



Division of Early Learning Services
Migrant Head Start Programs (MHSP)



Serving Children and Families in Coachella and Imperial Valleys

Report to the Community 2015-2016



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



Table of Contents

Letter from the Governing Body	1
Policy Council Executive Committee Members	1
Message from the Riverside County Assistant Superintendent of Schools	2
Message from the Executive Director	3
RCOE Mission, Vision, Core Values, and Pledge	4
Background/Migrant Seasonal Head Start Families	4
Funded Enrollment & Children Served	5
Early Childhood Development and Health Services	6-17
Disability Services	
2015-2016 School Readiness Plan	
Program Options	
Migrant Head Start Teachers: Education Levels	
Ongoing Child Development Assessments	
How Teachers Collect Data	
Teaching Strategies GOLD® Growth Export Report	
Classroom Assessment Scoring System (CLASS)	
Safe Environments	
2015-2016 Selected Program Goals	
Nutrition Services	
Nutrition Education	
Mental Wellness Screenings	
Program Information Report (PIR)	
Program Design & Management	18-19
Fiscal/Accountability	
Federal Grant Funds	
Grant Expenditures	
Shared Governance	
Financial Audits	
Monitoring	
Office of Head Start Federal Reviews	
Family and Community Engagement	20
Parent Satisfaction	
Transportation Services	
Volunteer Opportunities	
Home School Connection	
Community Partnerships	
Migrant Head Start Sites	21

Letter From The Governing Body: Superintendent Judy D. White, Ed.D.

All children deserve a chance to be the best they can be. I personally believe that each child is gifted, and educators must create opportunities for them to find their gift.

Becoming the best resonates throughout our nation, our state, and our educational system, and should ring true for all students—no matter their zip code or how often their zip code changes.

This mentality is what drives the dedicated team of educators at the Riverside County Office of Education (RCOE) Migrant Head Start Program that serves almost 800 children and their families in Riverside and Imperial Counties.



In fact, the very future of our own families and communities depends on the education of all students in our preschool and K-12 classrooms today. Preparing students and families for life in the second half of the 21st century begins now. The students who will enter kindergarten next year will represent the high school graduating class of 2031. Throughout their educational career, they may take more classes online than in a classroom and might never carry backpacks loaded down with textbooks. In their lifetime, they will never know a time without smartphones or Google. They will assume that electric cars and self-driving vehicles have always existed.

Regardless of the brave new world that awaits them, our students will still need to master the skills of reading, writing, and mathematics that we all remember from our school days. In addition, the complex nature of problem solving, critical thinking, creative collaboration, resiliency, emotional intelligence, and many more skills have always been a necessity for surviving and flourishing in any society.

Proficiency in these areas begins with programs like Migrant Head Start—far before our young scholars enter a kindergarten classroom and progress through the public school system. Research clearly demonstrates that children who receive a “head start” on these valuable life lessons are far more likely to succeed in school and throughout their life than those who do not.

Thank you for taking a few moments to learn about how the 150 dedicated team members in the RCOE Migrant Head Start Program have joined forces with our volunteers and community leaders to not only serve the class of 2031, but to make sure that the futures of Imperial and Riverside Counties are brighter because of the education their youngest residents are receiving today.

*Judy D. White, Ed.D.
Riverside County Superintendent of Schools*

2015-2016 Migrant Head Start Policy Council Executive Committee

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Message from Riverside County Assistant Superintendent of Schools – Sharon Baskett

Migrant and Seasonal Head Start celebrates its 49th anniversary of success this year. In reflecting upon that success, we celebrate the Riverside County Office of Education (RCOE) Migrant Head Start (MHS) program. For the past 20 years, RCOE MHS has provided successful programs in Riverside and Imperial Counties. The program collaborates with parents, families, and community partners in building a strong foundation in school readiness for almost 800 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 achievement in the school years to follow.



Most importantly, RCOE's MHS program provides opportunities for parents to become active participants in preparing their children for the future. When parents join with staff to provide the best educational experience for children, the results reach far beyond the early years. 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.

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

RCOE's MHS staff is a group of highly trained and dedicated early childhood professional experts led by a dynamic and knowledgeable executive director who is committed to offering the very highest quality program. In the last three 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 because of its history of success. The Brawley Public Mobile Library LAMBS joined the Abuelitos Program as a recipient of the California School Boards Association Golden Bell award.

While MHS is undergoing transformational change at the national level, and the level of accountability is increasing, the results produced by the RCOE MHS program remain constant in serving our most vulnerable children.

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

*Sharon A. Baskett
Riverside County Assistant Superintendent of Schools
Division of Early Learning Services*

Message From the Executive Director – Jose Eleazar Martinez



The Riverside County Office of Education (RCOE) Migrant Head Start (MHS) program is a comprehensive early care and education program serving Imperial and Riverside Counties. The overall goal of MHS is to promote school readiness by enhancing social and cognitive development in children of low-income farmworker families through the provision of comprehensive services. Enrollment of children with disabilities is a priority. 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.

The heart of MHS is comprehensive, culturally competent, and developmentally appropriate child development services. The MHS program ensures that individualized services are delivered to each child based on his or her needs. The key developmental domains that make up the new Head Start Framework in preparation for school readiness 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, growth, and independence for children and families within their communities. The program also fosters innovative practices and collaboration while encouraging acceptance and respect for diversity. RCOE MHS has served thousands of children and their families since its inception in 1996.

I would like to take this opportunity to publicly state a well-deserved “muchísimas gracias” to our hard working and dedicated staff, our families that partner with us to make MHS a successful program, our Assistant Superintendent, Sharon Baskett, and the RCOE organization for its continuous support of our program.

We applied for and received an Early Head Start (EHS) FCC Partnership Grant to serve an additional 85 children and for the first time, to serve seasonal families. We exceeded our funded enrollment in all of our programs, and as you will see in this report, children and families experienced significant growth. All of these accomplishments have resulted in 2015-2016 being a very successful year.

Additional significant accomplishments this program year include:

- Received notification that we are eligible to apply for a five-year grant.
- Again exceeded our funded enrollment of 629 by serving 639 cumulative enrollments which includes almost 330 children through the FCC program option in the MHS program and 114 of the cumulative goal of 85 for the EHS Partnership program.
- Continued to implement TS GOLD® assessments and Child Plus.
- MHS leadership team, including site managers, continued to be CLASS “reliable”.

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

The MHS program has seen an increase in services over the past decade. More than ever, I believe that we can contribute to building strong families and demonstrate RCOE’s commitment to “the success of all children through extraordinary service, support, and partnerships”.

Together, we can do it!

*Jose Eleazar Martinez, Executive Director
Migrant Head Start Programs
Division of Early Learning 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.”

RCOE

MISSION, VISION, AND CORE VALUES

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

VISION – The vision of 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 core values:

- Building Relationships That Promote Trust
- Engaging in Open and Honest Communication
- Focusing on the Needs of Students and Children

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

MHS

MISSION AND VISION

MISSION – Riverside County Office of Education Migrant Head Start, in partnership with parents and community partners, facilitates access to comprehensive services for eligible migrant farmworker children and their families. We provide a foundation for early childhood education, parental awareness and training of child health, growth, and development. We ensure 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.

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

Background

Across the nation, Head Start programs provide comprehensive childhood development services to children and families. Special emphasis is 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 and children’s education communities.

Since 1996, RCOE’s MHS program has been the Migrant Seasonal Head Start grantee for 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 purposes of Head Start eligibility, “migrant family” means a family with children under the age of compulsory school attendance who have changed 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 the same as the above without the family moving from one location to another.

RCOE directly operates five sites in Riverside and Imperial Counties, serving almost 800 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 to 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 childcare 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
2015-2016 MHS	629	639 (101.6%)	44	1,035	1,236
2015-2016 EHS	85	114 (134.1%)	66	1,035	1,236
2014-2015	629	641 (102%)	44	1,035	1,236
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

* 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

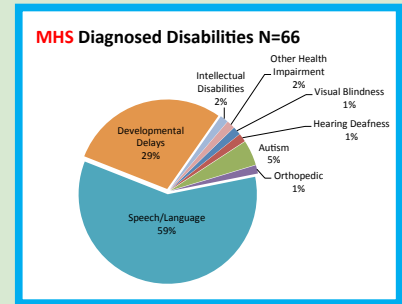


Early Childhood Development and Health Services

DISABILITY SERVICES

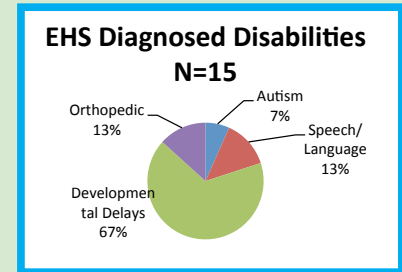
The RCOE MHS programs collaborate closely with local school districts and Early Intervention providers to develop processes to access services for families of children with suspected or identified disabilities. Staff assists parents in understanding their rights and empowers them to become advocates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



During the period 2014-2016, children with disabilities were served as follows:

	2014-2015	2015-2016 MHS	2015-2016 EHS
Funded Enrollment	629	629	85
Potential Disabilities Identified	93 (14.78%)	93 (14.78%)	26 (30%)
LEA Referrals	90 (14.3%)	90 (14.3%)	24 (28%)
LEA Evaluations	81 (12.8%)	80 (12.71%)	16 (18%)
Children with IEP/IFSP	66 (10.49%)	66 (10.49%)	15 (17.6%)



2015-2016 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 (HSCDELF), State Early Learning Standards (where appropriate), and expectations from school districts. The 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 the self-assessment process in which parents are included. These goals have been included in our MHS Parent Handbook, as part of the ongoing conversations during policy council meetings.

The RCOE 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 expectation 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 (HSCDEL). These areas include physical health, social and emotional development approaches 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

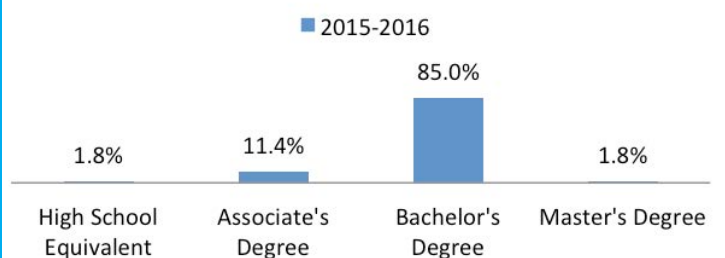
- Standard Full-Day Center-Based Services
- Standard Full-Day Family Child Care Homes

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. Inclusion specialists provide teaching staff with problem solving strategies and support for the successful inclusion of children with disabilities in the classroom.

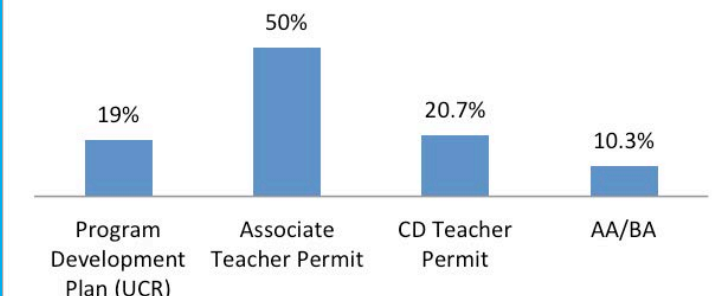
MIGRANT HEAD START TEACHERS: EDUCATION LEVELS

RCOE strives to hire the best qualified candidates for employment. Every effort is made to provide necessary support and staff development to ensure that all staff, particularly 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." RCOE changed the entry level educational requirement for teachers to a baccalaureate degree. All new teacher positions require a BA. Existing teachers have a professional development plan leading to the completion of a BA. Of 53 teacher positions filled, 45 or 85% have a bachelor's degree, and one has a master's degree. This far exceeds the national goal of 50% for Head Start.

RCOE-MHS All Teaching Staff



RCOE-MHS FCC Providers



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 two objectives related to English language acquisition.

HOW TEACHERS COLLECT DATA

To collect data for the ongoing assessment, teachers observe children on 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. These often times show the 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 through pictures. Teachers take pictures of children's work throughout the process of the ongoing assessment.

Parents play a very important role in the ongoing assessment. Parents have the opportunity to share information about their children's learning styles, preferences, and needs during home visits, parent-teacher conferences, and ongoing communication.



Early Childhood Development and Health Services . . . continued

TEACHING STRATEGIES GOLD® GROWTH EXPORT REPORT 2015-2016 RCOE MHS 1ST AND 3RD (FALL & SPRING) N=516 CHILDREN

Overview

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

Data in This Report

The report represents the assessment data gathered for an average of 516 children in RCOE Migrant Head Start during the 2015-2016 1st and 3rd checkpoint periods. Teachers used 86 objectives in Teaching Strategies GOLD® to report the children’s skill levels for selected criteria. The data in this report includes only finalized checkpoint levels.

Profile of Children

Out of 639 possible children, 516 children had enough GOLD® data during 2015-2016 to be included in this report. 123 children enrolled later or dropped before the next checkpoint was due and were not able to receive all three assessments.

2015-2016 Final GOLD® Assessment Results for Imperial and Riverside Counties

Teaching Strategies GOLD® Growth Export Report provides end-of-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. GOLD® results for 2015-16 for all Imperial and Riverside County sites showed that all MHS children reached expectations. Children ages zero to one exceeded expectations in Social Emotional, Fine and Gross Motor, Cognitive, Literacy, Mathematics, and Spanish Language and Literacy. Children ages one to two exceeded expectations in Social Emotional Development, Fine and Gross Motor, Cognitive, Literacy, Mathematics, and Spanish Literacy. Children ages two to three exceeded expectations in Social Emotional Development, Gross Motor, Cognitive, Literacy and Spanish Literacy. None of the children in age groups three to five exceeded expectations, but all reached their age group expectations in all areas of development.

During the year and after each checkpoint was finalized, teachers individually met with the site manager and child development program specialist to analyze program, site, class, and individual child assessment results. Teachers analyzed the domain and at the objective level to pinpoint areas of strengths and deficiencies. Teachers then shared individual child assessment results with parents during Parent-Teacher Conferences. Teachers then met with parents to review each child’s Individual Learning Plan in order to revise the plan as needed.

Our MHS management team met to analyze final 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 as well the revision of goals developed for our program’s School Readiness Plan. Pre-service topics included: CLASS Classroom Organization and Instructional Support, Creative Curriculum for Preschool for New Preschool Teachers, Creative Curriculum for Infants and Twos, Sensory Integration, Playground Safety, etc.

RCOE Migrant Head Start School Readiness Plan goals were revised to focus on areas of need. Data analysis took place not only at the development level, but at the objective level as well. During the analysis, it was observed that GOLD® objectives needed our program’s attention.



Early Childhood Development and Health Services . . . continued

Teaching Strategies GOLD® Growth Export
 Comparing Checkpoints: Fall 2015/2016 and Spring 2015/2016
 RED: Below Expectation GREEN: Exceeded Expectation BLACK: Within Expectation

RCOE/ Migrant Head Start	RCOE Migrant Head Start-All																								
	Social-Emotional					Physical - Gross Motor					Physical - Fine Motor					Language					Cognitive				
	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth
All Ages	514		28.0	39.4	11.3	519		12.0	15.9	3.871	518		6.9	9.3	2.426	509		19.8	29.42	9.634	512		27.6	38.90	11.252
Ages 0-1	56	4-14	12.05	20.68	8.63	57	3-9	5.71	9.57	3.86	55	1-3	2.83	4.86	2.03	55	3-15	6.17	13.58	7.41	55	2-11	9.38	17.65	8.27
Ages 1-2	65	14-30	20.63	31.42	10.79	67	9-12	10.18	13.59	3.41	67	4-7	5.17	7.52	2.35	62	15-29	13.7	22.42	8.68	65	11-27	18.7	29.59	10.89
Ages 2-3	112	24-30	27.67	39.88	12.21	112	12-16	12.6	16.39	3.79	112	6-10	7.14	9.73	2.59	111	25-39	19.7	28.86	9.2	112	23-39	27.9	39.65	11.75
Ages 3-4	184	34-50	35.9	48.09	12.19	186	15-19	14.92	18.88	3.96	186	8-13	8.81	11.47	2.66	184	34-49	27.3	36.21	8.96	184	36-53	37.1	48.65	11.53
Ages 4-5	97	46-62	43.92	56.767	12.84	97	18-24	16.78	21.11	4.333	98	11-15	10.59	13.09	2.5	97	43-59	32.1	46.03	13.92	96	46-66	45.1	58.96	13.822

RCOE/ Migrant Head Start	RCOE Migrant Head Start-All																								
	Literacy					Mathematics					Spanish Language					Spanish Literacy					English Language Acquisition				
	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth	# Children	Expectation	Fall 15/16	Spring 15/16	Growth
All Ages	520		14.5	24.9	10.37	522		12.7	20.0	7.313	472		26.4	36.1	9.71	470		17.4	27.9	10.6	248		6.14	9.13	2.99
Age 0-1	57	0-2	1.9	6.06	4.16	56	0-0	2.39	5.49	3.1	49	3-15	9.33	17.41	8.08	49	0-2	3.99	9.256	5.267	N/A	N/A	N/A		
Age 1-2	68	4-8	6.3	13.58	7.28	69	6-12	6.25	12.59	6.34	58	15-29	18.32	28.53	10.21	58	4-6	8.18	16.51	8.33					
Age 2-3	111	12-24	12.83	24.19	11.36	112	11-22	11.84	19.86	8.02	101	25-39	27.11	36.87	9.76	101	12-24	15.7	27.77	12.12					
Age 3-4	186	24-44	20.54	33.1	12.56	187	20-32	18.12	26.71	8.59	171	34-49	33.85	43.95	10.1	169	24-44	23.7	36.05	12.35					
Age 4-5	98	34-70	31.01	47.5	16.49	98	31-45	24.99	35.5	10.51	93	43-59	43.36	53.76	10.4	93	34-70	35.3	50.05	14.71					

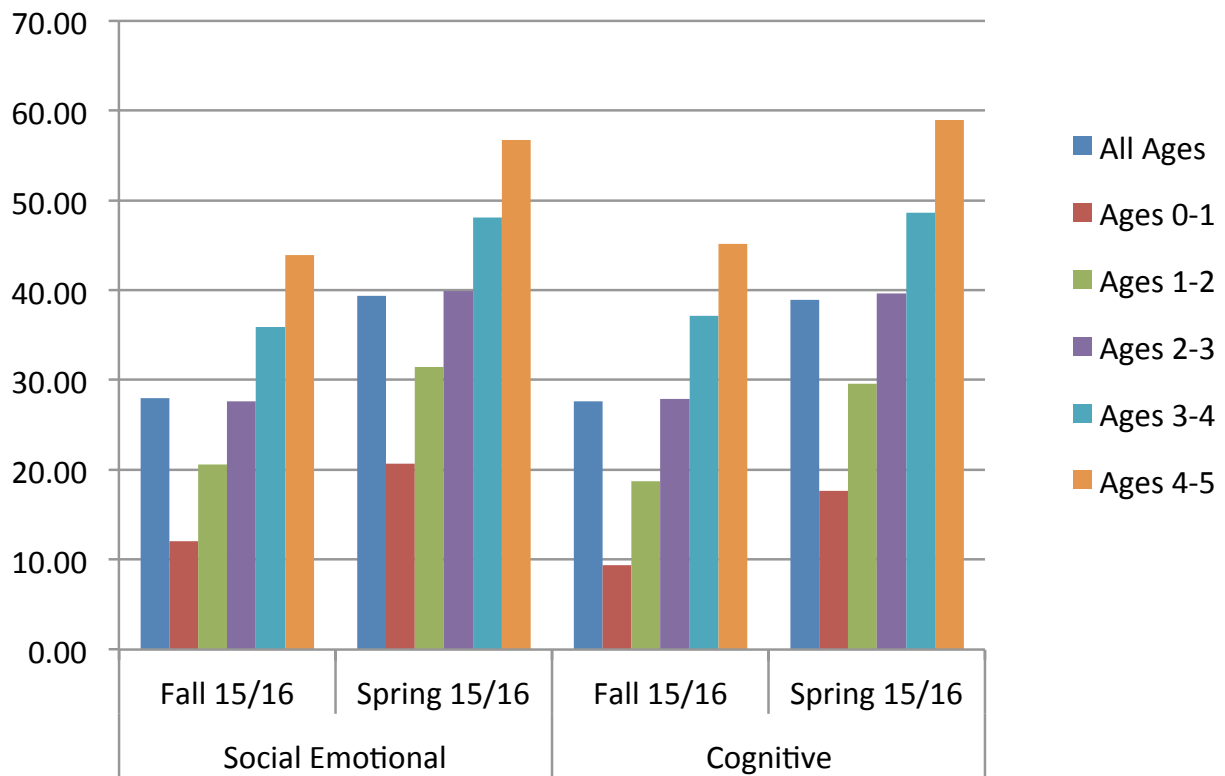
Teaching Strategies GOLD® Growth Export
 All Areas
 Comparing Checkpoints: Fall 2015/2016 and Spring 2015/2016 EHS
 NOTE: Red Numbers indicate the average score is below the expectation

RCOE/ Migrant Head Start	RCOE Migrant Head Start-Imperial & Riverside County EHS																								
	Social-Emotional					Physical - Gross Motor					Physical - Fine Motor					Language					Cognitive				
	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth
All Ages	79		15.5	28.9	13.48	79		8.7	12.9	4.23	79		4.1	7.3	3.205	79		14.1	20.91	6.857	79		14	28.9	14.943
Ages 0-1	30	4-14	7.36	19.5	12.14	30	3-9	5.12	9.3	4.18	30	1-3	1.52	4.8	3.28	30	3-15	5.82	12.12	6.3	30	2-11	5.56	18	12.44
Ages 1-2	30	14-30	17.18	30.2	13.02	30	9-12	9.74	13.2	3.46	30	4-7	4.74	7.5	2.76	30	15-29	16.4	24.8	8.42	30	11-27	15.5	30	14.54
Ages 2-3	19	24-30	21.83	37.1	15.28	19	12-16	11.25	16.3	5.05	19	6-10	5.93	9.5	3.575	19	25-39	20	25.8	5.85	19	23-39	21	38.8	17.85

RCOE/ Migrant Head Start	RCOE Migrant Head Start-Imperial & Riverside County EHS																								
	Literacy					Mathematics					Spanish Language					Spanish Literacy					English Language Acquisition				
	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth	# Children	Expectation	Fall 15/16	SPR 15/16	Growth
All Ages	79		4.2	10.7	6.535	79		4.0	12.8	8.803	27		17.8	25.8	8.067	27		7.1	13.8	6.694					
Age 0-1	30	0-2	0.96	4.5	3.54	30	0-0	0.3	5.7	5.4	10	3-15	10	17.5	7.5	10	0-2	1.67	5.9	4.233	N/A	N/A			
Age 1-2	30	4-8	4.46	11.6	7.14	30	6-12	4.52	12.6	8.08	7	15-29	17.95	25.7	7.75	7	4-6	7.3	12.6	5.3					
Age 2-3	19	12-24	7.175	16.1	8.925	19	11-22	7.17	20.1	12.93	10	25-39	25.35	34.3	8.95	10	12-24	12.5	23	10.55					

Early Childhood Development and Health Services . . . continued

Teaching Strategies GOLD® Growth Export Report
2015-2016 RCOE MHS (Fall & Spring)



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. 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.

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

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 an historical summary of CLASS scores for 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)			
MHS 2016 Final Scores	6.25	5.65	2.95
2015 Federal OHSMS Review (12/3/15)	6.10	5.82	2.78
FY 2015 Lowest 10%	5.66	5.27	2.23
MHS 2015 Final Scores	6.13	5.58	3.66
FY 2014 Lowest 10%	5.70	5.36	2.20
MHS 2014 Final Scores	6.02	5.23	2.63
FY 2013 Lowest 10%	5.54	5.05	2.10
MHS 2013 Final Scores	6.04	5.08	2.58
Federal DRS Threshold	4.00	3.00	2.00
2013 Federal OHSMS Review (11/19/12)	5.72	5.30	2.13
MHS 2012 Final Scores	5.42	4.56	2.23
2010 Federal OHSMS Review (4/25/10)	4.48	3.27	2.23

Report Revised: 6/30/2016

Early Childhood Development and Health Services . . . continued

SAFE ENVIRONMENTS

Staff at five (5) MHS sites provide 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 plant repairs. They monitor the work of vendors to ensure quality. They also help administration plan for major repairs/renovations.

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

2015-2016 SELECTED PROGRAM GOALS

GOAL #1 (MHS & EHS)

Maintain Funded Enrollment: Exceeded. Served 639 (101.5%) for MHS and 114 (134.1%) for EHS.

GOAL #2 (MHS & EHS)

Teacher Qualifications: Assisted teachers to enroll in BA, ECE or related field. Out of 46 teachers employed, 43 or 88% have a BA degree.

GOAL #3 (MHS & EHS)

Children with Disabilities Meet or Exceed 10% Services: Exceeded. In 2015-2016, 66 (10.5%) for MHS and 15 (17.6%) for EHS children with disabilities were served respectively.

NUTRITION SERVICES

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

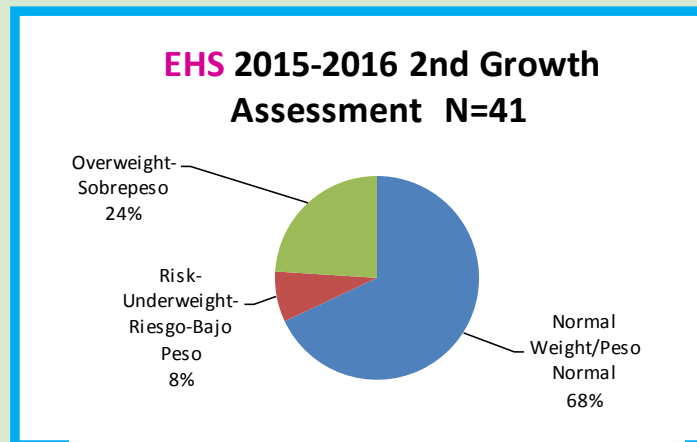
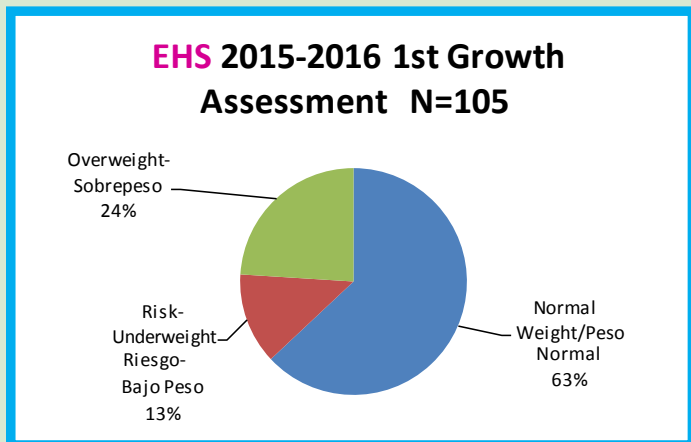
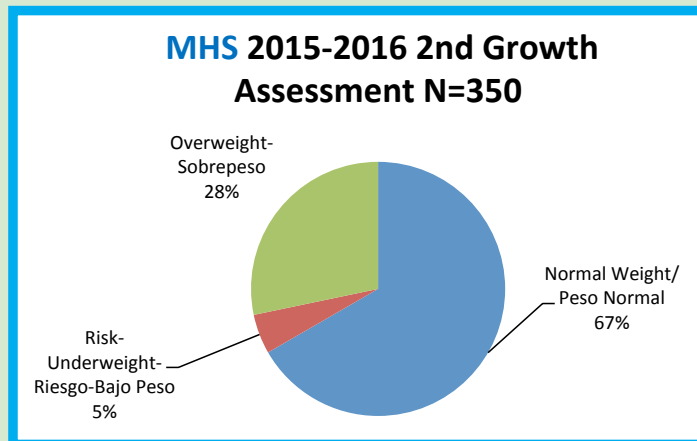
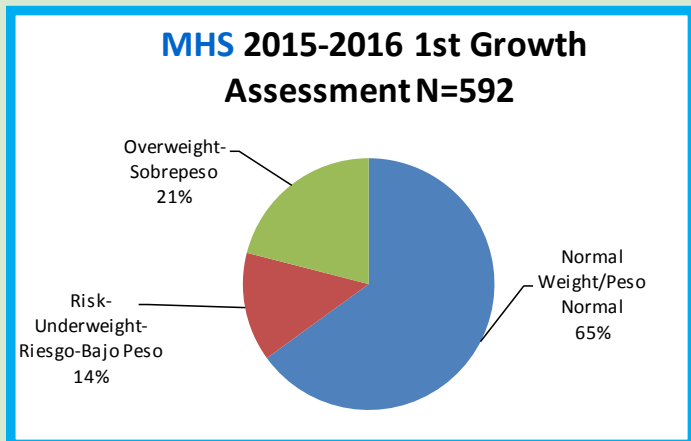
NUTRITION EDUCATION

Nutrition education is of primary importance for children and families enrolled in MHS. Results of the 2015-2016 nutrition assessment indicate more than 30% had abnormal height/weight for their age.



Early Childhood Development and Health Services . . . continued

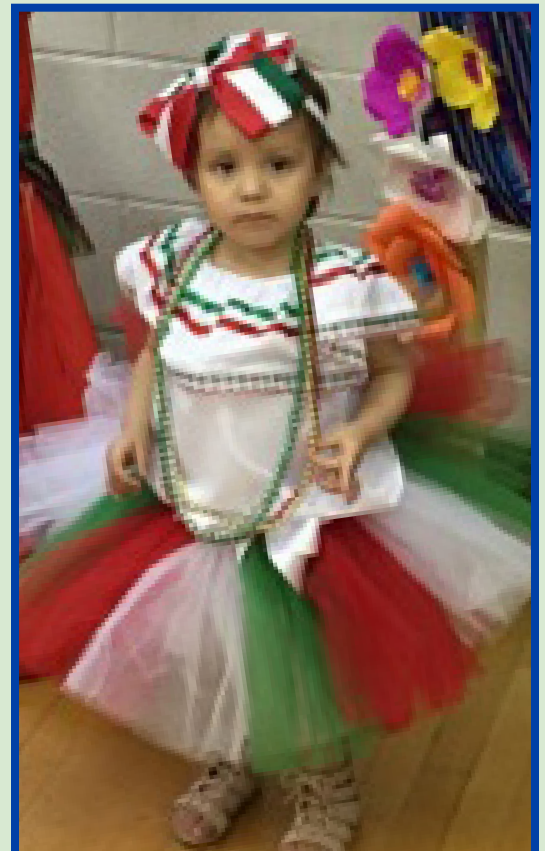
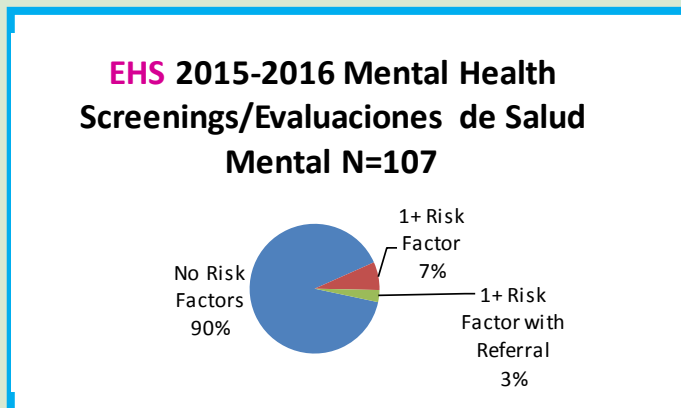
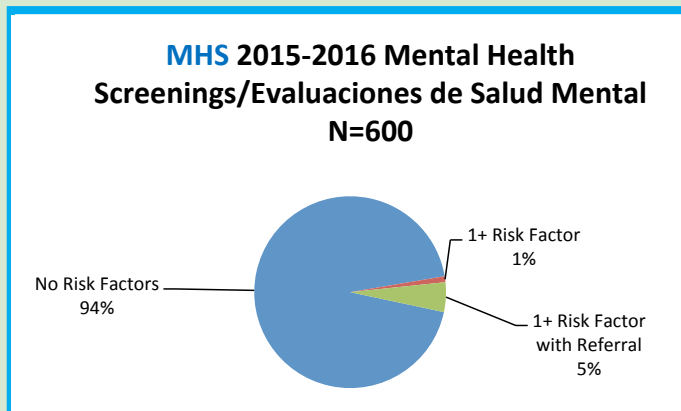
NUTRITION ASSESSMENTS DIAGNOSIS



Early Childhood Development and Health Services . . . continued

MENTAL WELLNESS SCREENINGS

Mental Health Services	MHS	EHS
Children enrolled this year in MHSP that have received a Mental Health (MH) screening	600	107
Number of children for whom MH professional consulted with program staff	47	7
<ul style="list-style-type: none"> Of these, children for whom the MH professional provided 3 or more consultations with program staff 	31	6
Number of children for whom MH professional consulted with parent(s)/guardians	37	6
<ul style="list-style-type: none"> Of these, children for whom the MH professional provided 3 or more consultations with parent(s)/guardians 	16	6
<ul style="list-style-type: none"> Number of children for whom the MH professional facilitated a referral for Mental Health Services 	7	1
Total number of classroom observations conducted by MH professional	35	0
Total number of family child care home observations conducted by MH professional	51	



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 levels. 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:

Indicador	Indicator	2014-2015					2015-2016				
		RCOE MSHS	California MSHS	National MSHS	California (All)	National (All)	RCOE MSHS (1)	California MSHS (14)	National MSHS (61)	California (All - 296)	National [All - 3,234]
Inscripción financiada	Funded Enrollment	629	6,632	30,314	109,325	942,011	629	7,019	31,853	109,369	945,857
Inscripción "acumulativa" real	Actual "Cumulative" Enrollment	641	6,763	28,227	132,825	1,099,995	639	7,142	29,115	129,232	1,096,491
Porcentaje (%)	%	101.9%	102.0%	93.1%	121.5%	116.8%	101.6%	101.8%	91.4%	118.2%	115.9%
Inscripciones de Niños 0-2	Enrollment Children 0-2	304	3,454	14,868	28,675	193,079	264	3,705	15,912	29,783	211,273
Porcentaje (%)	%	47.4%	51.1%	52.7%	21.6%	17.6%	41.3%	51.9%	54.7%	23.0%	19.3%
Personal "Prescolar" con credencial ECE	Preschool Staff with ECE Credential	100.0%	84.2%	69.6%	60.2%	67.9%	100.0%	82.6%	69.8%	65.3%	68.5%
Niños con seguro de salud al final del año	Children with Health Insurance at End of Year	99.5%	98.9%	90.0%	97.5%	95.2%	100.0%	99.1%	90.2%	97.8%	95.4%
Exámenes médicos que se completaron	Completed All Medical Screenings	97.7%	91.0%	90.6%	83.3%	85.0%	96.2%	82.7%	89.8%	82.4%	83.6%
Diagnosticados con necesidad de tratamiento médico	Diagnosed as Needing Medical Treatment	71	910	2,800	12,747	96,161	47	763	2,367	12,977	97,728
Recibieron o están recibiendo tratamiento médico	Received or Are Receiving Medical Treatment	71	891	2,679	11,755	88,813	40	731	2,242	12,341	90,564
Porcentaje (%)	%	100.0%	97.9%	95.7%	92.2%	92.4%	85.1%	95.8%	94.7%	95.1%	92.7%
A la fecha con todas las vacunas	Up to Date on All Immunizations	99.2%	97.1%	97.0%	96.1%	94.7%	98.9%	98.8%	96.3%	96.0%	94.0%
Recibieron cuidado dental preventivo	Received Dental Preventive Care	330	2,946	12,286	86,082	757,548	369	2,953	11,631	83,844	724,919
Recibieron examen de salud oral	Received Oral Health Exam	300	2,548	11,976	91,019	758,532	357	2,973	11,896	80,214	721,955
Diagnosticados con necesidad de tratamiento dental	Diagnosed as Needing Dental Treatment	103	989	3,242	20,040	136,787	90	975	3,091	19,700	129,972
Recibieron tratamiento dental	Received Dental Treatment	94	895	2,743	15,955	99,412	80	904	2,710	15,998	95,360
Porcentaje (%)	%	91.3%	90.5%	84.6%	79.6%	72.7%	88.9%	92.7%	87.7%	81.2%	73.4%
Niños con discapacidades	Children with Disabilities	9.8%	7.4%	8.3%	11.2%	12.1%	10.3%	7.1%	8.0%	11.6%	12.2%
Cantidad de familias	Number of Families	475	5,235	20,543	122,903	1,007,523	475	5,594	21,457	118,752	999,524
Cantidad de familias monoparentales	Number of "Single Parent" Families	205	1,472	5,783	53,857	581,609	225	1,663	6,439	52,883	582,351
Porcentaje (%)	%	43.2%	28.1%	28.2%	43.8%	57.7%	47.4%	29.7%	30.0%	44.5%	58.3%

Source: Office of Head Start PIR Reports 2012-2016

Program Information Report (PIR) . . . continued

Indicador	Indicator	2015-2016				
		RCOE EHS FCC (1)	California EHS (147)	National EHS (1,344)	California (All - 296)	National [All - 3,234]
Inscripción financiada	Funded Enrollment	85	19,838	147,378	109,369	945,857
Inscripción "acumulativa" real	Actual "Cumulative" Enrollment	114	27,626	205,315	129,232	1,096,491
Porcentaje (%)	%	134.1%	139.3%	139.3%	118.2%	115.9%
Inscripciones de Niños 0-2	Enrollment Children 0-2	96	25,966	190,672	29,783	211,273
Porcentaje (%)	%	84.2%	94.0%	92.9%	23.0%	19.3%
Personal con credencial ECE	Staff with ECE Credential	100.0%	72.0%	70.4%	65.3%	68.5%
Niños con seguro de salud al final del año	Children with Health Insurance at end of year	100.0%	92.8%	90.4%	97.8%	95.4%
Exámenes médicos que se completaron	Completed All Medical Screenings	88.6%	71.5%	71.0%	82.4%	83.6%
Diagnosticados con necesidad de tratamiento médico	Diagnosed as Needing Medical Treatment	7	1,886	12,309	12,977	97,728
Recibieron o están recibiendo tratamiento médico	Received or Are Receiving Medical Treatment	7	1,778	11,414	12,341	90,564
Porcentaje (%)	%	100.0%	94.3%	92.7%	95.1%	92.7%
A la fecha con todas las vacunas	Up To date on All Immunizations	100.0%	87.1%	84.4%	96.0%	94.0%
Recibieron cuidado dental preventivo	Received Dental Preventive Care	18			83,844	724,919
Recibieron examen de salud oral	Received Oral Health Exam	18			80,214	721,955
Diagnosticados con necesidad de tratamiento dental	Diagnosed as Needing Dental Treatment	2			19,700	129,972
Recibieron tratamiento dental	Rec'd Dental Treatment	2			15,998	95,360
Porcentaje (%)	%	100.0%	#DIV/0!	#DIV/0!	81.2%	73.4%
Niños con discapacidades	Children with Disabilities	14.0%	11.9%	11.6%	11.6%	12.2%
Cantidad de familias	Number of families	95	23,707	171,731	118,752	999,524
Cantidad de familias monoparentales	Number of "Single Parent" Families	38	11,224	103,340	52,883	582,351
Porcentaje (%)	%	40.0%	47.3%	60.2%	44.5%	58.3%

Source: Office of Head Start PIR Reports 2016

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 ensure that spending meets Head Start requirements of allowability, allocatability, 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 department also prepares the 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 members. RCOE is among one of the largest employee payrolls in Riverside and Imperial Counties. The effectiveness of our fiscal practices reflects in the overall positive results of the fiscal portion of federal reviews in April 2010, December 2012, and April 2015.



FISCAL/ACCOUNTABILITY

FEDERAL GRANT FUNDS

The Riverside County Office of Education Migrant Head Start program had total operating budgets for the period 2014- 2016 from the following sources:

	MHS 2014-2015	MHS 2015-2016	EHS 2015-2016
Federal Sources	\$7,774,007	\$7,786,007	\$2,603,500
*In-Kind Donations	\$1,010,181	\$1,360,680	\$97,488

* 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

	MHS 2014-2015	MHS 2015-2016	EHS 2015-2016
Personnel Costs	\$5,177,226	\$5,124,959	\$699,636
Family Child Care	\$840,391	\$823,072	\$523,507
• Transportation Costs	\$282,764	\$281,704	\$738,620
• Facilities	\$154,903	\$75,246	\$5,244
• Supplies, Food, and Other Services	\$1,318,723	\$1,481,026	\$0
Total	\$7,774,007	\$7,786,007	\$1,967,007
In-Kind Donations	\$1,010,181	\$1,360,680	\$97,488
<u>Food Services Provided through the USDA (value)</u>	\$356,112	\$341,808	\$87,351

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

Program Design and Management . . . continued

SHARED GOVERNANCE

RCOE has a well-functioning MHS Policy Council and Governing Body. They share the 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, provide feedback to the program, and promote Migrant Head Start in their communities.



2015-2016 Policy Council Executive Committee

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, 2015. 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.

MONITORING

To assure quality in its MHS program and compliance with federal standards and administrative requirements, RCOE, 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, yielding increased understanding of the rules, and emphasizing the importance of a holistic approach to monitoring.

In addition to the ongoing monitoring of each of the sites and program areas, 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 Services Community Care Licensing also conducts announced compliance visits.

OFFICE OF HEAD START FEDERAL REVIEWS

The RCOE MHS program has had over 20 years of very successful triennial federal reviews. These reviews have found that RCOE complies with federal regulations. The following is an excerpt from the 2015 federal review:

“This letter serves as formal notice that Riverside County Office of Education successfully passed the Head Start Key Indicators-Compliant (HSKI-C) Review Event and thus qualified for differential monitoring based on the results of the monitoring review. Therefore, Riverside County Office of Education will be scheduled to receive two additional reviews: Environmental Health and Safety and CLASS for Head Start grantees or Comprehensive Services/School Readiness for EHS grantees during the remaining course of the five-year grant monitoring process.”

In April 2015, the Administration for Children and Families (ACF) conducted an Environmental Health and Safety (EnvHS) event for the Riverside County Office of Education Migrant Head Start 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 event.

Based on the information gathered during this review event, your Migrant and Seasonal Head Start programs were found to be out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

In December 2015, RCOE submitted a Grantee Response and Correction Plan to the ACF Office of Head Start certifying correction of items found to be non-compliant, with many of them corrected during the review period. OHS responded “based on the information gathered during our review, we have closed the previously identified findings. Accordingly, no corrective action is required”. RCOE is waiting for final certification from ACF.

Family & Community Engagement

PARENT SATISFACTION

Year-end Satisfaction: In 2015-2016, out of a possible 482 families, 181 (39%) families responded. Overall, the results from the surveys confirm that 96% of parents are very satisfied with our services, both center-based and Family Child Care (FCC).

TRANSPORTATION SERVICES

RCOE owns a fleet of nine buses. RCOE contracts drivers and maintenance of vehicles for services with Brawley and El Centro Elementary School Districts for all three Imperial County sites. First Student, formerly Laidlaw, provides services for Mecca and Thermal Sites. 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 60 minutes long. The bus drivers are highly trained, verified, and regulated by the California Department of Motor Vehicles.

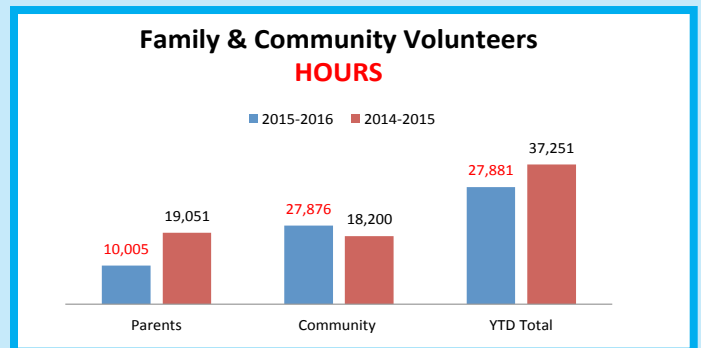
VOLUNTEER OPPORTUNITIES

The program encourages full participation of family members and community volunteers at the sites as well as with the administration of the program. Volunteer opportunities are available through center parent committees, MHS Policy Council, site-based classroom volunteers, and student interns. As shown in the graphs below, Migrant Head Start programs (MHS/EHS) have consistently maintained the volunteer hours per year.

HOME SCHOOL CONNECTION

The Office of Head Start National Center on Parent, Family and Community Engagement states that the children's family is one of the primary ingredients when preparing children for school and life. Research has proven that children benefit when all of the adults who care for them work together. When Migrant Head Start staff and families are engaged as partners, they commit to working together on the children's behalf. When family members take the lead and make decisions about their children's learning, they are truly engaged. Positive, goal-directed relationships between families and program staff are key to engagement and children's school readiness.

RCOE Migrant Head Start is committed to improving family engagement among its families. The RCOE Migrant Head Start program's goal is to have 40% of Migrant Head Start families participate in at least 35 hours of home-school connection activities per year.



COMMUNITY PARTNERSHIPS

RCOE MHS has both formal and informal partnerships with various communities, as well as 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 this program, MHS children receive individualized attention and loving support to strengthen social emotional skills. Children's social development flourishes under special guidance of the abuelitos through multi-generational partnership.

BRAWLEY PUBLIC LIBRARY LAMBS/MECCA PUBLIC LIBRARY PARTNERSHIP:

School Readiness books are distributed in Imperial County through a partnership with Brawley Public Library LAMBS. LAMBS has been selected by the California School Boards Association as a 2014 recipient of the Golden Bell Award for their Literacy and Mobile Book Services in the Early Childhood Education category. LAMBS has been serving preschool programs in Imperial County since 2001. LAMBS provides 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.



MIGRANT HEAD START PROGRAM SITES

MIGRANT HEAD START CENTRAL OFFICE

Division of Early Learning Services
370 Aurora Drive
El Centro, CA 92243
(760) 337-1555 / (760) 337-1478 Fax
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) 335-2940 / (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 Programs

please visit us at www.rcoe.us
or call us at **(760) 337-1555**



www.rcoe.us