

Child Start, Inc.

Combined Annual Reports 2015-16 and 2016-17

drawing by Kathryn Hoben Greenberg, five years old



Helping to build stronger children, families, and communities.

Find It Here

Message from Leadership	4
Programs	5
Program Goals	6
Health Outcomes	7
Program Information Reports	8
School Readiness	10
Family Services	12
Parent Engagement	14
Community Participation	16
Financials (2015-16 and 2016-17)	18



We Do This Together



Each year, Child Start serves nearly 1,000 families in the Napa and Solano County area. Families access our services through Head Start preschool, Early Head Start home visiting services and center-based or family child-care services, with options that serve children from birth to five years of age. Additionally, Child Start operates the Raising A Reader program, an evidence-based early literacy program that helps build a love of reading.

Our Head Start programs have been in these communities for well over 50 years and we are proud of the work we do on behalf of children and families. Over the next few pages, you'll see some of the goals we've set for our program and for our children, as well as some of the outcomes we've achieved over the last two years.

At Child Start, we believe that our work is circular. We work to build children's skills and support their families so that they, in turn, can grow to engage in and contribute to the health of their communities. We could not do this work without the enormous amount of support we receive from partners and funders, as well as the staff who care for and nurture our kids and their families. We offer thanks for all that we receive in providing these programs and invite you to enjoy our combined annual reports for 2015-16 and 2016-17.

Alicia Fernandez
Board Chair

Debbie Peralez
Executive Director



Programs

Head Start

Established in 1965, Head Start is a federally supported preschool program that promotes school readiness for children age 3-5 in low-income families by offering educational, nutritional, health, social and other services. Head Start provides full- and part-day preschool classes. Children are screened for medical, dental and mental health concerns that may interfere with learning. Head Start is operated in five locations in Napa County and 17 locations in Solano County, with a total of 52 classes. We partner with more than 80 agencies in Napa and Solano counties.

Early Head Start

Launched in 1995, Early Head Start provides support to low-income infants, toddlers, pregnant women and families in the Napa, Vallejo, and Fairfield/Vacaville areas. Services are offered through home-based and center-based Early Head Start programs. Early Head Start programs enhance children's physical, social-emotional and intellectual development; assist pregnant women in accessing comprehensive prenatal and postpartum care; support parents' efforts to fulfill their parental roles; and help parents move toward self-sufficiency.

Raising A Reader

Raising A Reader is an internationally recognized early literacy program created in 1999 to engage parents in a daily routine of reading with their children. Focused on children from birth to age 5, Raising A Reader encourages parents to "book cuddle" with their children to foster healthy brain development, parent-child bonding and early literacy skills critical to success in school. Raising A Reader is implemented in all Early Head Start and Head Start classes as well as 16 agencies in Napa County.

Early Head Start – Child Care Partnership (EHS-CCP)

The goal of the EHS-CCP program is to work in partnership with local agencies and child care providers to implement a communitywide system-of-care model that provides quality infant/toddler early childhood education and family development services to families living in Napa and Solano Counties. By leveraging federal, state, county and private funding, the EHS-CCP program integrates key components of the Early Head Start model into the array of traditional child care and family child care home settings, creating new opportunities to improve outcomes for infants, toddlers, and their families. The partnership responds to the needs of working families by offering flexible and convenient full-day and full-year services and care that is strongly grounded in the cultural, linguistic, and social needs of the families and their local communities. Children in the EHS-CCP program benefit from low adult-to-child ratios and class sizes, qualified teachers who receive ongoing supervision and coaching to support implementation of curriculum and responsive caregiving, and a variety of parent engagement activities that promote school readiness. All partnership child care center facilities and family child care homes are licensed by the California Department of Social Services' Community Care Licensing Division and meet stringent health and safety Head Start requirements.

Program Goals

Head Start/Early Head Start

Child Start will:

- Provide access to high-quality infant/toddler and preschool settings designed to help children realize their greatest potential and prepare for success in school.
- Help participating families become self-reliant, achieving a level of healthy interdependence that empowers them as advocates, major decision-makers and the primary force in preparing their child for school and life.
- Facilitate meaningful connections with the community to enhance the lives of children and families.
- Create a program design that is responsive to the needs of children and families in Napa and Solano counties.

Early Head Start/Child Care Partnerships

Child Start will facilitate a community-wide system-of-care model that enhances and expands quality infant/toddler early childhood education and provides a comprehensive, integrated, and accessible system of child and family development services by leveraging federal, state, county and private funding.

Raising A Reader

Child Start will:

- Facilitate meaningful connections with the community to enhance the lives of children and families.
- Create a program design that is responsive to the needs of children and families in Napa and Solano counties.

Health Outcomes

Head Start

	2015-16	2016-17
Children had medical insurance and medical home	100%	98%
Children up-to-date on immunizations at end of enrollment	99%	99%
Children with a chronic health condition who received medical treatment	51%	93%
Children received a dental exam	87%	86%
Children who needed dental treatment and received it	61%	66%
Number of nutrition meals and snacks served in HS/EHS classrooms	189,300	205,418

Early Head Start

	2015-16	2016-17
Children with health insurance	99%	98%
Children with medical home	100%	95%
Children up-to-date on immunizations	80%	76%
Children with a chronic health condition received medical treatment	62%	71%
Children up-to-date on Well Child Exams	85%	73%

Early Head Start - Child Care Partnership

	2015-16	2016-17
Children with health insurance	87%	93%
Children with medical home	100%	100%
Children up-to-date on immunizations	69%	79%
Children with a chronic health condition received medical treatment	0%	0%
Children up-to-date on Well Child Exams	73%	57%



Program Information Reports - Highlights

Child Start, Inc. submits a Program Information Report (PIR) to the National Office of Head Start every August. These reports provide comprehensive data on the services, staff, children and families served by Head Start and Early Head Start during the preceding year.

2015-16

Summary

- 1,116 children and 1,062 families served
- 48% of participants were Spanish-speaking
- 65% of participants were of Hispanic or Latino origin
- 73% of families had at least one person employed
- 87% of Head Start children received a dental exam this year
- 12% of children had an Individualized Education Program or Individualized Family Service Plan

Improvements

- Head Start children receiving a dental exam increased to 87% from 82%
- Early Head Start children up-to-date on immunizations increased to 96% from 93%
- Percentage of homeless families that acquired housing increased to 38% from 16%

Recurring Issues

- Head Start children receiving dental treatment decreased to 61%
- Behavioral and socio-emotional screenings completed within 45 days decreased to 87% (Major cause of low percentage is screenings that were completed late)
- Percentage of children referred for mental health services who received services decreased to 57% (Highlights a continued need for advocacy and efforts to improve access to services)

New Issues

- Children diagnosed with a chronic medical condition who received treatment decreased to 53%



2016-17

Summary

- 1,076 children and 1,006 families served
- 44% of participants were Spanish-speaking
- 60% of participants were of Hispanic or Latino origin
- 69% of families had at least one person employed
- 86% of Head Start children received a dental exam this year
- 13% of children had an IEP or IFSP

Improvements

- Head Start children receiving needed dental treatment increased from 61% to 66%
- Behavioral and socio-emotional screenings completed within 45 days increased to 91%
- Children diagnosed with a chronic medical condition who received treatment increased from 53% to 87%
- Percentage of children referred for mental health services who received services increased to 80%

New Issues

- Number of homeless families acquiring housing during the year declined from 38% to 16% (The percentage of homeless families served has increased dramatically over the past few years, but access to affordable housing remains limited—so the more homeless families we accept, the greater the gap becomes. Highlights a continued need for advocacy and efforts to improve access to housing.)

School Readiness

Child Start develops school readiness goals to assist children in developing the skills needed to prepare for success in school. Using the latest information from internal progress reports, as well as local school district, national and state school-readiness indicators, the agency works with parents and staff to identify the focus areas that will best assist children in our programs to successfully transition to kindergarten.

School readiness goals include:

- Children will develop skills to support interacting with others
- Children will build foundations for communication skills (language development and literacy)
- Children will be engaged in learning experiences (nurturing curiosity and persistence)
- Children will increase understanding of early math and science concepts
- Children will develop motor skills to support learning
- Children will develop habits that are healthy and safe

Child Start uses an assessment tool (DRDP-2015 – Desired Results Developmental Profile) to measure children’s progress and help teachers design lesson plans that respond to children’s needs and help them move forward in their development. These assessments are conducted three times each year to get baseline data, a mid-year look at progress, and end-of year.

When comparing preschool child assessment data from the fall and spring collection periods of the 16-17 program year, the number of 4-year-olds who were at or above the developmental expectation for their age – based on the Desired Results Developmental Profile 2015 (DRDP 2015), which are aligned to the California Preschool Learning Foundations (CPLF) – increased 43% in their social and emotional development. The number of preschool children (both three- and four-year olds) at or above the age expectation increased by 37% in their comprehension of age-appropriate text as well as 34% in both letter and word knowledge and emergent writing during their enrollment in the Head Start program.

Looking at the infants and toddlers enrolled in both Early Head Start and Early Head Start Child Care Partnership programs, the assessment showed that at the end of the 16-17 program year, 93% of the infants and toddlers were at or above the California Infant-Toddler Learning & Development Foundations age expectations in developing understanding of number and quantity. In the area of building relationships and social interactions with familiar adults, 89% of the infants and toddlers were at or above age expectations.

Each of the areas observed for the infants, toddlers and preschoolers in our program indicates support of the mastery of skills identified as important skills needed to be ready to learn and ready for school.



Germ-Buster
WASH YOUR HANDS

1. WET
2. SOAP
3. RUB
4. RINSE
5. DRY

Family Services

Parent Leadership – Parent leaders are a vital component of our Early Head Start and Head Start programs. Throughout the year, parents are engaged in curriculum planning, advocacy workshops, program governance, school-readiness events, and parent committee meetings designed to highlight and nurture individual strengths while building self-confidence. As parents advocate for themselves and others, they grow as leaders and develop the skills needed to support their family’s well-being long after participating in the Head Start program.

Family Outcomes – Child Start utilizes the Head Start Parent, Family and Community Engagement Framework (PFCE), a research-based approach to promoting positive family outcomes in the following areas: family well-being, parent-child relationships, families as lifelong learners and educators, engagement in transitions, connections to peers and community, and advocacy and leadership. All families complete a needs assessment and are engaged in goal-setting activities in collaboration with staff who help to provide a road map to achieving positive outcomes that lead to enduring change and school readiness. Annual outcomes data is collected two times per year and helps guide internal system changes that correspond to family and community needs.



My husband and I became foster parents to our two youngest grandchildren. When they came to live with us, Amy (not her real name) was barely three years old, and her little brother barely one. Amy spoke only about 10 words. She was very shy, to the point of hiding her face. If someone spoke to Amy, she had no social skills. We began to work with both children, and soon realized Amy would need some extra assistance to bring her up where she should be for a 3-year-old. At our CPS caseworker's suggestion, we enrolled Amy in Head Start.

There was a noticeable change in Amy within the first week of school. She started to replace pointing and sounds with words, and began asking who, what, why, where, when, and retaining what she was told. She began singing and smiling, and sometimes speaking to anyone who spoke to her. She started playing with her little brother. The amount of Amy's growth over a 3-month period was exponential! The things she was learning were now blossoming in an amazing way, in an amazing amount of time, thanks to the Head Start staff.

Amy has now caught up with the rest of the children her age in all areas, including education, speech, social skills and emotional skills. We have been told by the IEP team that Amy will be kindergarten-ready by the end of the school year. This is amazing!

Thank you to everyone who has been involved with Amy from the beginning, for all you have done for our granddaughter. You have been a blessing to Amy and to us. Continue with what you are doing because you DO make a difference.

Amy's Unchi (Grandmother)

Parent Engagement

At Child Start, we believe that the parent is the first and most important teacher in a child's life and that anything we do to promote change in a child's life must be done within the context of that child's family and culture.

Training and Services

We provide information, training and services that support parents in their efforts to provide the best for their children. Additionally, every month at the parent meetings, staff invites community presenters to talk about their services, sharing information on such topics as health and nutrition, dental education, legal aid, and kindergarten readiness. We also post information about relevant training available in the community.

Transitions Support

Children often transition from Early Head Start to a Head Start classroom to continue the support services they have been receiving. When children are age-eligible to enter kindergarten, staff creates a transition packet for each family that contains developmental information about the child that a parent can share with the kindergarten teacher.

Parent Volunteer Opportunities

Parent volunteers are a vital component of our Early Head Start and Head Start programs. Parents assist teachers in program activities, including reading aloud, arts and crafts, outdoor time and serving meals and snacks. They also participate in at-home activities that support their child's learning goals. We encourage parents to participate in the Policy Council, a governing body that makes important decisions about how Child Start programs are operated.

Male Involvement

Child Start programs include parent involvement opportunities for fathers, grandfathers, uncles and/or male friends involved in the child's life.



Community Participation

Child Start works in partnership with more than 80 local agencies to provide services in the areas of nutrition, health, child care and development, literacy, education, family support, disabilities, mental health, parent education and teacher training. These partnerships are a major factor in the continuing success of all Child Start programs.

Community partnerships with Early Head Start enable infants and toddlers with, or at risk for, diagnosed disabilities or developmental delays to receive Early Intervention Services under the North Bay Regional Center as the lead agency. Head Start supports children with disabilities and their families through partnerships with Local Education Agencies (LEAs). Head Start also coordinates with seven local school districts to ensure parents have access to kindergarten transition services. Raising A Reader, an early literacy program, is implemented in all our Early Head Start and Head Start programs, as well as 16 partner agencies in Napa County. Raising A Reader also works with local libraries to encourage parents to bring their children to the library as often as possible to discover the many wonderful books and learning resources available there.

Child Start trains staff on the Bridges Out of Poverty framework to help address poverty in a comprehensive way through community and family partnerships. Our staff members help families connect with community resources by providing advocacy training to help them navigate support systems for education, jobs and disabilities. Motivational interviewing is used to assist families in the goal-setting process in financial education sessions with community partners like American Canyon Family Resource Center and Travis Credit Union.



CSI Financials

2017

Revenue	
Federal grants	\$13,966,042
State and county grants	582,417
Corporate contributions	0
Foundation contributions	189,523
Other revenue	142,540
In-kind contributions	4,004,296
Total revenue	18,884,818
Expenses	
Program services	
Head Start	10,303,707
Early Head Start	2,698,376
Early Head Start Child Care Partnership	2,369,072
Food programs	434,887
State Preschool program	467,784
Other program services	503,898
Total program services	16,777,724
Supporting services	
Management and general	1,819,896
Fund-raising	0
Total supporting services	1,819,896
Total Expenses	18,597,620
Change in net assets	287,198
Net assets - Beginning of year	3,836,923
Net assets - End of year	\$4,124,121

2016

Revenue	
Federal grants	\$11,438,732
State and county grants	501,843
Corporate contributions	138,358
Foundation contributions	51,410
Other revenue	111,740
In-kind contributions	1,195,619
Total revenue	13,437,702
Expenses	
Program services	
Head Start	7,106,647
Early Head Start	2,434,235
Early Head Start Child Care Partnership	787,658
Food programs	358,216
State Preschool program	250,180
Other program services	340,994
Total program services	11,277,930
Supporting services	
Management and general	2,050,486
Fund-raising	7,326
Total supporting services	2,057,812
Total Expenses	13,335,742
Change in net assets	101,960
Net assets - Beginning of year	3,734,963
Net assets - End of year	\$3,836,923

Proposed Budget FY 2017-2018

Head Start-Early Head Start		Early Head Start Child Care Partnership	
Direct Services	\$11,432,966	Direct Services	\$1,303,750
In-Kind Match	\$2,858,241	In-Kind Match	\$325,938
Total	\$14,291,207	Total	\$1,629,688



Child Start
incorporated

CHILD AND FAMILY SERVICES

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