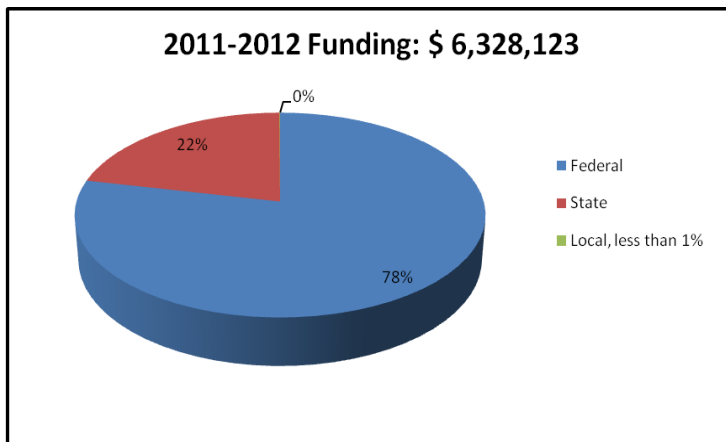




2011-2012 Annual Head Start Report

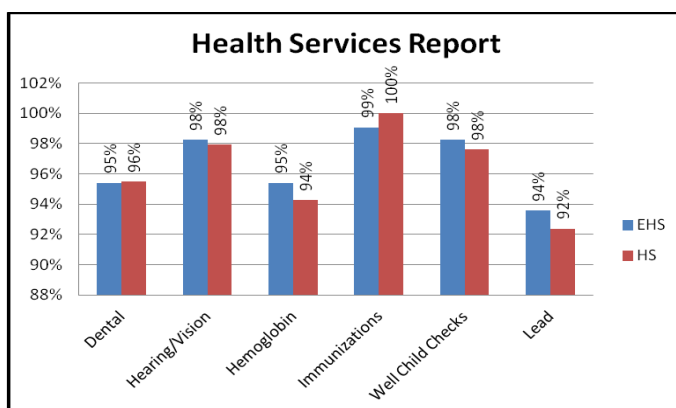
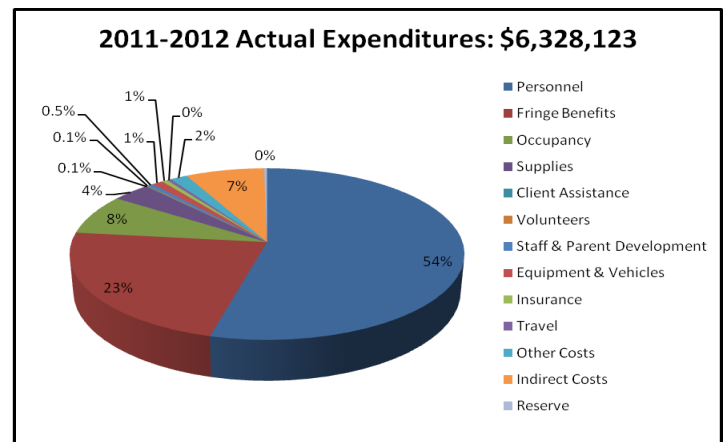
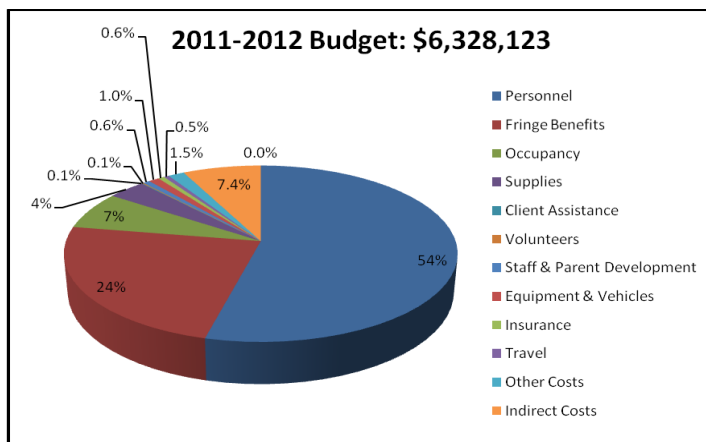
The Head Start Act of 2007 requires that each Head Start agency shall make available to the public an annual report.

We are pleased to present to the community the 2011-2012 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.



Health services provided to enrolled children continues to improve in the area of mandated screenings. Lead test are up by 10% over last year.

Eligibility, Service and Unmet Service Needs from 2011-2012

	Low-Income Eligible Children	Low-Income Unserved Children	Head Start Enrollment
Head Start <small>Lake & Mendocino Counties</small>	3,720	3,290 / 88%	430
Early Head Start <small>Mendocino County only</small>	1,300	1,179 / 91%	121
Totals	5,020	4,469 / 89%	551

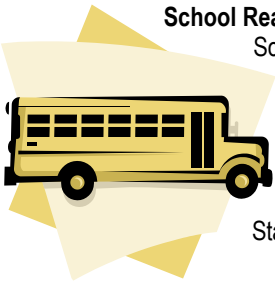
Most Recent Audit & Review

The results from our most recent financial audit were excellent. The result of the most recent Federal Monitoring Review, found NCO's HSCDP to be in full compliance with federal program regulations. The agency received a finding related to Head Start assets used as collateral for the agency's line of credit. The agency immediately corrected this finding.

NCO HSCDP served 551 children and their families at our 4 Head Start centers located in Lake County, 8 Head Start/Early Head Start centers located throughout Mendocino County and at 2 Early Head Start Home Based programs located in Fort Bragg and Willits. 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.

School Readiness

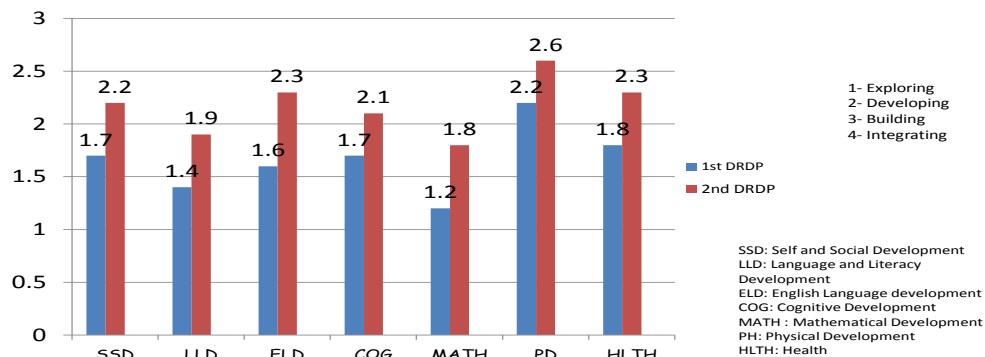


School readiness of all children enrolled in the program continues to be the top priority for the Head Start Child Development Program which means that children are ready for school, families are ready to support their children's learning and schools are ready for children. Our school readiness goals express our expectation of children's progress across five early childhood learning domains. These domains include (1) language & literacy (2) thinking skills and general knowledge, (4) physical well-being & motor development, and (5) social and emotional development. These domains apply to infants, toddlers and preschool-aged children. All goals are aligned with the Head Start Frame Work, State Early Learning Standards, Program Performance Measures and local school expectations.

The Head Start Child Development Program measured school readiness twice during the 2011-2012 school year using data from the (DRDP) Desired Results Developmental Profile. This is done to measure children's progress and the progress of the over-all program.

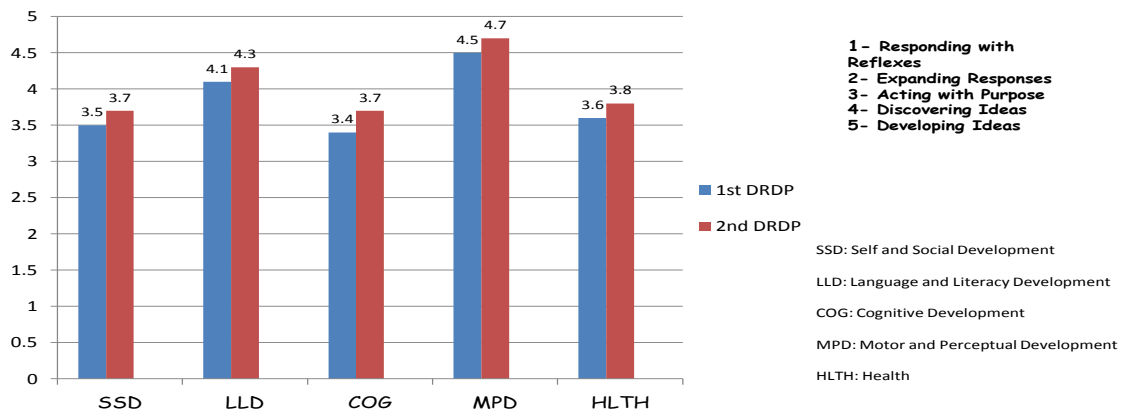
Based on the results of the 2011-2012 DRDP-PS Gains Reports, over all Head Start children demonstrated gains across all learning domains.

DRDP for Preschool
By Domains
1st DRDP and 2nd DRDP , 2011-2012



Based on the results of the 2011-2012 DRDP-for Infants and Toddlers Gains Reports, over all Early Head Start children demonstrated gains across all learning domains

DRDP for Infant/Toddler
By
Domain
1st and 2nd DRDP, 2011-2012



Parent Involvement

Parent Involvement provides opportunities for parents to participate in the education of their child. We made every effort to build an environment where parents were welcome and comfortable in the program setting by providing various opportunities for parents to be involved in the program. These opportunities included: developing **Family Partnership Agreement** where staff supported families through collaborative relationships by creating family goals and meeting regularly to discuss the progress in reaching family goals, **Parent Events** which included training sessions on pedestrian safety, fire safety, employment/job training, the Positive Parenting Program (Triple P), child development, mental health/child behavior issues, family literacy, child abuse prevention, good nutrition, Rethink Your Drink, food stamps, community advocacy, SPARK, attending **Parent Committee** and **Policy Council** meetings, **volunteering in the classroom**, **kindergarten transition activities**, **literacy activities** including Reading is Fundamental (RIF), **home activities** where teachers provided educational activities for parents to do with their children at home, and **site/garden work days** where workshops were held at site gardens. Parents were encouraged to come and work in the garden and to take home fresh produce from the gardens

Kindergarten Transition

NCO HSCDP staff worked in partnership with parents, school districts, and the community, to ensure all children were equipped with the necessary life-long skills to be successful on the road to school readiness and in the public school setting. Kindergarten Transition activities were developed and implemented to support kindergarten transition planning and preparation throughout the school year. The main focus was to assist the children and families with a smooth transition to the public school system.

Dual Language Learners

Children who were learning English as their second language were assessed using the DRDP-PS under "English Language Development" which focused on 4 areas: **comprehension** of English (receptive English), **self-expression** in English (expressive English), **understanding and responding** to English literacy activities and **symbol**, letter and print knowledge in English. Based on the 2011-2012 DRDP-PS Data collected 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 and 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.