Comprehensive Services



85%  
Up To  
Date On A  
Schedule Of  
Preventative  
Healthcare



99%  
Received  
Dental  
Exams



85%  
Average  
Daily  
Attendance  
(HS)



75% of  
Families  
Received At  
Least One  
Family Service



100%  
Average  
Monthly  
Enrollment

### Program Options

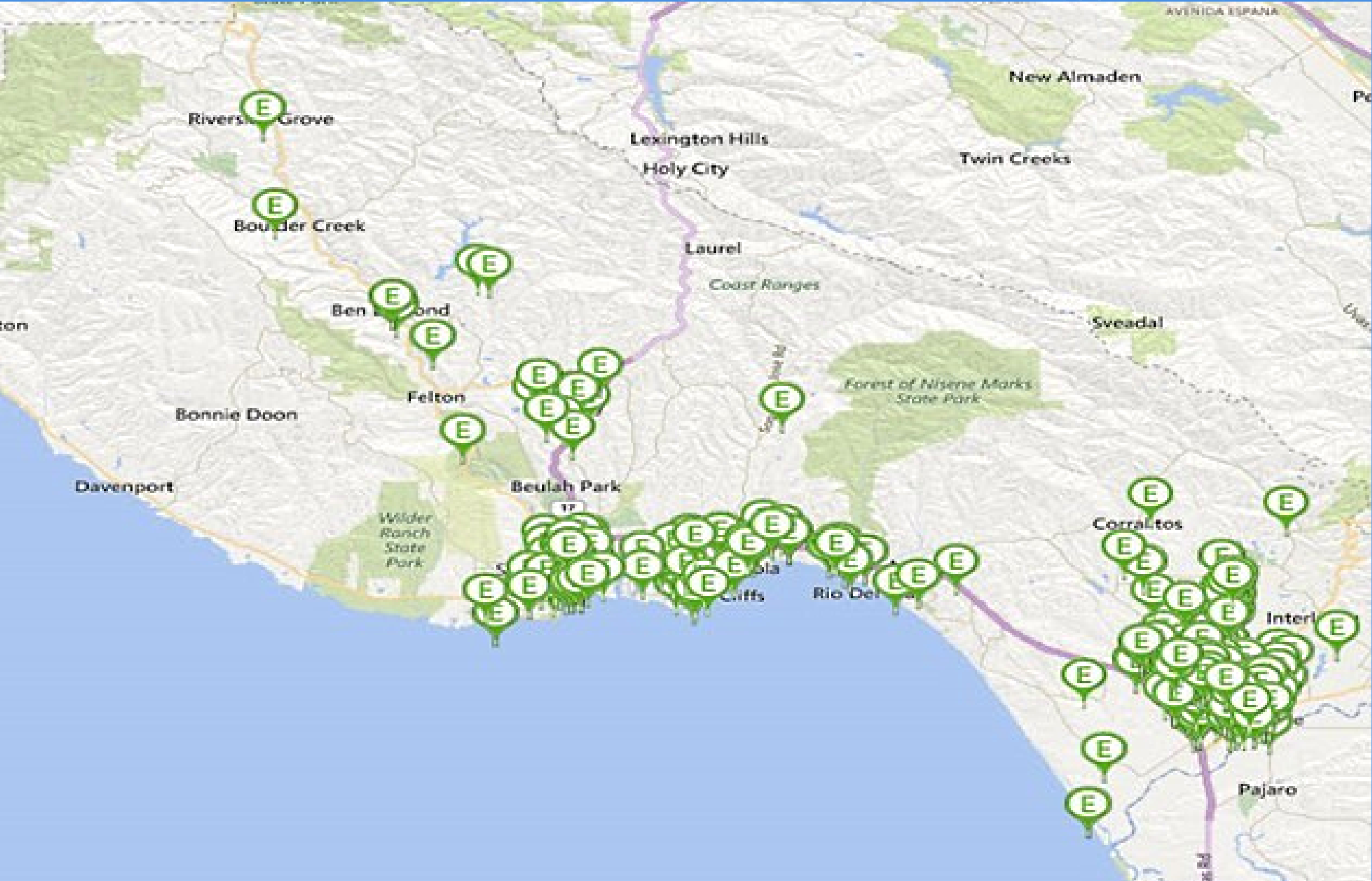
#### Head Start

- 7 Part-Day/Part Year center base classrooms – AM/PM
- 5 Extended-Day/Extended Year center based classrooms
- 3 Extended-Day/Extended Year Blended HS/SPK center based classrooms

#### Early Head Start

- 4 Extended-Day/Year Round center based classrooms
- 15 Home Visitors

### We Proudly Serve All Of Santa Cruz County



The map above shows where our enrolled families live throughout the county.

655

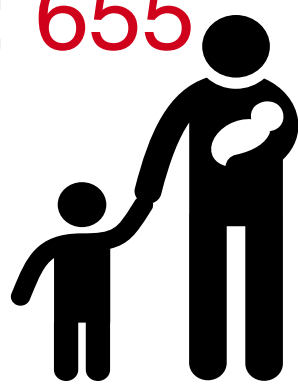
Children and  
Families  
Served



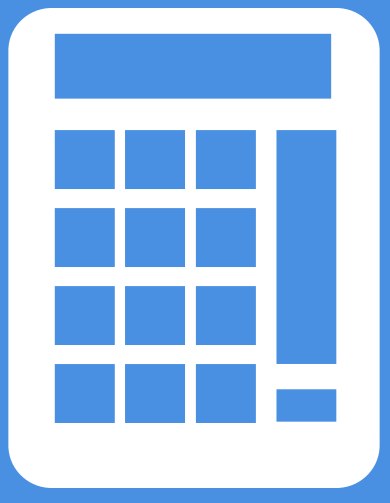
Enrollment  
HS/EHS

TOTAL FUNDED  
ENROLLMENT: 589

CUMULATIVE  
ENROLLMENT: 655







# Financial Report and Audit Results

## 2017-2018 Projected Funding

FEDERAL FUNDS AUTHORIZED	7,926,342
IN-KIND NON-FEDERAL SHARE	1,981,586

## 2016-2017 Overview

FEDERAL FUNDS AUTHORIZED	10,148,619
FEDERAL FUNDS EXPENDED	10,148,619
IN-KIND NON-FEDERAL SHARE	2,029,724

## 2016-2017 Expenditures

PERSONNEL AND FRINGE	4,920,216
OUT OF COUNTY TRAVEL	13,306
EQUIPMENT	46,631
LEASEHOLD IMPROVEMENTS	183,000
CONTRACTUAL	409,915
OTHER	1,742,889
INDIRECT	802,938
IN-KIND NON-FEDERAL SHARE	2,029,724
TOTAL:	10,148,619



# Financial Audit

John J. Teuteberg, CPA, conducted an independent audit of Encompass Community Services and submitted an Independent Auditor's Report dated June 30th, 2016. As stated in the auditor's report, "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Encompass Community Services as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in conformity with account principles generally accepted in the United States of America."





# What Our Parents Say



Results from the 2016-2017 Parent Survey showed an overall finding that indicated parents were happy with the services provided by Head Start and the communication received from the program.



## FAMILY WELL BEING

81% agreed the program was very helpful in making their home safe for children.



## PARENT-CHILD RELATIONSHIPS

85% agreed the program was very helpful in valuing their child's strengths.



## FAMILIES AS LIFE LONG EDUCATORS

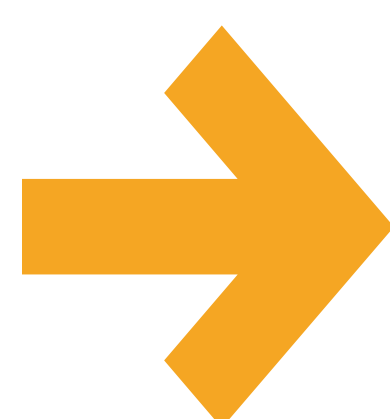
88% agreed the program was very helpful in inspiring them to read to their child.



## FAMILIES AS LEARNERS

83% agreed the program was very helpful in helping them understand how their child learns.

*"My children are thriving and learning. They bring bags with books to read at home and we also got warm clothes for the winter. The program taught us to be the best parents we can be."*



## ENGAGEMENT IN TRANSITION

81% agreed the program was very helpful in giving them resources about transitioning their child to their next school.



## CONNECTION TO PEERS AND COMMUNITY

68% agreed the program was very helpful in helping them support other children in their community.



## ADOVACY AND LEADERSHIP

58% agreed the program was very helpful in giving them opportunities to lead a group.

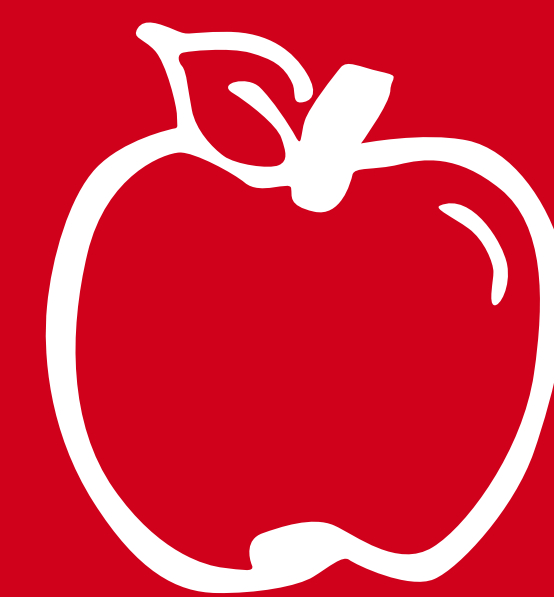
# 85%

of parents responded that the program was "very helpful" to their family.





# School Readiness



School readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for the children.

For parents and families, school readiness means they are engaged in the long-term, lifelong success of their child. Head Start recognizes that parents are their children's primary teachers and advocates. Programs are required to consult with parents in establishing school readiness goals (45 CFR 1307.3 (b) (1) (iii), as amended). As Head Start programs and schools work together to promote school readiness and to engage families as their children make the transition to kindergarten, schools will be ready for children.

## Transitions

Transitions can have positive effects on children, families and staff. Collaboration with families is key for an effective and smooth transition. Most transitions focus on transitioning children into kindergarten. However, effective transition practices will support all settings. This includes transitions from home to Early Head Start, Early Head Start to Head Start or child care, or from Head Start to kindergarten. When families are valued and involved in the planning they know what to expect and they feel better prepared to engage in their children's learning. Offering a wide variety of opportunities for families to participate in transition activities contributes to a positive long-term outcomes for children.

Our Head Start program values the implementation of effective and respectful practices that make transitions a positive experience for all children and families. We start our transition by hosting an annual transition workshop for Home visitors, Family Service Advocates, Teachers, Coordinators and Managers where the focus is transitioning children and families. We encourage classroom visitations as soon as we know a family is transitioning into or out of the program. Guest speakers are invited to come share about their program.

We support and respects each family's choice to transition their child in the manner which provide their child the most successful transition to their next school.

## Our Transition Practices Are...

...centered on children and families

...individualized to address children's and families' diverse backgrounds, development, strengths, and needs

...dedicated to promoting continuity within and across early education settings

...focused on creating and maintaining collaboration between families, programs, and early education partners transitions into and out of the program and between program options (e.g., home-based to center-based)



# Trauma Informed Care

Head Start and Early Head Start are programs design to serve a variety of individuals and families with a variety of needs. In our program, we serve some of the most vulnerable families in our community. Some of them may be experiencing homelessness, unemployment, extreme poverty, deportation, foster care and many other issues.

These families and children often have lived through stressful and traumatizing experiences that impact their lives in many different ways. It is crucial for staff to be equipped to minimize the impact of this stress and trauma and not contribute to any re-traumatization. Having the right tools also support the staff in being aware of their own needs and understanding when and how to seek support to avoid vicarious trauma and burn out.

A trauma informed organizations takes care of the staff and the families, with the ultimate goal of creating opportunities for all to thrive.





# Health & Wellness Activities

Head Start provides children access to comprehensive health services. Our program believes that health is the foundation for positive child outcomes. Children are better able to learn when they are healthy and safe.

94%  
of children received  
dental exams or screenings



99%  
of children received  
immunizations



- \*Nutrition Workshops
- \*Dental Clinics
- \*Car Seat Safety Events
- \*Making a Connection Workshop
- \*Triple P Workshops
- \*Disabilities Support Groups

100%  
of children had a  
medical home



100%  
of families completed a  
nutrition questionnaire





# Early Childhood Education

Encompass Community Services Head Start and Early Head Start recognizes each child as an individual with a unique combination of strengths and needs. Head Start teachers take into consideration each child's individual abilities, interests, learning style, cultural and linguistic background, and patterns of development and learning to provide a high quality early childhood education. Head Start teachers use research based curriculum, input from parents and information from screenings and child assessments to plan individualized instruction for each child.

# 100%

of our classrooms have a teacher with an AA degree or above in ECE (Early Childhood Education)

## CURRICULUM

Each curriculum utilized is research based and aligns with the Head Start Early Learning Outcomes Framework.

- \* High Scope
- \* Creative Curriculum
- \* Partners for a Healthy Baby



New playground equipment at our Natural Bridges site



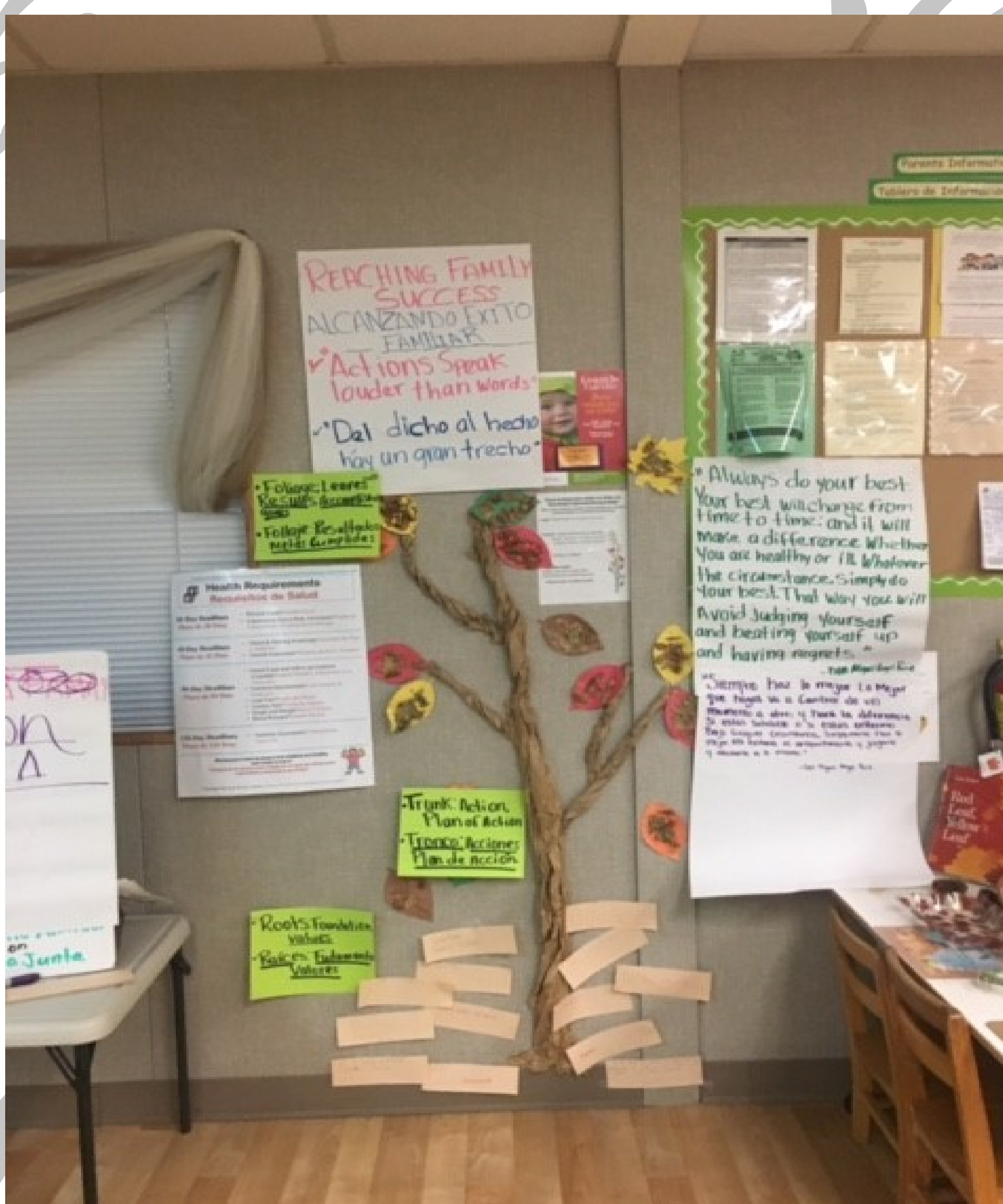
# Parenting Curriculum



**Abriendo Puertas**  
**Opening Doors**

We are excited to share that this year our program has brought the Abriendo Puertas/Opening Doors parenting curriculum to our program. The curriculum is designed with parent input and uses the “popular education” approach to engage parents. Each of the ten curriculum sessions is grounded in a “dicho” or popular saying, and incorporates culturally familiar activities and data.

This curriculum is available in both Spanish and English, promotes school readiness, family well-being, and advocacy by addressing best practices in brain development, key aspects of early childhood development, early literacy, numeracy, bilingualism, health, attendance, civic engagement, parent leadership, goal setting, and planning for family success. We recognize that parents are a very important part of their child’s learning experience and we seek to partner with them to ensure we are successful in ensuring children are ready for a life time of learning.





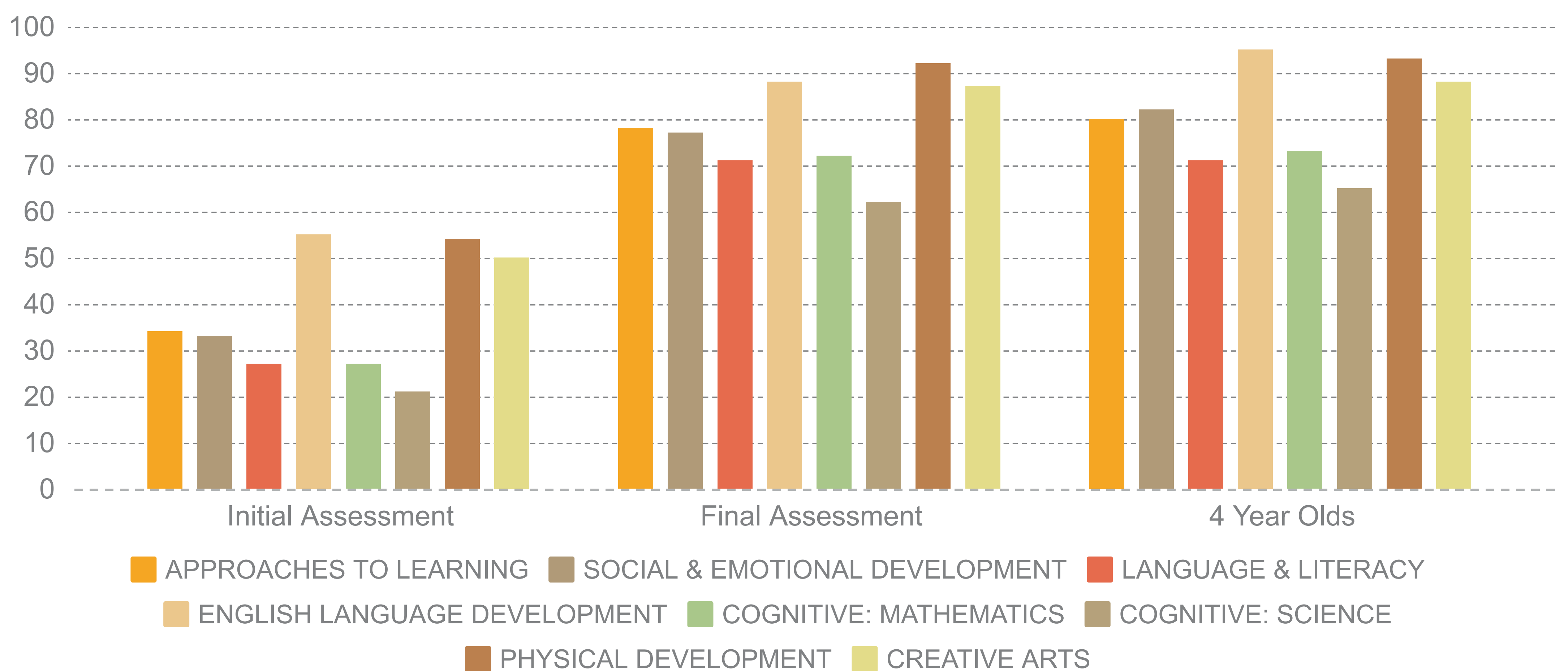
# Child Outcomes

## Child Outcomes and Assessment Summary

The program conducted ongoing child assessments using the Desired Results Developmental Profile (DRDP 2015) measuring outcomes three times this year. Information from the child assessments was shared with parents, staff, School Readiness Committee, Policy Council, and the Board of Trustees for the purpose of:

- Guided instruction
- Improving individualization
- Implementing program improvements plans of action
- Developing and revising our School Readiness Goals and
- Professional development and program improvement

### Child Assessment Outcome



## Our Curriculum: HighScope

HighScope is a high-quality, research-based curriculum that promotes measurable progress toward children's development. It is aligned with CLASS.

Children made huge gains in all areas of development. However, we did identify science as being the lowest in the group. Action planning involved working together with our Policy Council, Self-Assessment Team, School Readiness Committee, and teachers to come up with a solution. Implementation plans for 2017-2018 include:

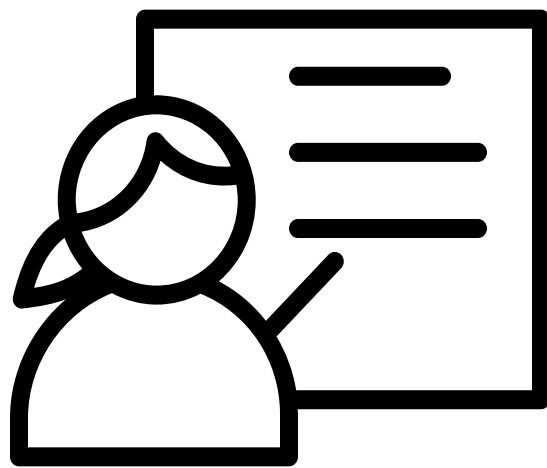
*\*Strengthening our home/school connection by sending science based home activities for parents and children.*

*\*Thanks to a grant from First 5 of Santa Cruz County through the QRIS IMPACT initiative, we will be providing teachers with new science kits, concept books, and teacher idea resources.*

Training to support teachers in the science education was also provided by our partner, The Monterey Bay Aquarium, through the Splash Zone Teacher In-service program. Coaching will continue to support all domains of learning, particularly science, as a continuous effort to improve our CLASS outcomes in the area of Instructional Support.



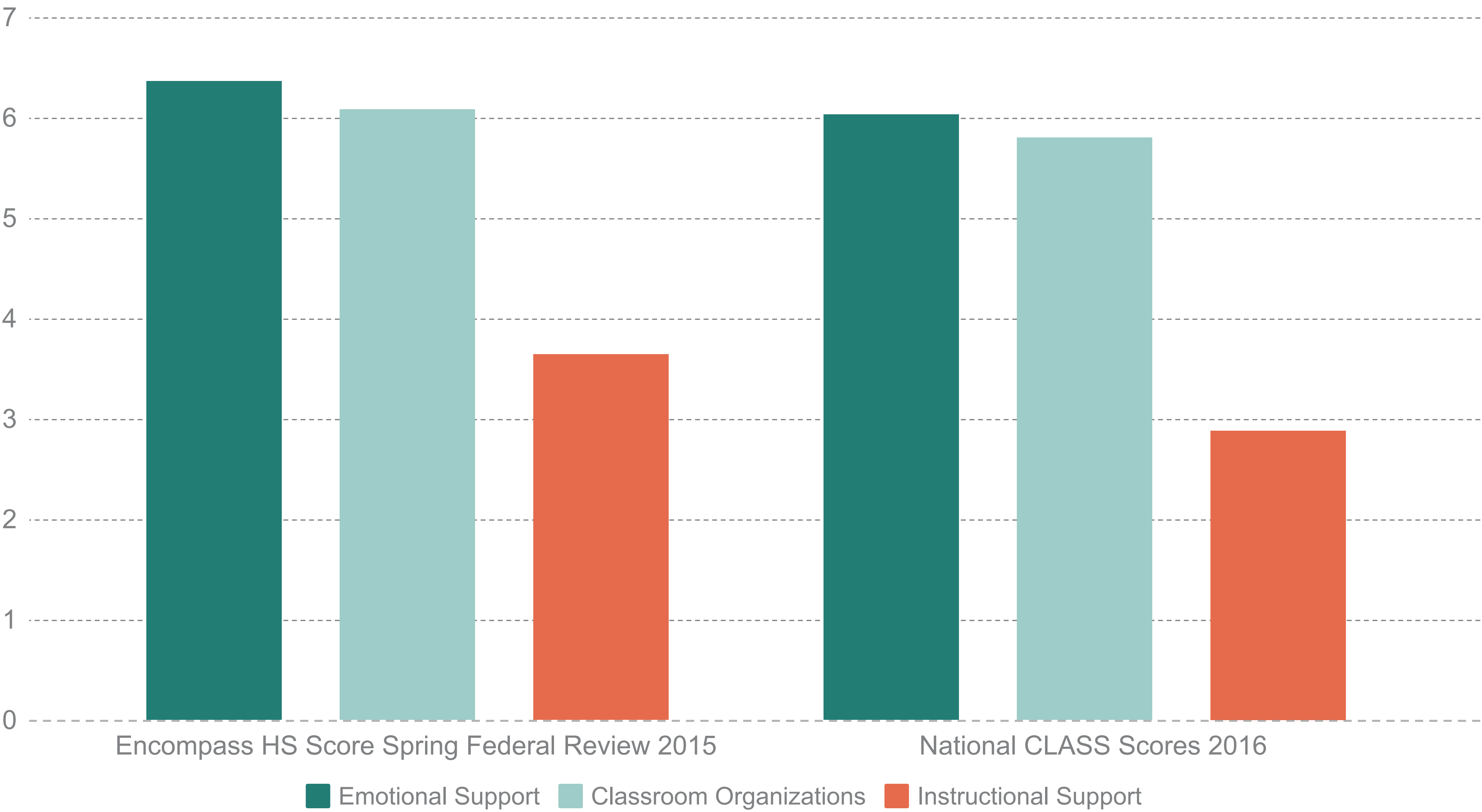
# Teacher Outcomes



## CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

Our teachers are performing above the national averages in all three dimensions. Our professional development and coaching plan continues to focus on providing quality interactions. Our focus will be in Instructional Support, including Language Modeling, Concept Development, and Quality of Feedback.

Class Scores Over Time





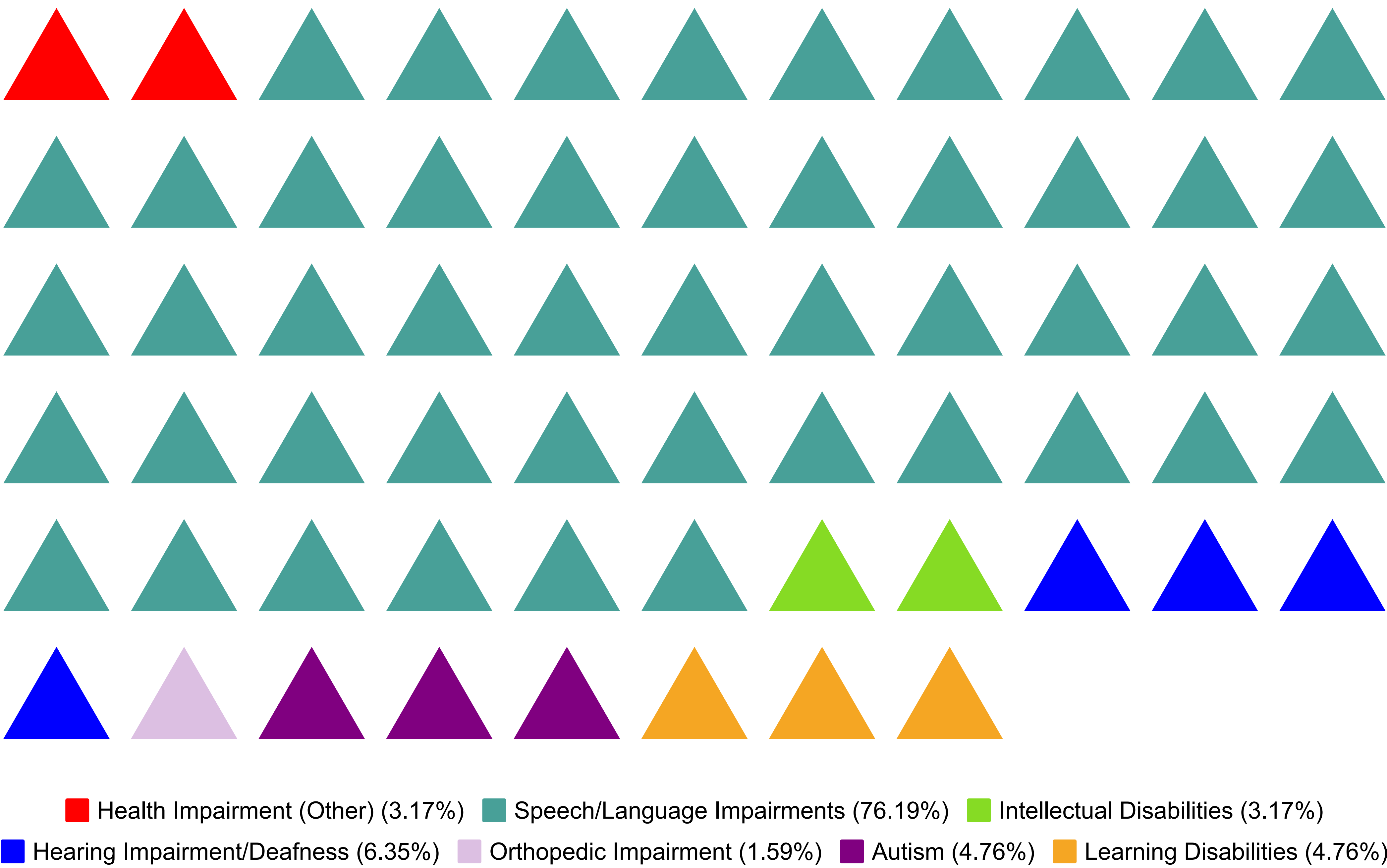
# Mental Health and Disabilities

Head Start and Early Head Start programs partner with local professionals and other programs to ensure children, families, and staff have access to prevention and intervention services in the area of Mental Health.

We work closely with local agencies and partners to assist, and provide support to, children with physical disabilities.



Diagnosed Disabilities by Type





# Data Snapshot

Encompass Community Services  
Head Start and Early Head Start  
2016 - 2017



Received HS/EHS  
Services

655

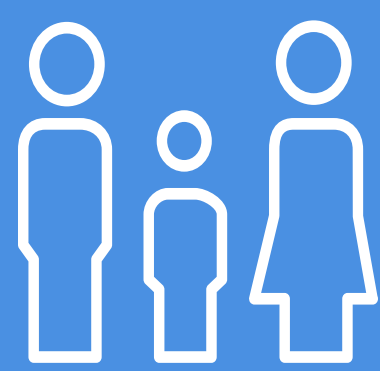
Head Start/Early  
Head Start Children



Physical  
Exams

655

Head Start/Early  
Head Start Children



Homeless Families  
Served

47



Dental Exams  
& Screenings

618



Screenings  
Developmental/Social-  
Emotional/Physical/Education

655



Meals Served

136,122



Received Family  
Services

487

Head Start/Early  
Head Start Families



Children With  
Disabilities Served

103