



Division of Children and Family Services
Migrant Head Start



Serving children and families in Coachella and Imperial Valleys

Report to the Community 2013-2014



Children and Families . . . it's what we are all about!



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This document is available in Spanish.

Letter From The Governing Body: Superintendent Kenneth M. Young

Do you want your children to have a good quality of life and become responsible citizens? Would you like them to leave a positive mark in their community and on society? Obtaining a high quality education is the key to attaining these important goals. Research shows that children who receive the right preparation at home or in preschool are far more likely to succeed in school and throughout their life than those who do not.



Migrant Head Start at the Riverside County Office of Education (RCOE) is a program that provides exactly what children need to be well prepared to arrive in kindergarten ready to learn and succeed. It also helps parents know what they must do to ensure this success.

Our mission at the RCOE is to ensure the success of all students through three things; extraordinary service, support, and partnerships. Migrant Head Start involves all three. The RCOE has over 150 employees across Imperial and Riverside Counties, serving over 630 children in five Migrant Head Start centers and through our partnership with licensed family child care providers helping children, parents, and communities succeed. Whether it is our own employees, the wonderful parents and community representatives who serve on Migrant Head Start parent committees, Policy Council or our vast community network of community partners, school districts and communities that lend support, it takes all of us working together to make the program successful.

Some of our own employees were former Head Start or Migrant Head Start parents themselves. Some were even Migrant Head Start children. They are fine individuals who succeeded in school and life, and now have the opportunity to give back to the children who will follow in their footsteps. And some Head Start parents even become County Superintendents of Schools—at least one that I know of has. I have always been grateful to the Head Start Program for what it provided to my son. I am proud of what this program provides to or preschool children in Imperial and Riverside Counties – a head start on success. I know you will be too.

*Kenneth M. Young, Riverside County Superintendent of Schools
Former Head Start Parent*

2013 - 2014 Migrant Head Start Policy Council Executive Committee

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Message from Riverside County Associate Superintendent of Schools – Dr. Diana Walsh-Reuss

Migrant and Seasonal Head Start celebrates its 46th anniversary of success this year, and in reflecting upon that success, we celebrate the Riverside County Office of Education (RCOE) Migrant Head Start (MHS) program, who for the past 19 years, has provided successful programs in Riverside and Imperial counties. The RCOE's MHS program collaborates with parents, families, and community partners in building a strong foundation in school readiness for more than 600 children annually. By doing so, RCOE's MHS program creates stimulating, developmentally appropriate learning environments, offers comprehensive health and nutrition services, and works with children who have special needs to ensure their success in the school years that follow.



Most importantly, RCOE's MHS program provides opportunities for parents to become active participants in preparing their children for future successes. When parents join with staff to provide the best educational experience for children, the results reach far beyond the early years, and as parents work with educators to create an environment both at school and home that fosters learning and discovery, the experience can lead to lifelong success for our children.

Migrant Head Start program transforms the lives of children and families immeasurably, and prepares children to enter the school system ready to achieve and succeed. Children in RCOE's MHS program show remarkable growth and progress on all measures, and by the time they enter kindergarten, students have advanced in language development, cognitive skills, and have become emotionally and socially competent in their development. Students and their families have also been taught healthy living choices, and receive medical and dental treatments.

The RCOE's MHS staff is a group of highly trained and dedicated early childhood professional experts led by a dynamic and knowledgeable director who is committed to offering the very highest quality program. It is no wonder that in the last two federal reviews, the program was declared fully compliant in all areas and commended for instituting numerous innovative practices. RCOE's MHS program was recently awarded a coveted five-year grant cycle because of its history of success, and the Abuelitos program, an essential part of our centers, was also recognized by the California School Board Association with the prestigious Golden Bell award.

While Migrant Head Start is undergoing transformational change at the national level and the level of accountability is increasing, the results that the RCOE MHS program produces in serving our most vulnerable children remains constant.

It is my honor to be a part of this program and to share our successes... the successes of *our* children with you.

*Diana Walsh-Reuss, Ed.D.
Riverside County Associate Superintendent of Schools*

Message From the Executive Director



The Riverside County Office of Education (RCOE) Migrant Head Start (MHS) is a comprehensive early care and education program serving Imperial and Riverside Counties. The overall goal of the MHS program is to promote school readiness by enhancing social and cognitive development of children of low income farm-worker families through the provision of comprehensive services. Enrollment of children with disabilities is a priority. The MHS provides a foundation for early childhood education, parental awareness, and training of child health to ensure an environment of responsive care leading to school-readiness. The MHS program includes strong community and parent involvement through the local parent center committees, and the RCOE MHS Policy Council, as well as many other partnerships and community volunteers.

Families served through the MHS program are among the neediest in the state. Families are low-income, hardworking, and extremely mobile, especially through specific harvest cycles. Children served are Latino, with Spanish identified as the primary language. The heart of Head Start is comprehensive, culturally competent, and developmentally appropriate child development services. The MHS program ensures that individualized services are delivered to each child based on their needs in the key developmental domains which make up the new Head Start Framework in preparation for school readiness. Domains include: 1) language and literacy including English language learners, 2) cognition and general knowledge, 3) approach to learning, 4) physical well-being and motor development, and 5) social emotional development. The MHS program encourages self-sufficiency and growth and independence for children and families within their communities. The MHS program also foster innovative practices and collaboration while encouraging acceptance and respect for diversity. The RCOE MHS has served thousands of children and their families since its inception in 1996.

I would like to take this opportunity to publically state a much deserved *“muchísimas gracias”* to our hard working and dedicated staff, our families that partner with us to make the MHS a successful program, our division head, Dr. Walsh-Reuss and the RCOE organization for its continuous support of our unit. The 2013-2014 program started out as one of the toughest years in the almost 50-year history of the Head Start program. The implementation of the sequester signified a 5.27% funding reduction for 2013-2014. On the other hand, we closed 2014 with extremely good news in that the 5.27% funding reduction was restored for 2014-2015 along with a modest, but still important 1.3% Cost of Living increase income. This allowed the program to:

1. Restore services for 38 Family Child Care (FCC) funded slots.
2. Restore seven positions including FCC teachers, and program development specialist
3. Strengthen the FCC services area by adding three additional permit teachers to allow reduction of child teacher ratios.
4. Restore a part-time community assistant position in Brawley to support the additional FCC children assigned to Brawley, and added a PT Building & Grounds position for Thermal.

The MHS reached significant accomplishments this program year on behalf of farmworker children and families in Riverside and Imperial counties, including:

- **Received notification that we are eligible to apply for a five-year grant**
- We have again exceeded our funded enrollment of 591 by serving 611 cumulative enrollments, including almost 330 children through the FCC program option.
- Staff continues to implement TS GOLD® assessments, and use ChildPlus.
- MHS leadership Team including site managers continues to be CLASS “reliable”.

The Office of Head Start issued new rules for Head Start grants which will renew all Head Start grants through either 1) a five year non-competitive grant, or 2) designate grant for recompetition (DRS). These rules allow for any of seven (7) conditions to place a grant in recompetition including loss of license to operate program or low CLASS scores. Obviously it is our clear intent to do everything possible to maintain the five-year grant status.

While California has commenced to rebound from the economic crisis there is another crisis, California has entered into another year of severe drought. Water is the lifeline of agriculture and shortage of this precious resource has dire consequences for farmers, farmworker families and their children, and the entire community. The MHS program has seen an increase in services over the past ten years. More than ever, I believe that we can contribute to building strong families demonstrating RCOE’s commitment to “the success of all children through extraordinary service, support and partnerships”. Together we can do it!

*Jose Eleazar Martinez, MHS Executive Director
Riverside County Office of Education
Division of Children and Family Services*

“We cannot seek achievement for ourselves and forget about progress and prosperity for our community... our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.”

Cesar E. Chavez

RCOE - Mission, Vision, Core Values and Pledge

Mission – The mission of RCOE is to ensure the success of all students through extraordinary service, support, and partnerships.

Vision – RCOE will be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countrywide.

Core Values – RCOE will promote the following values:

- Engage in Open and Honest Communication
- Build Relationship and Promote Trust
- Focus on Students/Children

Pledge – All students in Riverside County will graduate from high school well prepared for college and the workforce.

MHS - Vision & Mission

Vision – To promote school readiness, recruit and enroll children with disabilities, and have strong community and parent involvement.

Mission – Riverside County Office of Education Migrant Head Start in partnership with parents and community facilitates comprehensive services for eligible migrant farm worker children and their families. We provide a foundation for early childhood education, parental awareness and training of child health, growth, and development. The program provides an environment of responsive care giving that leads towards school-readiness.

We encourage self-sufficiency, growth, and independence for children and families within their communities. To maximize effectiveness, we foster innovative practices and collaboration as well as encourage acceptance and respect for diversity.

Background

Across the nation, Head Start programs provide comprehensive childhood development services to children and families with special emphasis placed on promoting children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, social and physical development.

Parents are empowered to be leaders and teachers, as well as advocates for their families, children's education communities.

Since 1996, RCOE's MHS program has been the Migrant Seasonal Head Start grantee for the Riverside and Imperial counties serving children from birth to five years of age in recognition of the mounting evidence that the early years are critical to children's overall growth and development.

Migrant Seasonal Head Start Families: For purpose of Head Start eligibility Migrant family means, a family with children under the age of compulsory school attendance who change their residence by moving from one geographic location to another in the last 24-months for the purpose of engaging in agricultural work that involves the production and harvesting of tree and field crops and whose family income comes primarily from this activity. Seasonal family means same as above without the family moving from one location to another.

The RCOE directly operates five sites in Riverside and Imperial Counties, serving over 630 MHS children and their families. The smallest class size is found in the Toddler classes, the staff ratio is 1 teacher to 4 children. The center based preschool classes range from 17 – 18 children depending upon the age of the children, space availability and staffing ratios. Services to MHS children and families are also provided through contracts with licensed family child care providers throughout each center's recruitment area.



Funded Enrollment & Children Served

| Program Year | Imperial County & Riverside County | | | Estimated Eligible MHS Children * | |
|--------------|------------------------------------|-------------------|---------------------------------|-----------------------------------|------------------|
| | Funded Enrollment | Actual Enrollment | Waiting List Eligible Certified | Imperial County | Riverside County |
| 2013-2014 ** | 591 | 621 (105%) | 99 | 1,035 | 1,236 |
| 2012-2013 | 629 | 644 (102.3%) | 89 | 1,035 | 1,236 |
| 2011-2012 | 629 | 652 (103.6%) | 87 | 1,035 | 1,236 |
| 2010-2011 | 629 | 654 (104%) | 110 | 1,035 | 1,236 |
| 2009-2010 | 629 | 633 (100.6%) | 309 | 1,035 | 1,236 |

* Estimates are based on data from the California Enumeration Profile, 2000 and the Head Start Bureau, Descriptive Study of Seasonal Farmworker Families, Washington, D.C., September 2001.

** Due to Federal sequestration the funding enrollment was reduced to 591

Wow Story: Nathaly, Brawley MHS

Nathaly, a 4-year-old girl that was identified during a recruitment, was enrolled for our MHS program and was observed to have special needs. The child’s IFSP (Individual Family Service Plan) diagnosed her with Down syndrome. It has been hard for Nathaly to have conversations or to socialize with children and adults. At first, her mother was afraid and hesitant to let her child attend our program. Since Nathaly turned three years-old, MHS coordinated a transition meeting and requested an IEP to learn about Nathaly’s special needs and to help her transition into the program.

Nathaly now responds quickly, is part of the group, and understands what the activities are all about. She joyfully engages in transitions such as fire drills and bus evacuation drills. Anyone observing Nathaly can see that she is a bright and happy girl that smiles when children or adults are talking to her. More importantly, she is socializing with other children her age and staff. One of the main highlights for this year was that several staff members participated with Nathaly and her family in the Annual Down Syndrome Association of Imperial Valley “Buddy Walk” in El Centro, CA. RCOE-MHS program and parents are so amazed and excited for her accomplishments.

Early Childhood Development and Health Services

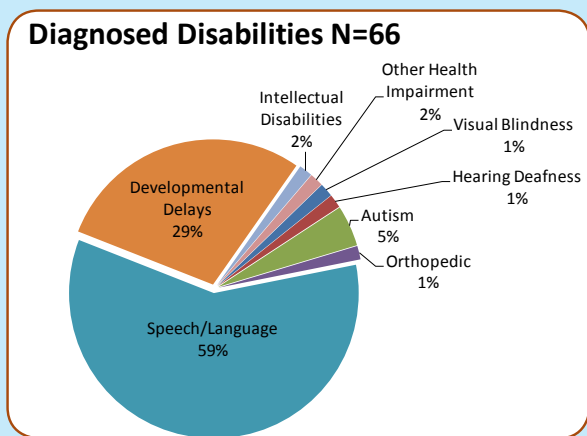
Disability Services

The RCOE MHS programs collaborate closely with local school districts and Early Intervention providers to develop processes to access services for families of children with suspected or identified disabilities. Staff assists parents in understanding their rights and empowers them to become advocates for children.

As can be seen from the chart below while the most common area of disability was speech and language, there are a variety of conditions represented amongst children served.

During the period 2012-2013, the following children with disabilities were served:

| | 2012-2013 | 2013-2014 |
|-----------------------------------|------------|-------------|
| Funded Enrollment | 629 | 591 |
| Potential Disabilities Identified | 85 (13.5%) | 91 (15.3%) |
| LEA Referrals | 82 (13.0%) | 89 (15.0%) |
| LEA Evaluations | 74 (11.8%) | 77 (13.0%) |
| Children with IEP/IFSP | 72 (11.4%) | 66 (11.16%) |



2013-2014 School Readiness Plan

As required by the Improving Head Start School Readiness Act (2007), and 1307 Head Start regulations, Head Start programs created school readiness goals for children birth to five aligned to the Head Start Child Development Early Learning Framework (HSCDELFF), State Early Learning Standards (where appropriate), and expectations from school districts. RCOE Migrant Head Start Program is committed to improving school readiness skills of enrolled children and to assist parents and caregivers strengthen their role as lead educators. A principal goal is to guide and support our parents to become actively engaged in their children's education. Parents are engaged in the development of the school readiness plan formally and informally.

The progress in reaching these goals is regularly assessed and evaluated during ongoing monitoring, assessment

analysis, and during the self-assessment process in which parents are included. These goals have been included in our MHS Parent Handbook, and are a part of the ongoing conversations during policy council meetings.

Riverside County Office of Education Migrant Head Start Program has designed a School Readiness Plan consisting of the following goals:

Language and Literacy

Program Goal: In the domain of Language and Literacy, at the end of the last checkpoint, MHS children will score within or above the expectations levels for each age group as per GOLD® assessment.

School Readiness Goal: Children will grow in the use and comprehension of oral language for conversation and communication.

Cognition and General Knowledge

Program Goal: In the domain of Cognition and General Knowledge at the end of the last checkpoint, MHS children will score within or above the expectation levels for each age group as per GOLD® assessment.

School Readiness Goal: Children will demonstrate positive approaches to learning by attending and engaging, persisting, solving problems, flexibility, inventiveness, curiosity and motivation.

Approaches to Learning

Program Goal: In the domain of Approaches to Learning, at the end of the last checkpoint, MHS children will score within or above the expectation levels as per GOLD® assessment.

School Readiness Goal: Children will grow and develop positive approaches to learning by demonstrating initiative, persistence, attentiveness, curiosity, cooperation and motivation.

Physical Development and Health

Program Goal: In the domain of Physical Development and Health, at the end of the last checkpoint, MHS children will score within or above the expectation levels for each age group as per GOLD® assessment.

School Readiness Goal: Children will increase in physical development by participating in activities that will benefit large and small motor skills.

Social and Emotional Development

Program Goal: In the domain of Social and Emotional Development, at the end of the last checkpoint, MHS children will score within or above the expectation levels for each age group as per GOLD® assessment.

School Readiness Goal: Children will develop and sustain positive relationships with one another and with adults in their lives.

Early Childhood Development and Health Services . . . continued



Children receive curriculum instruction and experiences to develop their skills in designated areas set forth by the Head Start Child Development & Early Learning Framework (HSCDELG). These areas include physical development & health, social & emotional development, approach to learning, language development, literacy knowledge skills, mathematics knowledge skills, science knowledge skills and creative art expressions. Parents work with teachers both in centers and at home to support their child’s education and individual readiness for kindergarten.

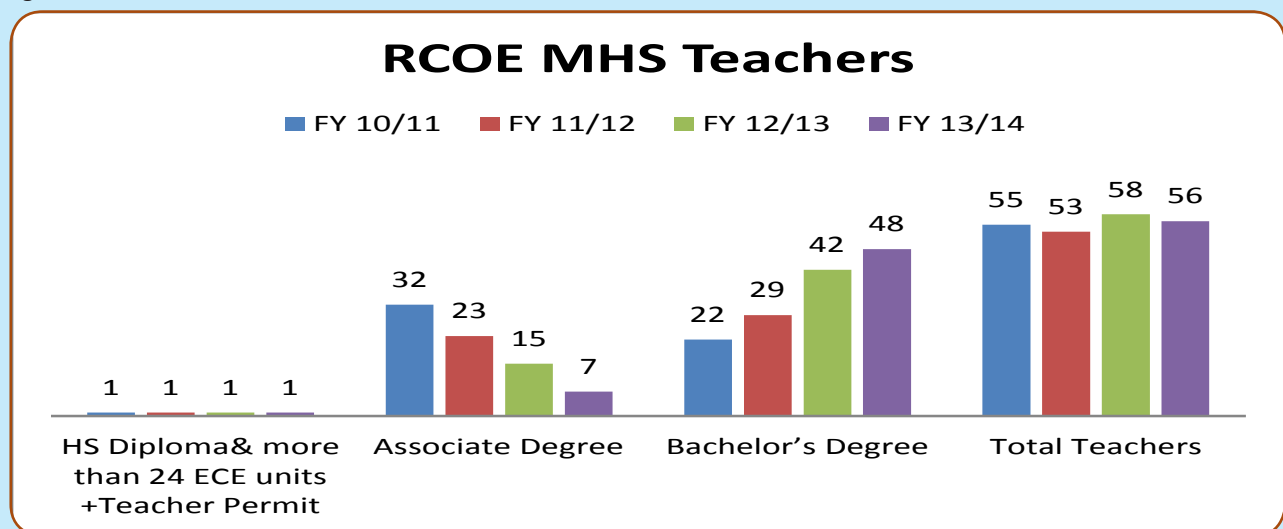
Program Options

- Standard Full Day Center Based Services
- Standard Full Day Family Child Care Homes

The RCOE MHS program collaborates closely with local school districts to develop processes to access services for families of children with suspected or identified disabilities. RCOE Migrant Head Start assists parents in understanding their rights, and empowers them to become advocates for their children. Disability lead in collaboration with LEA and consultants will provide teaching staff with problem solving strategies and support for the successful inclusion of children with disabilities in the classroom.

Migrant Head Start Teachers: Education Levels

The RCOE strives to hire the best qualified candidates for employment, and every effort is made to provide necessary support and staffs development to ensure that all staff, but specifically teaching staff are providing quality early education services. The Head Start Act, Sec. 648A, states “The Secretary shall ensure that not later than **September 30, 2013**, at least 50 percent of Head Start teachers nationwide in center-based programs have: (i) a baccalaureate or advanced degree in early childhood education; or 2) (ii) a baccalaureate or advanced degree **and coursework equivalent to a major relating to early childhood** education, with experience teaching preschool-age children.” The RCOE changed the entry level educational requirement for teachers to a baccalaureate degree. All new teacher positions require a BA and existing teachers have a professional development plan leading to the completion of a BA. As can be seen below, of the 56 teachers employed for the 2013-2014, 48 or 72% have a BA degree. This far exceeds the national goal of 50% for Head Start.



Early Childhood Development and Health Services . . . continued

Ongoing Child Development Assessments

RCOE transitioned to the *Teaching Strategies GOLD*® assessment system in 2011. *GOLD*® is aligned to Creative Curriculum for Infants/Toddlers, Preschool and Family Child Care Provider curriculums as well as the Head Start Early Learning Framework.

RCOE-MHS uses the Teaching Strategies *GOLD*® for ongoing assessment. It measures the knowledge, skills, and behaviors that are most predictive of school success. The tool has 38 objectives, including 2 objectives related to English language acquisition.

How Teachers Collect Data

To collect data for the ongoing assessment, teachers observe children in an ongoing basis. Observations are intentional to ensure that all areas of development are included. Teachers observe children during daily activities, routines and transitions.

Teachers also collect children's work samples, like artwork, writing samples, and drawings, which often times mean children's self-representations. Teachers take dictation of children's work where children express their thoughts and feelings.

Another modality to collect children's ongoing assessment data is pictures. Teachers take pictures of children's work throughout the process of the ongoing assessment.



Teaching Strategies GOLD® Growth Export Report 2013-2014 RCOE MHS 1st and 3rd (Fall & Spring) N= 495 Children

Overview

The Growth Export Report shows the “growth/gain” scores of individual children or groups of children at various points in time. For the attached report, these periods are identified as fall and winter. These periods may also be referred to as 1st and 3rd assessments.

The Data in this Report

This report presents the assessment data gathered for 495 children in the RCOE Migrant Head Start during the 2013/2014 1st and 3rd checkpoint periods. Teachers used 86 objectives in Teaching Strategies GOLD® to report the children’s skill levels for the selected criteria. The data in this report includes only finalized checkpoint levels.

Profile of Children

Out of 618 possible children, 495 children have enough GOLD® data during 2013-2014 to be included in this report. A total of 123 children were enrolled later or terminated before the next assessment was due and were not able to receive all three assessments.



2013-14 Final GOLD® Assessment Results for Imperial and Riverside Counties

Teaching Strategies GOLD® Growth Export report provides end of the year GOLD® assessment results for Imperial and Riverside County children. In addition to assessment results, it provides information on expectations for each age group and growth obtained throughout the year in each of the developmental areas. 2013-14 GOLD® results for all Imperial and Riverside County sites showed that all MHS children reached the expectations. Children ages 0-1 exceeded expectations in Fine Motor and Cognitive, children ages 1-2 exceeded expectations in Spanish Literacy and children ages 2-3 exceeded expectations in Social Emotional.

During the year and after each checkpoint was finalized, teachers individually met with Site Manager and Child Development Program Development Specialist to analyze program, site, class and individual child assessment results. Teachers analyzed at the domain and at the objective level to pinpoint areas of strengths and deficiencies. Teachers then shared individual assessment results with parents to review and revise each child’s individual service plan as needed.

Our MHS Management Team met to analyze results and other data to help us determine areas needing improvement once children’s assessments were finalized at the end of the year. During the analysis of data results, possible topics for Pre-Service were discussed. Pre-service topics included “Creative Curriculum Literacy Strategies to Strengthen Math and Science”, “Behavior Management” and “Parent Engagement”. This year CLASS strategies will continue to be supported by **Looking into Classrooms** online sessions as well as technical assistance received by Site Managers and Child Development PDS. Winter in-service was also planned for teachers and staff based on areas needing improvement. This past November our teachers attended professional development in the areas of Math and Planning Individual Learning Goals.

Early Childhood Development and Health Services ... continued

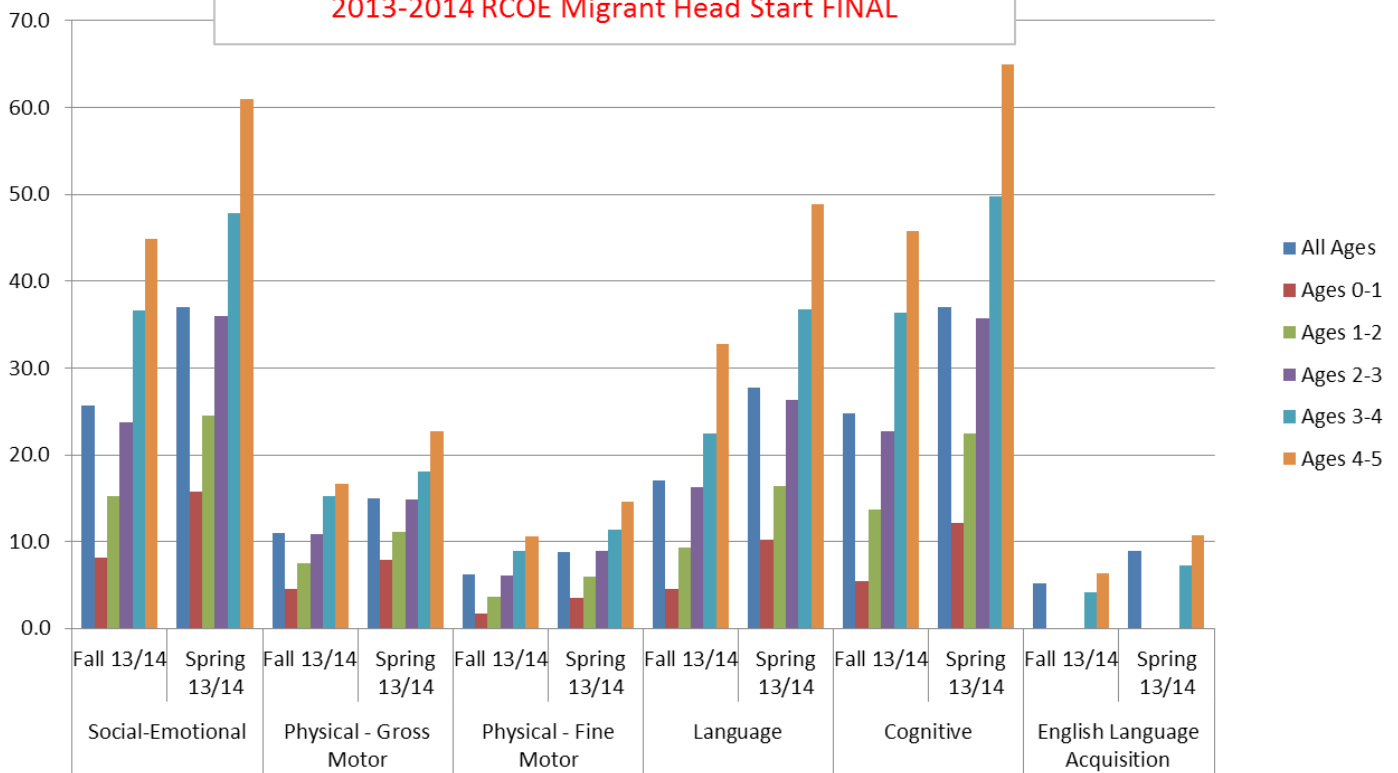
Teaching Strategies GOLD® Growth Export
 All Areas
 Comparing Checkpoints: Fall 2013/2014 and Spring 2013-2014
 Date Revised 6/12/14

Legend: Black=Score between expectation RED= Below expectation GREEN= Above expectation

| RCOE/ Migrant Head Start | RCOE Migrant Head Start-All Sites Final | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|---|-------------|------------|--------------|--------|------------------------|-------------|------------|--------------|--------|-----------------------|-------------|------------|--------------|--------|------------|-------------|------------|--------------|--------|------------|-------------|------------|--------------|--------|
| | Social-Emotional | | | | | Physical - Gross Motor | | | | | Physical - Fine Motor | | | | | Language | | | | | Cognitive | | | | |
| | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth |
| All Ages | 495 | | 25.7 | 37.0 | 11.3 | 495 | | 11.0 | 14.9 | 3.96 | 495 | | 6.2 | 8.9 | 2.68 | 485 | | 17.1 | 27.7 | 10.6 | 490 | | 24.8 | 36.98 | 12.18 |
| Ages 0-1 | 32 | 4-14 | 8.2 | 15.8 | 7.6 | 31 | 3-9 | 4.5 | 7.9 | 3.4 | 32 | 1-3 | 1.7 | 3.5 | 1.8 | 31 | 3-15 | 4.6 | 10.2 | 5.6 | 32 | 2-11 | 5.4 | 12.1 | 6.7 |
| Ages 1-2 | 59 | 14-30 | 15.2 | 24.5 | 9.3 | 59 | 9-12 | 7.5 | 11.1 | 3.6 | 58 | 4-7 | 3.6 | 5.9 | 2.3 | 57 | 15-29 | 9.3 | 16.4 | 7.1 | 59 | 11-27 | 13.7 | 22.4 | 8.7 |
| Ages 2-3 | 99 | 24-30 | 23.7 | 36 | 12.3 | 99 | 12-16 | 10.9 | 14.9 | 4 | 99 | 6-10 | 6.1 | 8.9 | 2.8 | 98 | 25-39 | 16.3 | 26.3 | 10 | 99 | 23-39 | 22.7 | 35.7 | 13 |
| Ages 3-4 | 138 | 34-50 | 36.6 | 47.8 | 11.2 | 138 | 15-19 | 15.3 | 18.1 | 2.8 | 138 | 8-13 | 8.9 | 11.4 | 2.5 | 138 | 34-49 | 22.4 | 36.7 | 14.3 | 138 | 36-53 | 36.4 | 49.7 | 13.3 |
| Ages 4-5 | 167 | 46-62 | 44.8 | 61 | 16.2 | 168 | 18-24 | 16.7 | 22.7 | 6 | 168 | 11-15 | 10.6 | 14.6 | 4 | 161 | 43-59 | 32.8 | 48.9 | 16.1 | 162 | 46-66 | 45.8 | 65 | 19.2 |

| RCOE/ Migrant Head Start | RCOE Migrant Head Start- All Sites Final | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|-------------|------------|--------------|--------|-------------|-------------|------------|--------------|--------|------------------|-------------|------------|--------------|--------|------------------|-------------|------------|--------------|--------|------------------------------|-------------|------------|--------------|--------|-----|
| | Literacy | | | | | Mathematics | | | | | Spanish Language | | | | | Spanish Literacy | | | | | English Language Acquisition | | | | | |
| | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | # Children | Expectation | Fall 13/14 | Spring 13/14 | Growth | |
| All Ages | 478 | | 13.1 | 24.3 | 11.2 | 491 | | 10.4 | 18.1 | 7.7 | 485 | | 22.6 | 32.3 | 9.72 | 482 | | 14.2 | 25.8 | 11.6 | 272 | | 5.25 | 8.95 | 3.7 | |
| Age 0-1 | 31 | 0-2 | 0.6 | 2.4 | 1.8 | 32 | 0-0 | 0.1 | 2.3 | 2.2 | 31 | 3-15 | 5.4 | 11.2 | 5.8 | 31 | 0-2 | 1 | 3.1 | 2.1 | N/A | N/A | N/A | N/A | N/A | |
| Age 1-2 | 56 | 4-8 | 2.8 | 6.9 | 4.1 | 59 | 6-12 | 3 | 6.8 | 3.8 | 57 | 15-29 | 11.9 | 20.3 | 8.4 | 58 | 4-6 | 3.8 | 8.6 | 4.8 | | | | | | |
| Age 2-3 | 94 | 12-24 | 8.3 | 18.7 | 10.4 | 96 | 11-22 | 7.4 | 16 | 8.6 | 96 | 25-39 | 21.3 | 31.8 | 10.5 | 95 | 12-24 | 9.2 | 20.1 | 10.9 | | | | | | |
| Age 3-4 | 137 | 24-44 | 19.9 | 36.7 | 16.8 | 135 | 20-32 | 17.4 | 26.9 | 9.5 | 134 | 34-49 | 33.2 | 42.8 | 9.6 | 133 | 24-44 | 21.9 | 38.5 | 16.6 | | | | | | |
| Age 4-5 | 160 | 34-70 | 34 | 56.9 | 22.9 | 163 | 31-45 | 24.4 | 38.9 | 14.5 | 160 | 43-59 | 41.4 | 55.7 | 14.3 | 159 | 34-70 | 35.3 | 59.1 | 23.8 | | | | | | 156 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |

Teaching Strategies GOLD® Growth Export
 2013-2014 RCOE Migrant Head Start FINAL



Early Childhood Development and Health Services . . . continued

Classroom Assessment Scoring System (CLASS):

CLASS is a research based instrument based on the developmental theory that interactions between students and adults are the primary mechanisms of students' development and learning, according to the training manual. CLASS has some uniqueness that would be very helpful in identifying teacher-child interaction in three specific domains: emotional support, classroom organization, and instructional support.

The RCOE plans to continue to incorporate CLASS as a staff development focus priority area. This instrument is a key measure for accountability, program planning and professional development. It also assists us to personalize teachers training needs and plan trainings and technical assistance in a more individualized approach.

The RCOE continues to work very hard to improve the quality of its classrooms and skills of preschool teaching staff as measured by CLASS. Below is a historical summary of CLASS score for the MHS:

| RCOE Migrant Head Start | | | |
|--|------------------------------------|---|--|
| Classroom Assessment Scoring System (CLASS) | | | |
| Period | Emotional Support Dimension | Classroom Organization Dimension | Instructional Support Dimension |
| Scoring: Low (1,2) - Middle (3, 4, 5) - High (6, 7) | | | |
| 2014 MHS Final Scores | 6.02 | 5.23 | 2.63 |
| 2013 MHS Final Scores | 6.04 | 5.08 | 2.58 |
| FY 2013 Lowest 10% | 5.54 | 5.05 | 2.10 |
| Federal DRS Treshold | 4.00 | 3.00 | 2.00 |
| 2013 Federal OHSMS Review (11/19/12) | 5.72 | 5.30 | 2.13 |
| 2012 MHS Final Scores | 5.42 | 4.56 | 2.23 |
| 2010 Federal OHSMS Review (4/25/10) | 4.48 | 3.27 | 2.23 |
| <i>Report Revised: 3/16/2015</i> | | | |

Early Childhood Development and Health Services . . . continued

Safe Environments

Staff at five (5) MHS sites provides daily inspections of classrooms and play areas to ensure a safe environment for both children and staff.

The MHS program maintenance staff conducts routine buildings and grounds tasks as well as address plant repairs. They monitor the work of vendors to assure quality and they help administration plan for major repairs/renovations.

FCC providers as well conduct daily environmental inspections of both indoor and outdoor areas.

2013-2014 Program Selected Goals

Goal #1

Maintain funded enrollment: Exceeded. Served 621 (105%)

Goal #2

Teacher qualifications: Assisted teachers to enroll in BA, ECE or related field. Out of 56 teachers employed, 48 or 72% have a BA degree

Goal #3

Meet or exceed 10% Services to Children with Disabilities: Exceeded. In 2013, we served 72 (11.4%) children with disabilities and 66 (13%) in 2014.

Nutrition Services

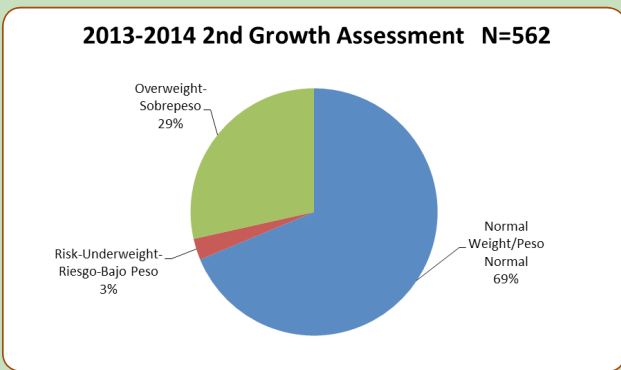
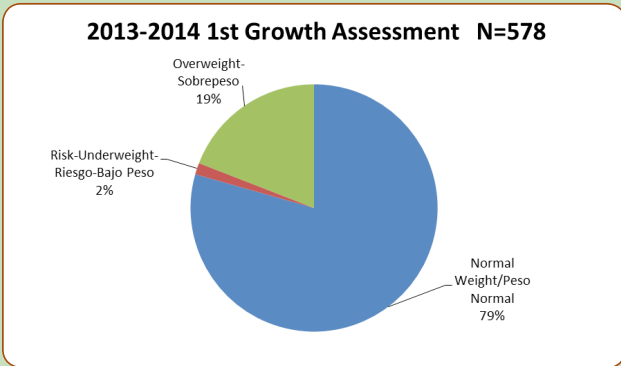
Generally each child receives breakfast, lunch, and snacks every day whether they are served at centers or through FCCH providers. Nutrition and physical activity components are integrated into the curriculum to help promote lifelong health habits. Opportunities are provided for parents to meet with nutritionists, attend nutrition classes, or receive referrals to local community nutrition resources. Ongoing strategies are being implemented to help decrease the incidence of childhood obesity, including the implementation of I Am Moving; I am Learning (IMIL), a proactive approach for addressing overweight children.

Nutrition Education: Nutrition education is of primary importance for children and families enrolled in MHS. Unfortunately as with the rest of the population, children enrolled in MHS are representatives of the rest of the population at risk of obesity. As can be seen from results of the 2013-2014 nutrition assessments, a significant number of children are determined to have abnormal height and weight for their age.



Early Childhood Development and Health Services ... continued

Nutrition Assessments Diagnosis



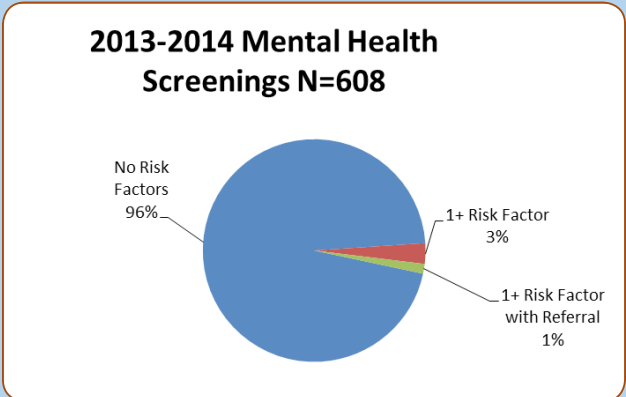
* Data does not include children at the Mecca and Thermal sites who were not yet scheduled for 2nd assessment.

Mental Wellness Screenings

Health Services provided to children and families include general assessments, evaluations, follow-ups, screenings, and referrals. Program staff educates children, parents, and staff on current health and dental hygiene practices, and communicates with them on proper precautions needed to prevent the spread of disease.

In 2013-2014, 96.8% of children received a mental health wellness screening and those children identified as requiring follow-up services were referred to the mental health consultant for further observation. When children and families require services they are provided by program staff and the consultant then if determined necessary, families will be referred to community agencies. The need for mental health services seemed to be in areas of challenging behaviors, parenting, self-esteem, child abuse prevention, neglect, and life circumstances (i.e. divorce, domestic violence and grief/loss).

- 58 children received consultation from the Mental health Consultant
- Of the 58 children, 32 received an individual mental health assessment
- 31 children were referred to a community agency for mental health services



Program Information Report (PIR)

The Program Information Report (PIR), which is required for all Head Start grantees annually, provides statistical and demographic information on various aspects of program operation and services provided to children and families served. The PIR contains information on key indicators related to health, staff credentials, enrollment, and family services.

Significant progress was made in reaching the Indicator thresholds of the Region XII Administration for Children & Families. In many instances RCOE MHS exceeded state, regional, and national target level. We continue to focus on helping families' complete medical treatments and Family Partnership Agreements (FPAs).

The following chart shows selected PIR Indicators, comparing RCOE to grantees at the State, Region XII, and National levels:

| Indicator | 2011-2012 | | | | 2012-2013 | | | | 2013-2014 | | | |
|---|-----------|------------|------------|-----------|-----------|------------|------------|-----------|-----------|------------|------------|-----------|
| | RCOE MHS | Region XII | California | National | RCOE MHS | Region XII | California | National | RCOE MHS | Region XII | California | National |
| Funded Enrollment | 629 | 34,750 | 112,399 | 966,391 | 629 | 32,298 | 112,299 | 960,347 | 591 | 31,335 | 107,389 | 917,707 |
| Actual "Cumulative" Enrollment | 652 | 32,764 | 137,406 | 1,144,601 | 644 | 32,082 | 135,680 | 1,129,805 | 618 | 30,085 | 130,513 | 1,076,126 |
| % | 103.7% | 94.3% | 122.2% | 118.4% | 102.4% | 99.3% | 120.8% | 117.6% | 104.6% | 96.0% | 121.5% | 117.3% |
| Children with Health Insurance at end of year | 99.7% | 89.6% | 96.6% | 95.0% | 99.5% | 89.7% | 96.6% | 95.2% | 99.4% | 90.1% | 97.4% | 95.3% |
| Completed All Medical Screenings | 96.9% | 92.1% | 88.5% | 88.7% | 94.3% | 87.6% | 88.2% | 87.5% | 96.3% | 84.5% | 86.3% | 86.4% |
| Diagnosed as Needing Medical Treatment | 67 | 4,413 | 18,633 | 136,731 | 9 | 3,502 | 16,443 | 124,627 | 8 | 2,528 | 13,031 | 101,973 |
| Received or Are Receiving Medical Treatment | 63 | 4,069 | 17,995 | 128,518 | 8 | 3,306 | 15,812 | 117,387 | 8 | 2,302 | 12,221 | 94,950 |
| % | 94.0% | 92.2% | 96.6% | 94.0% | 88.9% | 94.4% | 96.2% | 94.2% | 100.0% | 91.1% | 93.8% | 93.1% |
| Up To date on All Immunizations | 98.6% | 88.8% | 89.2% | 90.0% | 98.0% | 86.9% | 90.6% | 89.7% | 99.2% | 83.6% | 93.7% | 89.1% |
| Received Dental Preventive Care | 68 | 12,416 | 92,603 | 810,422 | 328 | 12,826 | 94,375 | 807,404 | 347 | 13,102 | 93,012 | 764,324 |
| Received Oral Health Exam | 318 | 14,167 | 97,172 | 835,334 | 321 | 14,472 | 97,622 | 818,101 | 346 | 13,739 | 91,705 | 763,830 |
| Diagnosed as Needing Dental Treatment | 85 | 4,149 | 23,852 | 168,789 | 61 | 3,896 | 25,626 | 160,352 | 88 | 3,670 | 23,127 | 143,061 |
| Rec'd Dental Treatment | 68 | 3,395 | 21,535 | 136,563 | 60 | 3,376 | 22,884 | 128,794 | 80 | 3,059 | 19,764 | 107,691 |
| % | 80.0% | 81.8% | 90.3% | 80.9% | 98.4% | 86.7% | 89.3% | 80.3% | 90.9% | 83.4% | 85.5% | 75.3% |
| Staff with ECE Credential | 100.0% | | | | 100.0% | | | | 100.0% | | | |
| Children with Disabilities | 10.3% | 6.7% | 12.9% | 14.2% | 11.2% | 7.0% | 11.1% | 14.2% | 10.7% | 7.5% | 11.3% | 14.2% |
| Number of families | 470 | 23,131 | 126,969 | 1,043,174 | 462 | 23,035 | 125,351 | 1,033,698 | 443 | 21,977 | 121,444 | 988,923 |
| Number of "single parent" families | 184 | 6,111 | 56,024 | 605,392 | 156 | 6,499 | 55,381 | 606,756 | 170 | 6,095 | 53,740 | 576,806 |
| % | 39.1% | 26.4% | 44.1% | 58.0% | 33.8% | 28.2% | 44.2% | 58.7% | 38.4% | 27.7% | 44.3% | 58.3% |

Program Design and Management

Fiscal/Accountability

The Fiscal department supports children and families by managing grant fund expenditures so the program has vital materials and services. Fiscal and program staff review costs to insure spending meets Head Start requirements of allowability, allocability, and reasonableness. Timely, accurate, and complete financial reports are provided to parents, governing bodies, and the management team to assist in current and future decision making. The Fiscal departments also prepare required financial reports to the MHS Regional Office and federal government to comply with regulations and assure continuation of Head Start funding. In addition to paying the bills of the agency, Fiscal Services provides payroll and benefit services for over 2,000 staff-one of the largest employee payrolls in Riverside and Imperial County. The effectiveness of our fiscal practices is reflected in the overall positive results of the fiscal portion of our Federal Review in April 2010 and again in December 2012.



Fiscal/Accountability

FEDERAL GRANT FUNDS

The Riverside County Office of Education Migrant Head Start program had total operating budgets for the period 2012-2014 from the following sources:

| | 2012-2013 | 2013-2014 |
|--------------------|--------------|-----------|
| Federal Sources | \$ 7,699,590 | 7,247,955 |
| *In-Kind donations | \$ 951,635 | 895,815 |

Due to Federal sequestration refunding application was reduced 5.27%.

*In-Kind includes volunteer time, donated supplies, professional services, and other items the program would normally have to pay. This match must be met in order for all grant money to be spent.

GRANT EXPENDITURES

| | 2012-2013 | 2013-2014 |
|--------------------------------------|--------------------|--------------------|
| Personnel costs | \$5,031,782 | \$4,959,945 |
| Family Child Care | 776,531 | 671,325 |
| • Transportation Costs | 365,657 | 270,685 |
| • Facilities | 132,322 | 132,322 |
| • Supplies, food, and other services | 1,393,298 | 1,292,585 |
| Total | \$7,699,590 | \$7,247,955 |
| In-Kind donations | \$951,653 | 956,289 |

Food Services provided through the USDA (value) 351,894 \$122,006.70

The Board and the Policy Council are updated monthly on the status of budget expenditures. Reported expenditures were in line with above budgets and supported program goals and objectives.

Program Design and Management . . . continued

Shared Governance

The RCOE has a well-functioning MHS Policy Council and Governing Body who share responsibility for overseeing the delivery of high quality services to children and families in accordance with Head Start legislation, regulations, and policies. The Policy Council provides parents with the opportunity to participate in policy-making, and other decisions about the program. In addition to involving parents in policy-making, RCOE Migrant Head Start provides educational activities that are responsive to the ongoing and expressed needs of parents. The Governing Body has the legal and fiscal responsibility for ensuring that appropriate internal controls are established and implemented. Parents on the Policy Council represent the five (5) centers as well as families served through FCCH. They are key ambassadors who communicate with parents at their sites. They sit on interview committees, provided feedback to the program, and promote Migrant Head Start in their communities.



Program Design and Management . . . continued

Financial Audits

The most recently concluded independent audit was performed by the firm of Nigro, Nigro & White, PC. The audit included the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Riverside County Office of Education (RCOE) for the year ended June 30, 2014. The audit found that RCOE complied, in all material respects, with the terms of its funding and the conditions of OMB Circular A-133 Audits of States, Local Governments, and Non-Profit Organizations.

The RCOE MHS underwent a triennial Federal Review by the Office of Head Start in December 2012. A Certificate of Compliance was awarded to RCOE by the Office of Head Start that acknowledges full compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

Monitoring

To assure quality in its MHS program and compliance with Federal standards and administrative requirements, Riverside County Office of Education as the Grantee recognizes its major responsibility to provide ongoing monitoring of its operations.

We believe that a team approach to monitoring and case management is an effective method for tapping a variety of expertise, yield increased understanding of the rules, and emphasizes the importance of a holistic approach to monitoring.

In addition to the ongoing monitoring of each of the sites and program areas the MHS conducts a comprehensive review during the annual self-assessment. The Federal Government monitors the program for compliance at least once every three years. The Department of Social Service Community Care Licensing also conducts announced compliance visits.

Office of Head Start Triennial Federal Reviews

The RCOE MHS program has had 18 years of very successful triennial federal reviews. These reviews have found that RCOE is in compliance with federal regulations. Summary from the 2012 review states in part:

“Overview of Findings: From 10/28/2012 to 11/2/2012, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Riverside County, Office of Education, Migrant and Seasonal Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Kenneth M. Young, Board Chairperson, as legal notice to your agency of the results of the on-site program review.”

Based on the information gathered during our review, it was determined that your Migrant and Seasonal Head Start programs are in compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Accordingly, no corrective action is required at this time.



Family & Community Engagement

Parent Satisfaction

Year-End Parent Satisfaction: In 2013-2014 out of a possible 445 families, 233 (52%) families responded. Overall, the results from surveys confirm that more than 90% of parents continue to be satisfied with our services both center base and Family Child Care Homes (FCCH). Areas of concern identified include transportation services, parent involvement, more English spoken by teachers, teacher concerns, schedules and hours of operation.



Wow Story:

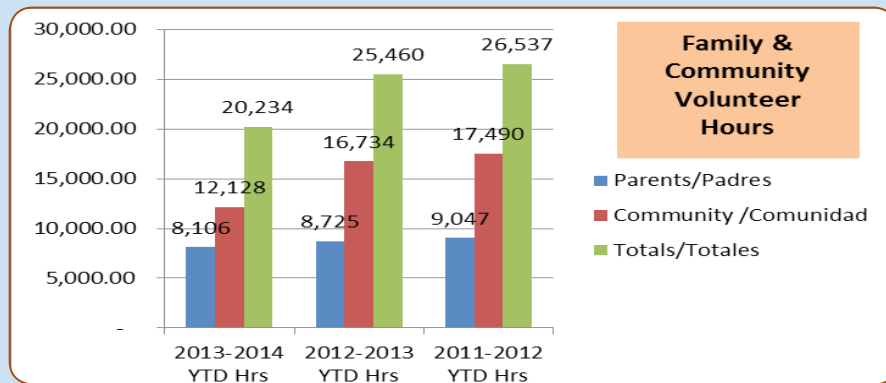
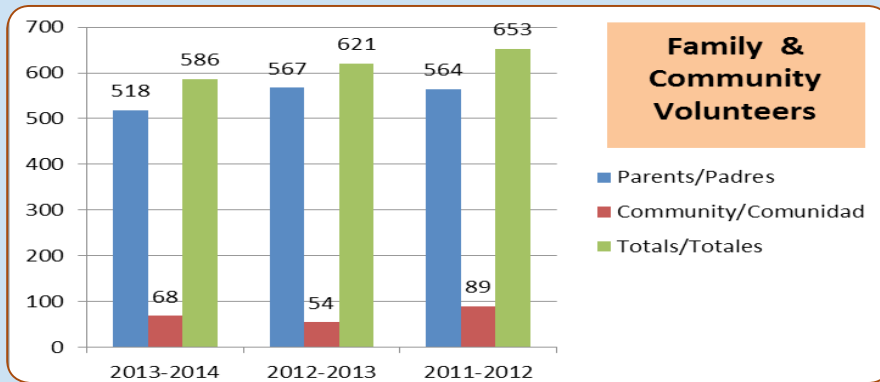
Christina Adams, Community Assistant, Thermal MHS

Christina has worked for the RCOE MHS since 2007, and has always been willing to go the extra mile in order to help the families in our program. She works to help provide parents with services, education, and assistance they need. Christina recently volunteered on a Saturday to help with the doctor's clinic. She also used her free time to coordinate a Thanksgiving feast for all 51 families in the program and worked hard to find several toy donations so that each child received a Christmas gift. She also found donations of blankets for all of the families' throughout the cold winter months. Christina was able to assist a family who lost everything in a tragic house fire by finding them food, clothing, furniture and even money to help them start over. She is always willing to volunteer her time to involve families in the Migrant Head Start Program. She is an exceptional person and an advocate for the wellbeing of the children and their families. She exemplifies RCOE's commitment to "extraordinary services". Thank you Christina!

Family & Community Engagement ... continued

Volunteer Opportunities

The Program encourages full participation of family members and community volunteers in both site based as well as in the administration of the program through the center parent committee, MHS Policy Council, student interns, and site based and classroom volunteers. As shown in the graphs below the program has consistently maintained the volunteer hours per year.



Community Partnerships

RCOE MHS has entered into both formal and informal partnerships with various communities' public and private service organizations. Partnerships with community agencies are vital to the success of our program. While it would be difficult to include all our partnerships the following provides examples of the types of partnerships that support MHS services.

Catholic Charities Foster Grandparent "Abuelitos" Partnership

Through the assigned Abuelitos MHS children receive individualized attention and loving support to strengthen school readiness skills. Children's social and physical development flourishes under special guidance of the Abuelitos through multi-generational partnership.



Brawly Public Library LAMBS/Mecca Public Library

School Readiness books distributed in Imperial County through a partnership with Brawley Public Library LAMBS. LAMBS have been selected by the California School Board Association as a 2014 recipient of the Golden Bell Award for their Literacy and Mobile Book Services in the Early Childhood Education category. LAMBS have been serving preschool programs in Imperial County since 2001 by providing free books to thousands of children and families.

Riverside County Mecca Public Lending Library and RCOE Mobile Library visit both Mecca and Thermal sites. Unfortunately, both of these libraries cannot provide free books to children in this county.

Family & Community Engagement . . . continued

Transportation Services:

RCOE owns a fleet of 13 buses, and contracts drivers and maintenance of vehicles for services with the Brawley and El Centro Elementary School Districts for the three Imperial County sites. First Student formerly Laidlaw provides services for Mecca and Thermal centers. Buses are equipped with seat belts, pull down safety seats, and child car seats. Transportation services include a bus aide on every bus. For the health and safety of the children, bus routes cannot be more than sixty minutes long. The bus drivers are highly trained, certified, and regulated by the California Department of Motor Vehicles.



WOW Story: Timothy Magallanes, former MHS child



Timothy Magallanes (Tim) was born in San Diego, California within a farm worker family. According to his mother Ms. Evelia Magallanes, Tim was born premature at the age of five-and-a-half months. Ms. Magallanes says, “Doctors did not expect that Tim will survive but to everyone’s surprise, he did”. Tim was served at the MHS center in operated by CEMR (interim grantee predecessor to the RCOE) in El Centro. Timothy’s family used to travel every summer from El Centro to different locations up northern California to work in agriculture. In 2014, Tim received the opportunity to participate in an internships

program for MHS alumni through the National Migrant Season Head Start Association, he was placed with the National Hispanic Communication Network in Washington, DC where he had a chance to write computer programs designed to enhance productivity. Through the six week internship, Tim was also able to meet and visit with various national organizations, meet members of congress, and was also able to attend a special Naturalization ceremony at the White House. Tim is expected to graduate in the Fall of 2017 with a BS in Computer Engineering from San Jose State University. *“There have been bumps here and there but I feel that every time I fall, I get up stronger than before.”* (Magallanes, 2015). Tim has always demonstrated being a dedicated and persistent individual, and living proof that perseverance is a powerful force in the path to success, for this reason, we proudly say, “Timothy Magallanes represents a success story among the Migrant Head Start community.”

Migrant Head Start Sites

Migrant Head Start Central Office

Division of Children and Family Services
370 Aurora Drive
El Centro, CA 92243
(760) 337-1555 / (760) 337-1478 Fax
<http://www.rcoe.us>

Brawley Center

1455 East Magnolia
Brawley, CA 92227
(760) 344-9083 / (760) 344-9113 FAX

Calexico Center

1120 East 7th Street
Calexico, CA 92231
(760) 768-3500 / (760) 768-3502 FAX

El Centro Center

375 South 1st Street
El Centro, CA 92243
(760) 337-3940 / (760) 370-0405 FAX

Mecca Center

62-900 Lincoln Ave, Suite P
Mecca, CA 92254
(760) 863-3350 / (760) 396-9192 FAX

Thermal Center

87-220 Church Street
Thermal, CA 92274
(760) 863-3250 / (760) 399-1840 FAX

For more information on our
Migrant Head Start Program
please visit us at
www.rcoe.us
or call us at
(760) 337-1555



www.rcoe.us