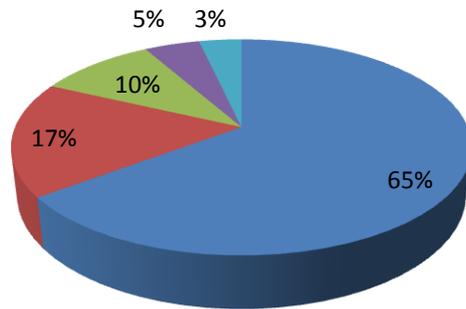




2015-2016 NCO Head Start Child Development Program Annual Report

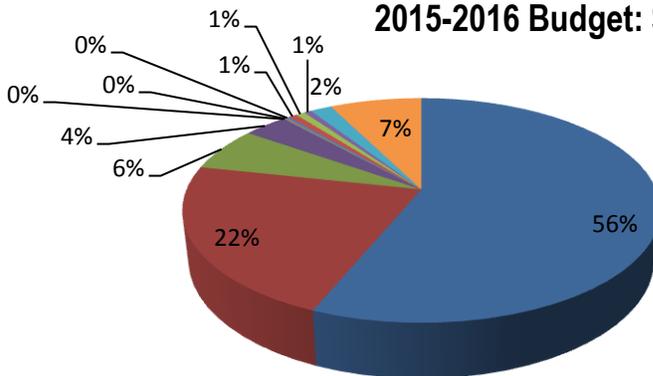
2015-2016 Funding: \$6,248,379



- Head Start Grant - 65% (Federal)
- Early Head Start Grant - 17% (Federal)
- State CCTR Reimbursement - 10% (State)
- State Preschool Reimbursement - 5% (State)
- U.S.D.A. Food Program - 3% (Federal)

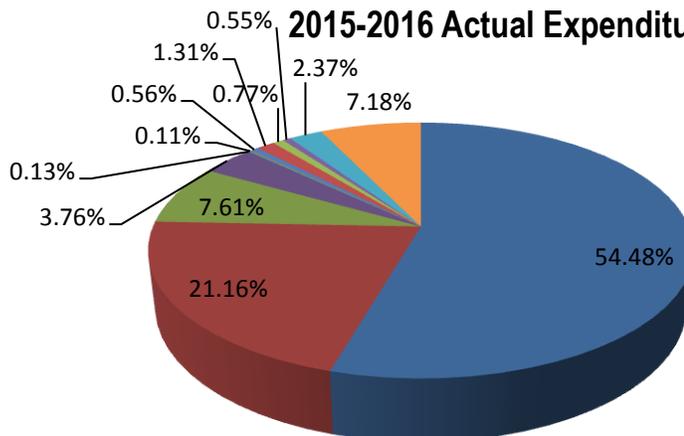
Each Grant and Reimbursement Program has its own budget that is monitored and updated. The charts below include the combined budgets and expenses.

2015-2016 Budget: \$6,185,947



- Personnel (56.22%)
- Fringe Benefits (22.19%)
- Occupancy (6.35%)
- Supplies (3.54%)
- Client Assistance (0.10%)
- Volunteers (0.14%)
- Staff & Parent Development (0.27%)
- Equipment & Vehicles (0.69%)
- Insurance (0.75%)
- Travel (0.58%)
- Other Costs (1.74%)
- Indirect Costs (7.43%)

2015-2016 Actual Expenditures: \$6,252,933



- Personnel (54.49%)
- Fringe Benefits (21.16%)
- Occupancy (7.61%)
- Supplies (3.76%)
- Client Assistance (0.13%)
- Volunteers (0.11%)
- Staff & Parent Development (0.56%)
- Equipment & Vehicles (1.31%)
- Insurance (0.77%)
- Travel (0.55%)
- Other Costs (2.37%)
- Indirect Costs (7.18%)

Most Recent Audit & Review

The results from the most recent financial audit were excellent. The result of the most recent Federal Monitoring Review (2013) found the program to be in full compliance with all federal program regulations.

Eligibility, Enrollment and Children Receiving Services

The program served 478 children (age birth - 4) and their families at four (4) Head Start centers located in Lake County, seven (7) Head Start/Early Head Start centers located throughout Mendocino County and at three (3) Early Head Start Home Based programs located in Fort Bragg, Ukiah and Willits. Four pregnant women were served in the Early Head Start Home Base program. The program served approximately 27% of the eligible population. The monthly average enrollment was 100%.

Health Services

The program's health services fell within 95% and 100% completion this year. Due to the continuing education of parents, the persistence of staff and the assistance of the Policy Council and Health Services Advisory Council, the program continued to increase percentages of lead tests completed. In Early Head Start ninety-six percent (96%) of the children received well child checks and in Head Start ninety-nine percent (99%) of the children received physicals exams. In Early Head Start ninety-eight percent (98%) of the children received dental exams and in Head Start ninety-nine percent (99%) of the children received dental exams. Local dentists donated their services last October and November.

Parent Involvement

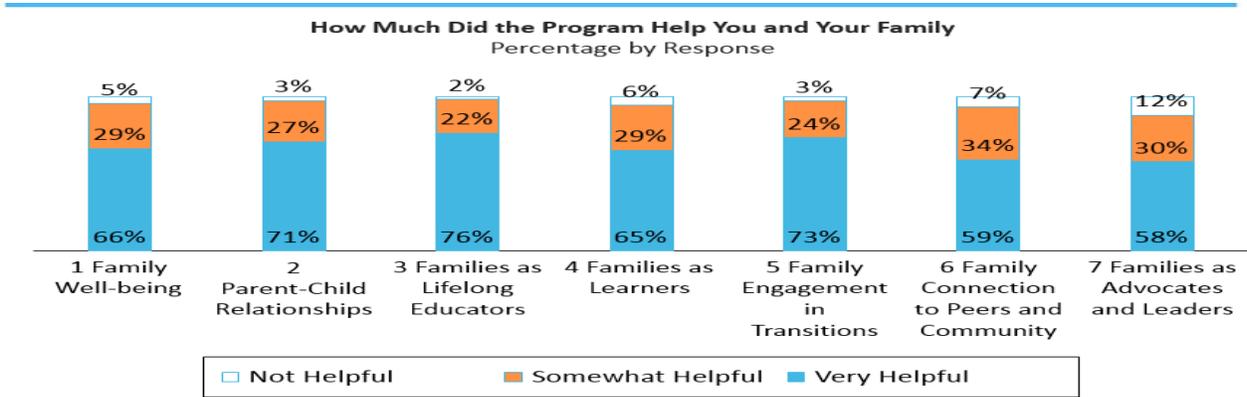
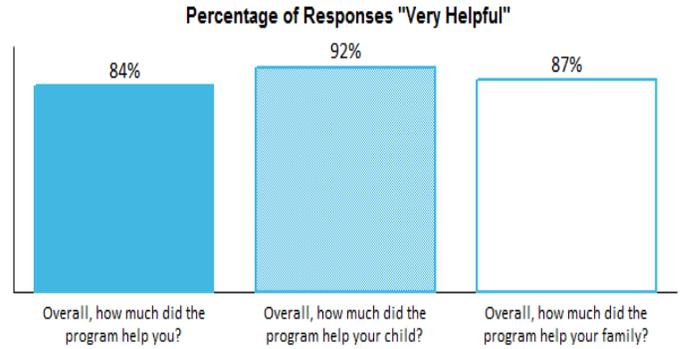
The program focuses on parent engagement in an effort to close the achievement gap and produce positive child outcomes. The program acknowledges parents to be their child's first teacher and supports their efforts with weekly educational home activities for the children. The program provides a welcoming and comfortable environment for mothers and fathers with various opportunities for involvement including: Health Services Advisory Committee, parent committee, Program Policy Council, parent meetings, socializations (Early Head Start) and volunteering in classrooms and gardens.

Program staff builds partnerships with parents and encourages them to develop family goals and attend parent events. These events include: parent education sessions where parents learn about pedestrian safety, fire safety, employment/job training programs, the Positive Parenting Program (Triple P), how children learn, mental health, child behavior issues, family literacy, child abuse prevention, preparing healthy meals, good nutrition, community advocacy and planning for transition to kindergarten.

From its beginning the program has used a dual-generation approach to involve the parents of enrolled children. Parent involvement is a part of a larger construct of family engagement framework, made of research-based strategies resulting in seven Parent and Family Engagement Outcomes. School Readiness is achieved through goal-directed relationships between staff and families that are mutual, culturally responsive, and that support what is best for children and families, both individually and collectively. Staff and families share responsibility for children's learning and development, the progress toward outcomes for children and families, and for parent involvement in the program.

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

In the Spring of the 2015-2016 school year, 365 parents and guardians of children enrolled in the program completed a survey about how they and their families benefited from the variety of services they received. Overwhelmingly, parents and guardians found program services very helpful. 92% reported that they found the program very helpful to their children, 87% reported that they found the program very helpful to themselves personally, and 84% reported that they found the program very helpful to their families. These results are a strong testament from the respondents about how much the program contributes to their families' well-being.



While there is always room for improvement, the overall message from the survey was that the program is doing an excellent job serving the needs of the families whose children are enrolled in the program. The program has done a good job aligning its services to the needs of the families served. Further improvement will likely come from the fine tuning of services – perhaps targeting the small pockets of unmet needs or investigating why some groups are not benefiting as much from the program as others.

Kindergarten Transition/School Readiness

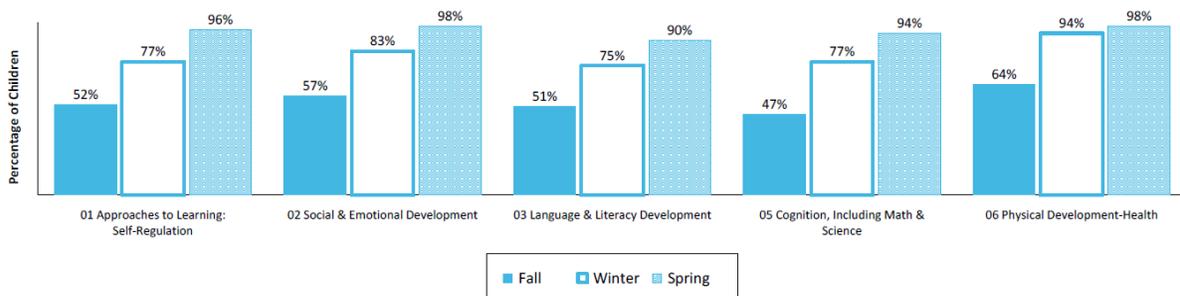
Kindergarten readiness is a high priority for all Head Starts. The Head Start approach to school readiness means that children are ready for school and families support their children's learning.



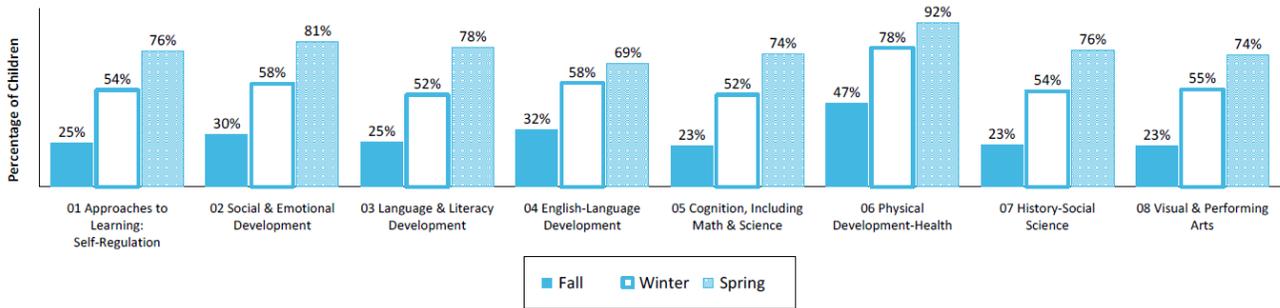
The program partners with parents in establishing kindergarten readiness goals that support children's progress across five early childhood learning domains. These domains include (1) Approaches to Learning (2) Social and Emotional Development, (3) Language and Literacy, (4) Cognition, and (5) Perceptual, Motor, and Physical Development. These domains apply to infants, toddlers and preschool-aged children and represent a critical area of learning and development for young children. All goals are aligned with the Head Start Early Learning Outcomes Frame Work, State Early Learning Standards, Program Performance Measures and local school expectations.

The program measures school readiness three times each year using data from the Desired Results Developmental Profile (DRDP 2015). Based on the results of the 2015-2016 DRDP infants, toddlers and preschoolers demonstrated gains across all learning domains.

Infants & Toddlers Domain Comparison Spring 2015 Percentage of children at Age Specific Developmental Level



Preschoolers Domain Comparison Spring 2015
Percentage of children at Age Specific Developmental Level



Program staff works in partnership with parents, school districts, and the community, to ensure all children are equipped with the necessary skills to be successful in the public school setting and in life. Kindergarten transition activities are developed and implemented by the center staff (site supervisor, teachers, and family support specialist) and parents to support kindergarten transition planning and preparation throughout the school year. The main focus of kindergarten transition is to facilitate a smooth transition to the public school setting.

Transition activities and events include:

- Quarterly meetings with school principals and kindergarten teachers.
- Math and literacy nights at school sites.
- School principals and kindergarten teachers attending Head Start parent meetings with the opportunity for parents to ask questions.

During parent/teacher conferences, teachers and parents complete a “Transition Summary” form that includes information about their child’s growth and development. Teachers provide 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”, a learning activities booklet for use during the summer break.

The chart below reveals the impact on children’s learning that can be attributed to the program during the 2015-2016 school year.

The Increased Probability of Being School Ready because of NCO Head Start Child Development Program

