

Annual Report

Head Start/Early Head Start

2015 - 2016





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MISSION AND PROGRAM GOALS

HEAD START MISSION

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

HEAD START PROGRAM GOALS

Education:

Provide high quality, culturally appropriate early childhood services and family support throughout Santa Cruz County

Support for Homeless Families:

Provide additional services and support to homeless families by increasing accessibility to services and strengthening partnerships

Professional Development of Staff:

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:

Meet and track all School Readiness Goals identified in the program's "School Readiness Plan"

Data-Driven Decision Making:

Utilize technology, reporting systems and data as important tools to support continuous program improvement, decision making and to ensure that children and families receive quality services

Program Shared Governance

MESSAGE FROM THE 2015 - 2016 HEAD START POLICY COUNCIL CHAIR

I have been an Early Head Start/Head Start parent for the past five years. This past year I was elected the Chairperson for the Head Start Policy Council, it was my third year as a Policy Council Representative. Over the years it has been an amazing opportunity that has allowed me to grow as an individual and as a parent of my two boys.

As a Policy Council Representative we are able to be an advocate not only for our children but all the children in our program/community. The Policy Council has a say in every aspect of the program; hiring the teachers in our children's classrooms, program budgets and program policies and procedures, etc. It is great to have a group of people who all have the same goal: to provide the best possible early education for young children.

As parents we are our children's first teachers and we should lead by example. What better way to do that, than showing our children we are excited and care about their education by being an involved parent.



KALEENA KANE

Chair, Head Start
Policy Council



Program Shared Governance

2015 -2016 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
DAN CRASK
JULIA FELDMAN
CASSIE LICKER
SCOTT MACDONALD
LAUREN OLAIZ

2015 -2016 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	KALEENA KANE
Vice-Chair	THOMAS ARNOLD
Secretary	NANCY ZAMORA

MEMBERS

BRENDA RUIZ	ELISE ST. PIERRE
BARBARA MONCADA	ANABELLA LOPEZ
KRISTA OSTROSKI	WENDY HARRIS
ERANDY HERRERA	RAFAELA ALONSO
ANTHONY TAPIZ	JESSE HOPKINS-SANTOYO
ANGELICA CAMARGO	DEANGELA LEON
MARIA ARREDONDO	MELANIE REYNOSO
ARCELIA C LOPEZ	FLAVIA LOPEZ
ANA REYES	ESMERALDA GONZALEZ
ANGELINA JIMENEZ	YULY ARITA
ARACELI VASQUEZ-ALVAREZ	MARICELA TORRES
SOFIA ZAMARRIPA	

ALTERNATES

MARISSA HERMAN	FERNANDA RODRIGUEZ
GERUTH MOCANU	CELESTE ROBLES
MAYRA PIMENTEL	ERICA DELASERNA
ADRIANA HERNANDEZ	ERIKA IBANEZ
ABEL CARRILLO	CESAR LEON
SONIA HERNANDEZ	ANA RODRIGUEZ
JESSICA PACHECO	SILVIA ESQUIEL
CLAUDIA GERMANO	

WHAT IS HEAD START?



Head Start and Early Head Start are federally funded comprehensive early childhood development programs serving low-income children birth to five and their families. Encompass Head Start has been serving the Santa Cruz County community for over fifty years.

Children who attend our Early Head Start or Head Start program participate in a school readiness curriculum that supports children in the areas of social emotional development, perceptual, motor, and physical development, language and literacy, cognition, including mathematics development and scientific reasoning, and approaches to learning.

Children receive health and development screenings, oral and emotional wellness support, and nutritious meals. Parents are connected to medical and dental providers to ensure that their children are receiving the services they need.

"The bread that is cast upon these waters will surely return many thousandfold." - President Lyndon Johnson



First Lady, Ladybird Johnson reading to children in a Head Start classroom.

At Encompass Head Start, families are supported in their role as their child's first and most influential teachers. Family engagement is at the core of our program.

Our program works with families using the family development approach to provide resources to meet their needs and interests, with the ultimate goal of supporting families to become "self-reliant". Families can participate in workshops in areas such as parenting, job training, economic mobility, health and nutrition, ESL, special education, transition to kindergarten, and resources in our community. These workshop not only provide learning opportunities, but also offer a space to connect with other parents and strengthen their support system.

Parents are also supported in creating and meeting personal goals that strengthen their family and child outcomes. We invite parent to share their skills and interest as volunteers in their child's classroom, helping with classroom projects, and helping develop the classroom curriculum and environment, so that it reflects our families' cultures and interests.



What is Early Head Start?

Early Head Start 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 two 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 EHS 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.



Number of children and pregnant women served by Encompass Community Services Early Head Start in 2015 - 2016



100% of EHS children had health insurance.



The number of EHS homeless families served.



100% of EHS children had a dental home.

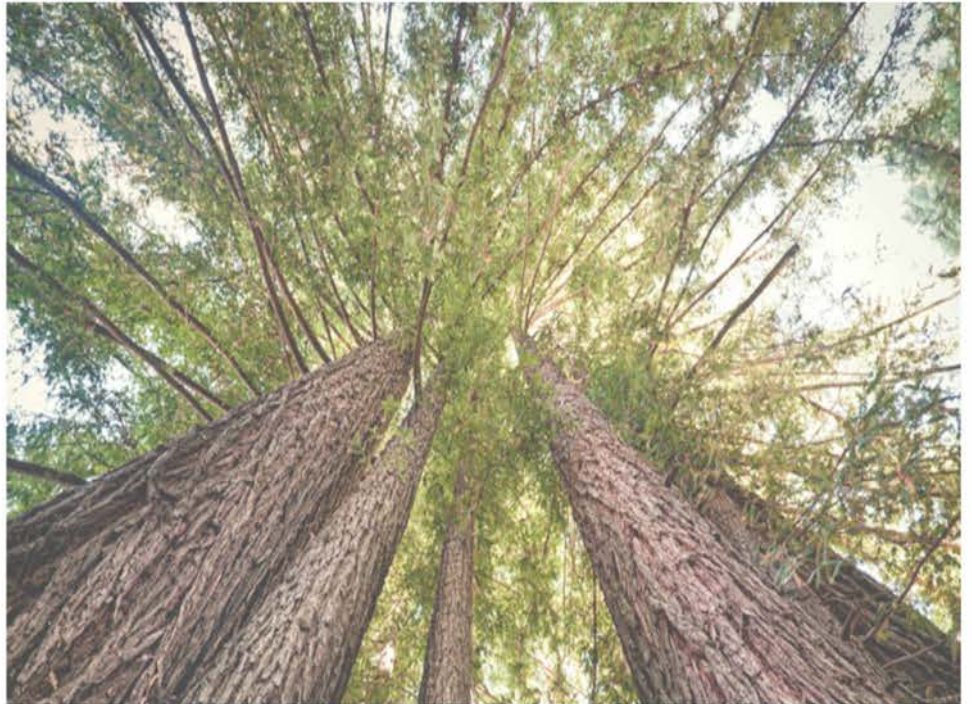
PROGRAM MONITORING

A Variety of Monitoring Methods

At Encompass Community Services Head Start, we use a variety of methods to monitor data, analyze data, measure outcomes, and utilize data driven decision making.

Our system and procedures are summarized as follows:

Recordkeeping that involves on site monitoring, electronic monitoring through our ChildPlus child database system, and assessment monitoring through our DRDP system.



100%

**OF OUR FILES ARE
ROUTINELY MONITORED,
ARE SECURE, AND ARE
IN COMPLIANCE WITH
FEDERAL RECORD
KEEPING STANDARDS**



Federal Monitoring Review Results 2015-2016

School Readiness: No findings or areas of non-compliance.

Leadership/Governance/Management Systems: Two areas out of compliance. Both areas are now corrected.



FINANCIAL REPORTS & AUDIT

2015-2016 OVERVIEW

FEDERAL FUNDS AUTHORIZED	6,593,983
FEDERAL FUNDS EXPENDED	6,593,983
IN-KIND NON-FEDERAL SHARE	1,034,551

2015-2016 Expenditures

PERSONNEL and FRINGE	4,627,416
OUT OF COUNTY TRAVEL	9,306
EQUIPMENT	20,000
SUPPLIES	161,913
CONTRACTUAL	289,002
OTHER	855,603
INDIRECT	630,743
IN-KIND NON-FEDERAL SHARE	1,034,568
TOTAL:	7,628,551

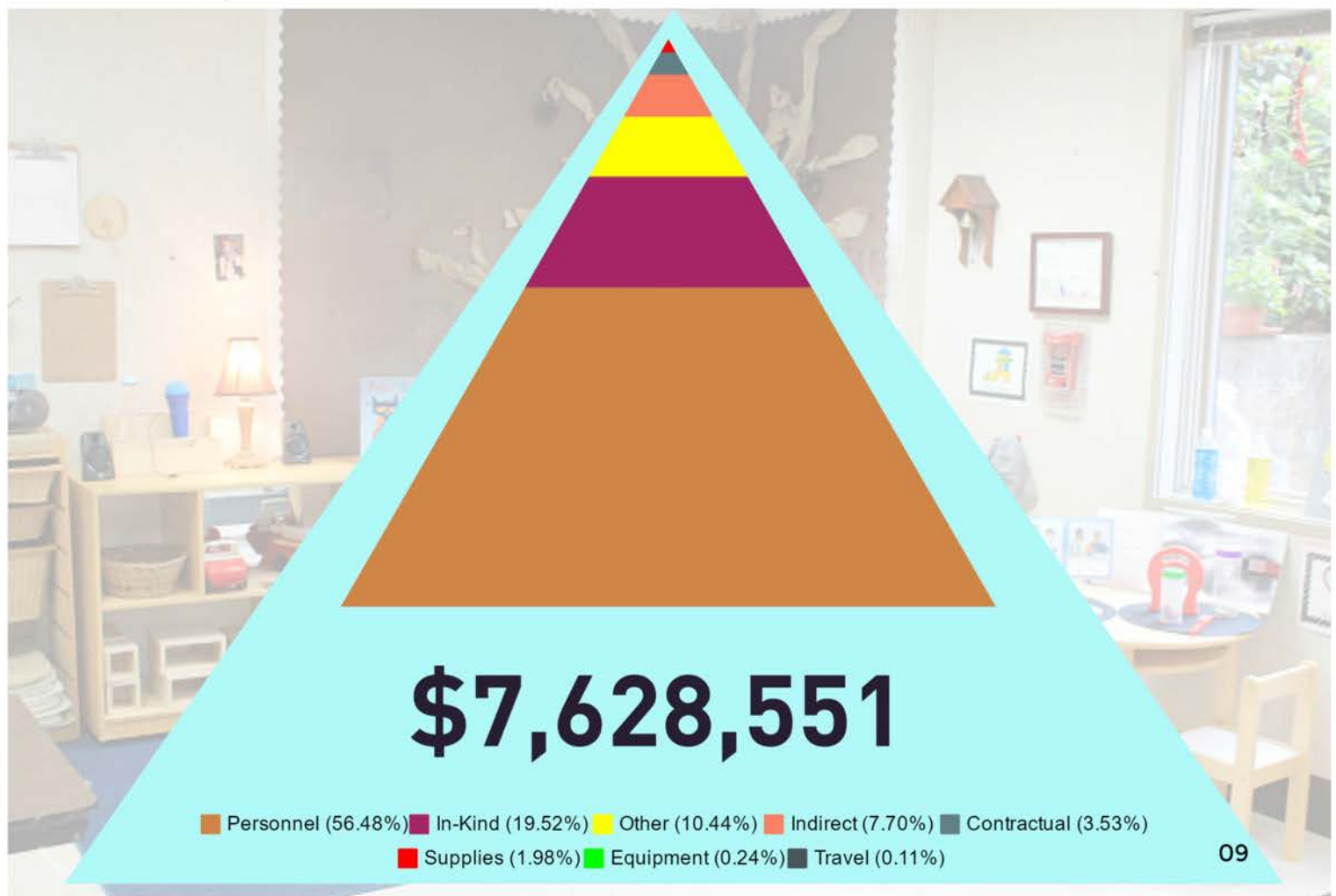
2016-2017 Projected Funding

FEDERAL FUNDS AUTHORIZED	6,590,887
IN-KIND NON-FEDERAL SHARE	1,592,693

Financial Audit

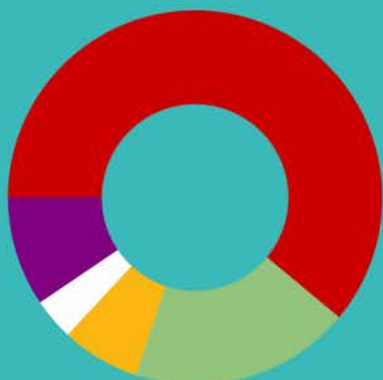


John J. Teuteberg, CPA, conducted an independent audit of Encompass Community Services and submitted an Independent Auditor's Report dated November, 2016. As stated in the auditor's report, "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial 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."



Child and Family Statistics

Child Eligibility By Type

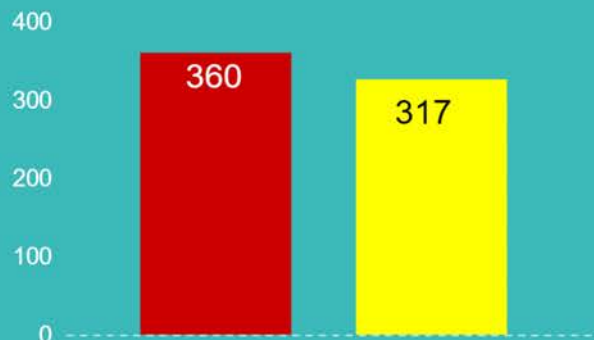


Income Eligible (61.04%) Public Assistance (19.09%)
Foster Child (6.78%) Homeless (3.63%)
Over Income (9.46%)

677

Children and
Families
Served

Primary Home Language



English Spanish



Enrollment HS/EHS

TOTAL FUNDED
ENROLLMENT: 608

CUMMULATIVE
ENROLLMENT: 677

Comprehensive Services



99% Received
Medical
Exams



99%
Received
Dental Exams



87%
Average Daily
Attendance



611
Families
Received At
Least One
Family Service



100%
Average
Monthly
Enrollment

93%

That's the percentage of parents that
thought our services were **VERY** helpful
for their children!

What Our Parents Say

Results from the 2015-2016 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.

"The program has helped a lot with my child's learning, behavior and how to eat healthy."



FAMILY WELL BEING

80% agreed the program was very helpful in connecting them to staff members they trust.



PARENT-CHILD RELATIONSHIPS

86% agreed the program was very helpful in valuing their child's strengths.



FAMILIES AS LIFE LONG EDUCATORS

89% agreed the program was very helpful in inspiring them to read to their child.



FAMILIES AS LEARNERS

82% agreed the program was very helpful in helping them understand how their child learns.



ENGAGEMENT IN TRANSITION

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



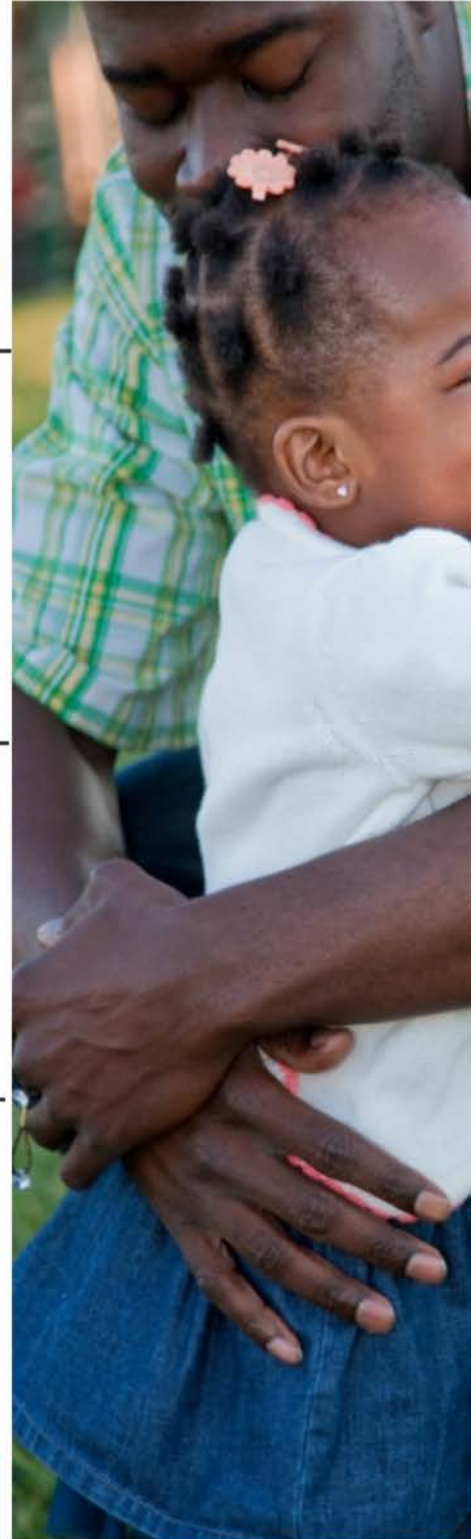
CONNECTION TO PEERS AND COMMUNITY

71% agreed the program was very helpful in helping them support other children in their community.



ADOVACY AND LEADERSHIP

62% agreed the program was very helpful in giving them opportunities to lead a group.



70% of parents returned the Family Outcomes Survey

OUR APPROACH TO 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.



"My family has benefited from the program in many ways."

TRANSITIONS

Transition for children and families is one of many factor our Head Start program considers when thinking about school readiness. Transitions bring change to children and to families. In addition to transitioning into Kindergarten, Head Start considers the changes that occur when children enter our program , move from class to class, move from campus to campus, or when children move to another program as important transitions.

Families play a key role in the success of any transition in a child's life. Supportive relationships help children build strong social and emotional skills, which are important parts of preparing children to be Kindergarten ready.



Parent, Family & Community Engagement

For parents and families, being engaged in the lifelong success of their child means:

- Relationships that support family well being
- Strong relationships between parents and children
- Ongoing learning and development for both parents and children

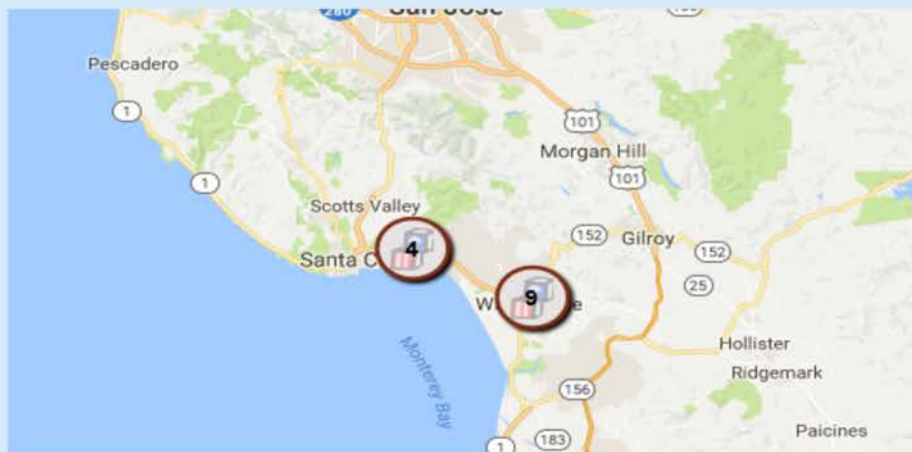
EMPOWERING PARENTS

Recognizing the critical role of parents as the child's first teacher, the program provides a variety of opportunities for parent engagement and leadership. These activities promote parent engagement in their child's education, advocacy, and the development of relationships among peers and the community.

FAMILY ENGAGEMENT OPPORTUNITIES

- Governance and Leadership
- Home Visits
- Parenting Classes
- Fatherhood Initiatives ("Papas" Program)
- Socializations
- Field Trips (Monterey Bay Aquarium)
- Economic Mobility Workshops
- Kinder Roundup Transition Workshops

Service Area: Santa Cruz County



Program Options

12 Head Start classrooms located throughout Santa Cruz County with am and pm sessions Tuesday-Friday serving children ages 3-5

2 Toddler Centers, one in Aptos and one in Watsonville with am and pm sessions Tuesday-Friday serving toddlers ages 18 months up to 3 years' old

17 Home Visitors serving pregnant women and families with children ages birth-5 throughout the county

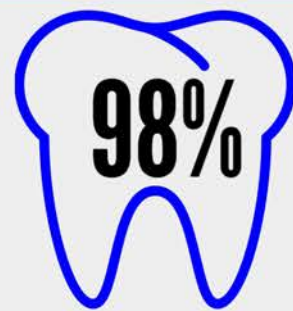


Health & Wellness Activities

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.

Our Head Start families participated in the following activities:

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



of children had a dental home



of children with disabilities received services for the disability identified



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.

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



67%

of our classroom teachers have a BA degree or higher

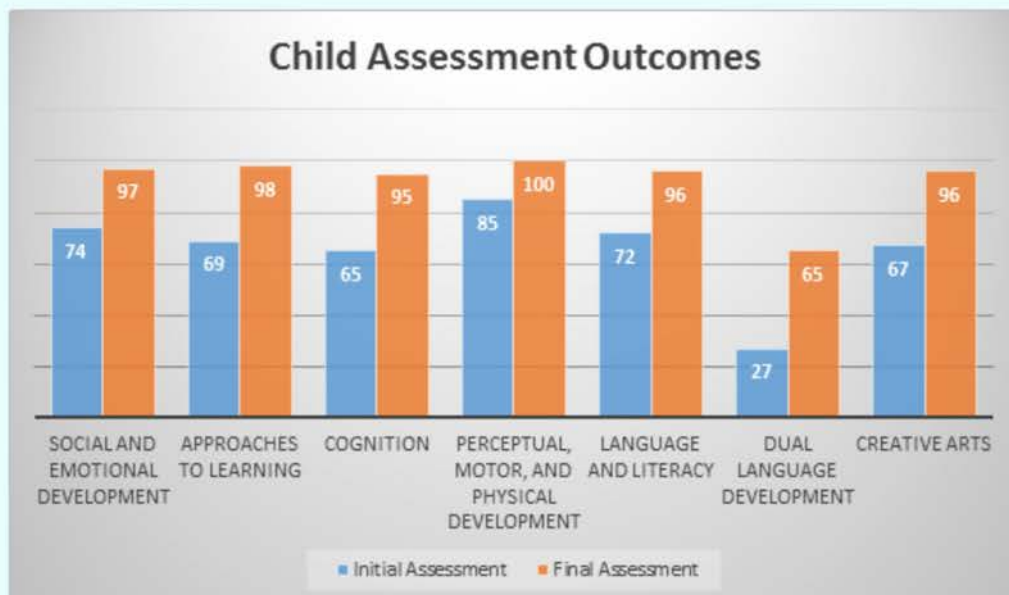
Child Outcomes



Child Outcomes and Assessment Summary

Children were assessed using the new Desired Results Developmental Profile (DRDP 2015) three times this year. Information from the child assessments is shared with parents and used for:

- Guided instruction
- Improving individualization
- Professional development and program improvement
- Developing and revising our School Readiness Goals and Plans of Action



Head Start children are making progress in all learning domains. One of the challenges this year for the teachers was in becoming familiar with the new and updated child assessment DRDP tool; there were 13 new measures in the assessment. The language in the Dual language development measures changed. Review of the measures and language was addressed through preservice training. Teachers are working on developing intentional strategies that support children in developing their competencies where they scored the lowest in the child assessment tool. The areas are in English language development, phonological awareness, Inquiry through observation and investigation, and in documentation of inquiry.

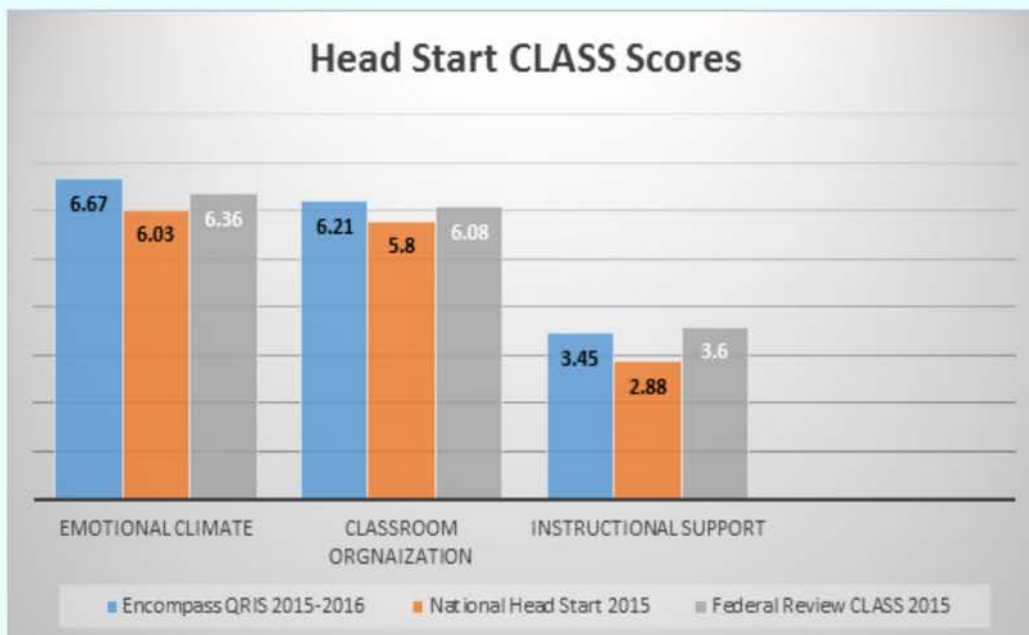
Teacher Outcomes

CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)

The Classroom Assessment Scoring System, or CLASS, is a research-based tool used to measure interactions between teachers and children. CLASS uses a standardized method to collect information on the quality of teacher/child interactions. Observers are trained and tested each year on their ability to use the tool.

During the 2015-2016 school year, Encompass Head Start conducted CLASS observations.

The Office of Head Start (OHS) conducted a CLASS Review as part of the Federal Monitoring System.



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.



Father Involvement

Encompass Community Services Head Start and Early Head Start are deeply committed to provide high quality father involvement opportunities for our families. We work with the Papas program to provide a variety of services, trainings, and staff/family support options.

What Is Provided:

- *Training and Workshops For HS/EHS Staff
- *Father Friendly Assessments
- *Information and Materials in the Classrooms

Types Of Groups Offered Weekly:

- *Supporting Father Involvement and CoParenting
- *Hands On Fatherhood
- *Value Based Communication
- *Daddy and Me

81%

of our families
received a
presentation from
Papas



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.



136
children had an
IEP or IFSP

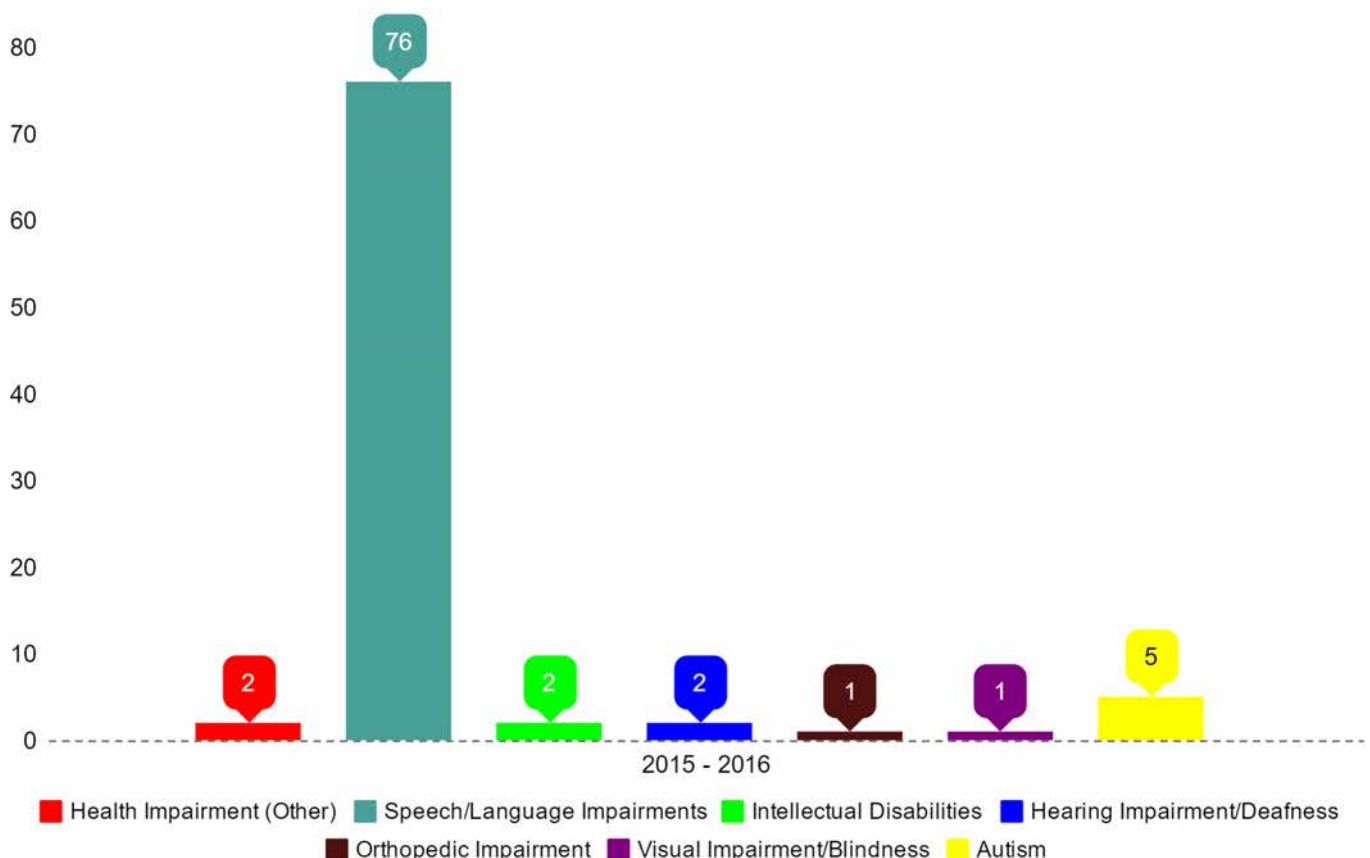
22%

of the children
served this
program year had
a diagnosed
disability



51
children were
referred for mental
health services
outside the program

Diagnosed Disabilities by Type



Data Snapshot

Encompass Community Services
Head Start and Early Head Start
2015 - 2016



Received HS/EHS
Services

677

Head Start/Early
Head Start Children



Physical Exams

668

Head Start/Early
Head Start Children



Homeless Families
Served

43



Dental Exams &
Screenings

654

Head Start/Early
Head Start Children



Screenings

Developmental/Social-
Emotional/Physical

677



Meals Served

135,082



Received Father
Involvement
Presentations

542

Head Start/Early
Head Start Families



Children With
Disabilities Served

144