

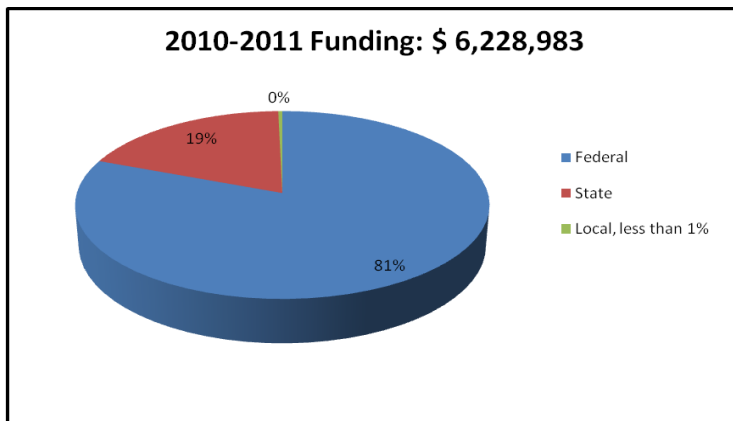


North Coast Opportunities, Inc.  
 Head Start Child Development Program  
*Empowering children to reach their highest potential.*

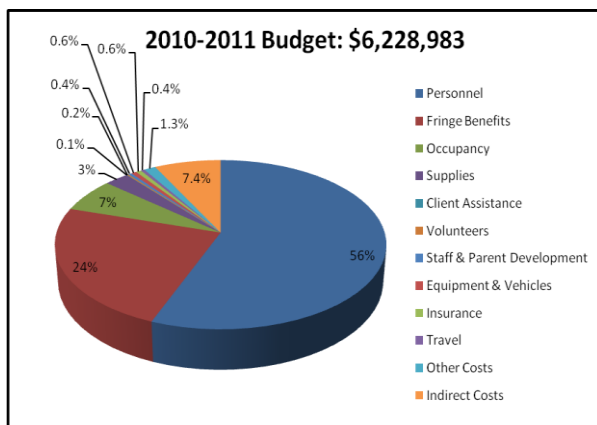
**2010-2011 Annual Head Start Report**

The Head Start Act of 2007 requires that each Head Start agency shall make available to the public an annual report.

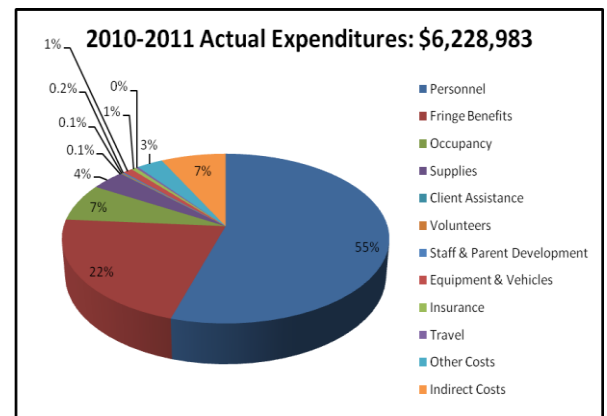
**We are pleased to present to the community the  
 2010-2011 NCO Head Start Child Development Program Annual Report.**



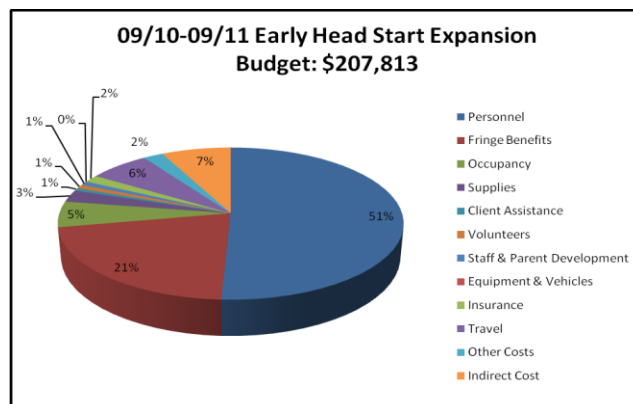
- Our Federal funding primarily comes from the Head Start Grant (PA 22), Head Start Training Grant (PA 20), Early Head Start Basic Grant (PA 25), Early Head Start Training Grant (PA 26) and U.S.D.A. Food Program Reimbursements.
- State funding comes from reimbursements for CCTR and the State Preschool program, as well as from various grants.
- Local funding comes from the Ukiah Unified Schools "Network for a Healthy California".
- Funding from Private sources make up less than 1% of total funding.

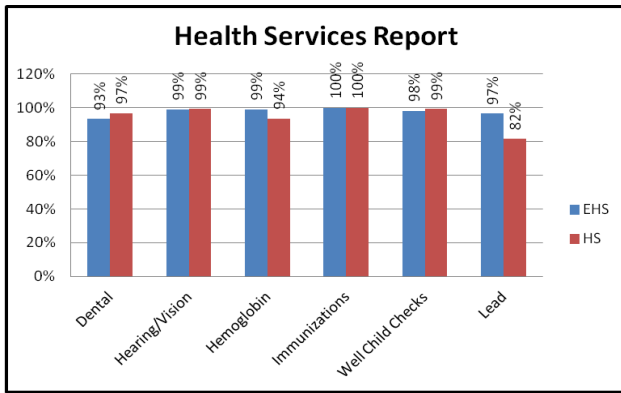


Each Grant and Reimbursement Program has an individual budget that must be monitored and updated. Here, the budgets have been combined and broken down by expense.



- HSCDP received a 2-year grant for Early Head Start Expansion on the north coast from Albion to West Port.
- The Expansion is a Home Based Program funded 100% by Federal ARRA funds in the amount of \$207,813.
- We have 2 Family Resource Specialists in Fort Bragg providing Home Based services to 14 infants and toddlers and 2 pregnant women.





- Early Head Start health services provided to enrolled children continues to improve. This is a result of parents receiving more education on the importance of preventative screenings and EHS requirements. Also, making the health community aware of program requirements has been beneficial in completing the health screenings. Services to pregnant women, is in compliance at 100%.
- Head Start health services provided to enrolled children continues to improve in the area of mandated screenings. More children received dental treatment this year, up by 7% over last year.

### Eligibility, Service and Unmet Service Needs from 2010-2011

|  | Low-Income Eligible Children | Low-Income Unserved Children | Head Start Enrollment |
|--|------------------------------|------------------------------|-----------------------|
| Head Start<br><small>Lake &amp; Mendocino Counties</small> | 1,873                        | 1,440 / 77%                  | 433                   |
| Early Head Start<br><small>Mendocino County only</small>   | 513                          | 400 / 78%                    | 113                   |
| <b>Totals</b>  | <b>2,386</b>                 | <b>1,840 / 77%</b>           | <b>546</b>            |

### Most Recent Audit & Review

The results from our most recent financial audit were excellent. The result of a recent Federal Monitoring Review, found NCO's HSCDP to be in full compliance with federal regulations. The agency received a fiscal finding related to Head Start assets being used as collateral for the agency's line of credit. We have received an extension until the expiration of the current line of credit, at which time the agency will negotiate a new line of credit which does not encumber Head Start assets.

NCO HSCDP served 546 children and their families at our 6 Head Start and 2 Early Head Start centers located throughout Mendocino County and at our 1 Early Head Start Home Based program located in Fort Bragg and 4 Head Start centers located in Lake County. Our average monthly enrollment was 100% of funded enrollment.

\*Note: NCO HSCDP does not provide an EHS program in Lake County; therefore, the total number of children age-eligible for services has been reduced to reflect only Mendocino County eligibility.

### Parent Involvement

Parent Involvement provides opportunities for parents to participate in the education of their child. We make every effort to build an environment where parents are welcome and comfortable in the program setting by providing various opportunities for parents to be involved in the program.

| Activity                                   | Details  |
|--|--|
| Family Orientation                         | Families receive a site tour, are introduced to staff, and a healthy meal or snack is provided. Families also receive important program information such as attendance, classroom schedules, and Pedestrian Safety training.   |
| Family Partnership Agreement/Goals         | Offered to all families  |
| Parent Events                              | All sites have monthly parent events that include trainings/education and parent/child activities  |
| Policy Council                             | Members are elected from each site parent committee and attend budget, program and administration meetings.  |
| Self Assessment                            | Policy Council members   |
| Interview/Hiring Panel                     | Policy Council members   |
| Participate in Federal Review              | Policy Council members   |
| Parent Trainings/Education                 | Pedestrian Safety, Fire Safety, Employment/Job Training, Positive Parenting Program (Triple P), Child Development, Mental Health in Head Start, Family, Literacy, Child Abuse Prevention, Good Nutrition, Rethink Your Drink, Food Stamps, Community Advocacy, SPARK |
| Volunteer in the classroom                 | Based on individual participation  |
| Health Advisory Committee                  | Parent participation   |
| Recruitment Activities                     | Families distribute flyers and brochures, and share via word-of-mouth.   |
| Home Visits and Parent/Teacher Conferences | Each family is offered 2 educational home visits and 2 parent teacher conferences. Family Service Home visits based on need.   |
| Transition Activities                      | Includes visits to elementary schools, visits to classroom by elementary school staff, transition nights, kindergarten enrollment assistance.  |
| Home-Based Socializations                  | Each family is offered 22 socializations per year.   |
| Family Day                                 | Families help to plan and coordinate the end of the year Family Day event at their site.   |
| Literacy Activities                        | Reading is Fundamental (RIF) representative are elected at the site parent meeting.  |
| Site/Garden Work Days                      | Garden workshops are held at site gardens and are available to all parents. Parents are encouraged to come and work in the garden and to take home fresh produce from the gardens.   |

## Kindergarten Transition

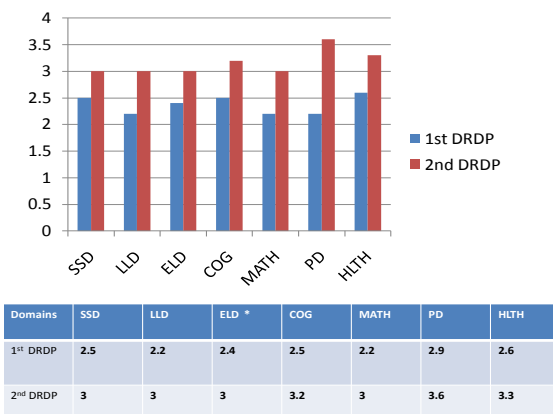
NCO HSCDP staff work in partnership with parents, school districts, and the community, to ensure all children are equipped with the necessary life-long skills to be successful in the public school setting. Using the Desired Results Developmental Profile, teachers focus on the following domains to ensure that the children are ready for kindergarten. Each domain represents a critical area of learning and development for the young children.



- **Self and Social Development (SSD)**
  - **Language and Literacy Development (LLD)**
    - **English Language Development (ELD)**
    - **Cognitive Development (COG)**
    - **Mathematical Development (MATH)**
    - **Physical Development (PD)**
  - **Health (HLTH)**

There were a total of 208 children transitioning into Kindergarten. These children stayed in the program from September 1, 2010 through June 31, 2011 and were assessed two times (Oct. 2010 and Mar. 2011) during the school year. The studies and research stated that a child who is age 5 should be in the developmental levels between 3(building)-4 (integrating). Integrating level (4) is the entry level of kindergarten. (See below)

DRDP –PS 2010



Among 208 children: 38 % (78 out of 208) of the children had 20 or more measures that were at the integrating levels.

20% (41 out of 208) of the children had 30 or more measures at the integrating level, 71% (147 out of 208) of the children had 10 or more measures at the integrating level.

**Based on the results of the DRDP-PS Gains Reports**, overall the children showed gains in all domains of learning, especially in Math, Cognition, and Physical Development. Overall, our children are well prepared for kindergarten and further academic learning.

The Kindergarten Transition activities were developed by the site staff (Site Supervisor, Teachers, and Family Support Specialist) and the EDM specialist to maintain these activities throughout the school year. The main focus is to help the children and families with a smooth transition to the public school system. Several sites collaborated with the school district staff for this effort. Transition activities and events included:

- Quarterly meetings with the school Principals and Kindergarten Teachers, State Preschool Staff and Head Start Staff (Kindergarten Transition Committee Team).
- Math and Literacy Nights at school sites.
- School Principals and Kindergarten Teachers attended the HS Parent Meetings and gave the parents opportunities to ask questions.
- Kindergarten Registration held at sites for the Head Start children and families.
- Kindergarten Transition Backpacks for the children.
- During the parent/teacher conferences, Head Start teachers completed a “Transition Summary” form with each child’s parent(s) and shared the information about their child’s growth and development. The teachers also provided the parents with resources such as "Connecting Head Start Parents to the Public School Setting" (tips for the parents on how to help their child prepare for kindergarten during the summer as well as for themselves) and “101 Days of Summer” learning activities booklet to continue to support their child’s learning during the summer break.

## Dual Language Learners

Children who were learning English as their second language were assessed under “English Language Development which focused on 4 areas. 43% (90 out of 208) have participated in this data collection and these children gained and demonstrated competency in English Language Development.

The teaching staff also provided activities that supported their English learning through every day events/daily routines. Activities were extended to daily home routines that the parents could do at home with their child. All teaching staff worked together to create a supportive environment in such a way so that those children and families felt a sense of belonging and provided opportunities to explore their environments to enhance their learning.