



Fresno Economic Opportunities Commission Head Start Annual Report—2013/2014

Our Vision

Head Start continues to play a key role in the transformation of education in America.

We bring our long record of success in working with the most challenging young children and their families to our partnerships with those in education and family services.

Together we will deliver on our nation's promise that all of our young children have the opportunity to succeed.



Building a
better life
for children



Brian Angus, Chief Executive Officer
Naomi Quiring-Mizumoto, Chief Programs Officer
Tamala Olsby, Head Start Director
Kathleen Shivaprasad, Early Head Start Program Director
1920 Mariposa Mall, Suite 200
Fresno, CA 93721 • 559 263-1200 • 559 263-1287 fax

This report is prepared to comply with the Head Start Reauthorization Act of 2007, Administrative Requirements and Standards Sec. 644 [42 U.S.C. 9839 (a)(2)].



Table of Contents

	Page
Introduction	1
Program Overview	
Head Start	1
Early Head Start	2
A—Public and Private Funds Received.....	3
B—Budgetary Expenditures FY 2013.....	3
C—Services to Families.....	4
D—Accountability—Quality Assurance and External Review.....	5
E—Service Measures—Medical and Dental Services.....	6
R—Family Engagement Activities	6
G—School Readiness Activities	7
Program Governance.....	10

Introduction

Fresno Economic Opportunities Commission (Fresno EOC) Head Start has successfully provided comprehensive child development services for low income preschool children and their families since 1965. Services include education, nutrition, health, medical, dental, parental engagement and social services. Expansion of services to children ages 0-3 was implemented in 1996 through the Early Head Start Program. Over 102,487 Head Start children and 5,791 Early Head Start children and their families have received service from Fresno EOC since the program began in 1965.

The purpose of Fresno EOC Head Start is to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development in two ways:

1. The learning environment will support children's growth in language, literacy, mathematics, science, and emotional functioning, creative arts, physical skills, and approaches to learning; and
2. Each family will be provided with health, educational, nutritional, social, and other services when necessary based on the family's needs assessments.

Fresno EOC Head Start currently serves approximately 2,943 children throughout Fresno County in over 32 centers and 18 Home Base areas. The Early Head Start program serves approximately 308 children in urban Fresno, Clovis, Reedley, Sanger, Parlier, Del Rey, Selma, Fowler, Biola, and Kerman.

Program Overview—Head Start

Head Start endeavors to strengthen the ability of disadvantaged children to cope with school by providing a program to meet their emotional, social, health, nutritional, and psychological needs in nurturing and stimulating environments.



Learning

Children are provided with a variety of age appropriate early childhood education-learning experiences to foster intellectual, social, and emotional growth. Head Start children participate in indoor and outdoor play, are introduced to the concepts of words, numbers and other pre-kindergarten skills, are encouraged to express their feelings, develop self-confidence, and the ability to get along with others. Children with disabilities are included with typically developing children.

Health Services

Children are provided with comprehensive medical, dental, mental health, and nutritional services, including meals/snacks each day. Head Start refers children to needed community resources and pays for services when families are unable to pay.



Parent Engagement

Parent engagement is the key ingredient to the success of Head Start children and their families in meeting many of their goals. Participation includes volunteering in the classroom, actively participating in home visits, making decisions regarding budgets, curriculum planning, staff hiring, training and all aspects of Head Start.

Family Assistance

Families are provided with social service assistance to assess and better meet their various needs. Parents are provided information regarding the emotional, social, health, nutritional, and psychological needs of their children and educational/literacy activities that can be carried out at home.

Program Overview—Early Head Start

The mission of the Early Head Start program is to provide comprehensive child development and family support services to pregnant women and families with infants and toddlers birth to age three.



Early Head Start focuses on healthy cognitive, physical, social and emotional development of infants and toddlers. We also promote healthy outcomes for pregnant women and support positive family relations. Father/male participation is encouraged.

Early Head Start strives to have the greatest impact on participating children by offering supportive services as early in life as possible. The prenatal period of growth and development has a lasting impact on the child's potential for healthy growth and development after birth. Early Head Start programs provide services to pregnant women and their families through the child's first three years of life.

Some of our expected outcomes include:

- to promote safe, healthy and developmentally enriched care given to infants and toddlers through an array of both home and group experiences
- to support family members as primary caregivers and educators of their children as they strive toward self-sufficiency
- to encourage parent engagement in all aspects of planning, implementing, and evaluating the EHS program
- to encourage Early Head Start families to participate in and advocate for comprehensive high quality services that support children and families within their communities



A—Public and Private Funds Received

Head Start and Early Head Start funds are received from the U.S. Department of Health and Human Services, Administration for Children and Families, and Child and Adult Care Food Program (CACFP-U.S. Department of Agriculture) and California Department of Education (USDA and State). No other public or private funds are received.



B—Budgetary Expenditures FY 2013

Head Start*

FY 2013 Category	Budget Basic + T&TA	Expenditures			Percent of Total	2014 Proposed Budget (Basic + T&TA)	2014 Proposed Budget (Basic + T&TA) with Sequestration cuts
		Basic	T&TA	Total			
Personnel	14,864,158	14,834,954	29,204	14,864,158	55%	14,588,207	15,545,364
Fringe Benefits	6,739,150	6,719,139	20,011	6,739,150	25%	6,335,604	6,751,859
Travel	3,214	3,214	0	3,214	.01%	3,214	3,214
Equipment	0	0	0	0	0%	0	0
Supplies	673,936	658,140	15,796	673,936	2.5%	549,651	664,147
Contractual	117,894	117,630	264	117,894	.44%	145,124	148,210
Facilities Construction	0	0	0	0	0%	0	0
Other**	2,533,231	2,391,184	140,546	2,531,730	9%	3,370,693	3,590,716
Direct Costs	24,931,583	24,724,260	205,821	24,930,081	93%	24,992,493	26,703,510
Indirect Costs	1,860,384	1,845,995	14,389	1,860,384	7%	1,749,474	1,877,799
Total Amount	26,791,967	26,570,255	220,210	26,790,465		26,741,967	28,581,309

T&TA – Training and Technical Assistance

*Met the 20% in-kind federal matching share.

**Reimbursements from USDA and CACFP included in “Other”

Early Head Start*

FY 2013 Category	Budget*** Basic + T&TA	Expenditures			Percent of Total	2014 Proposed Budget (Basic + T&TA)	2014 Proposed Budget (Basic + T&TA) with Sequestration cuts
		Basic	T&TA	Total			
Personnel	2,424,073	2,362,220	11,489	2,373,709	57%	2,417,379	2,621,104
Fringe Benefits	835,093	807,491	3,320	810,811	20%	841,787	899,115
Travel	0	0	0	0	0%	0	0
Equipment	0	0	0	0	0%	0	0
Supplies	110,676	118,761	880	119,641	2.9%	110,676	110,676
Contractual	81,432	27,797	120	27,915	.67%	81,432	81,764
Facilities Construction	0	0	0	0	0%	0	0
Other**	435,087	469,624	77,518	547,143	13%	435,087	435,087
Direct Costs	3,886,361	3,785,892	93,327	3,879,219	94%	3,886,361	4,147,746
Indirect Costs	272,046	262,087	6,525	268,611	6%	272,046	291,651
Total Amount	4,158,407	4,047,979	99,852	4,147,830		4,158,407	4,439,397

T&TA – Training and Technical Assistance

*Met the 20% in-kind federal matching share.

**Reimbursements from USDA and CACFP included in “Other”

C—Services to Families

In school year 2013/2014, Fresno EOC Head Start provided services for 3,821 children and 3,655 families. The average monthly enrollment was 2,943. The funded monthly enrollment was 2,943. The program maintained 100% enrollment (as a percentage of funded enrollment) throughout the year. Most of the children served (96% or 3,655) were income eligible (including children below 100% poverty line, on public assistance, foster children, and homeless).

Children and Families Served by Head Start

Children by Age	No. Enrolled	Type of Eligibility	No. Enrolled
3 years old	1645	Income below 100% of Federal poverty line	1718
4 years old	2176	Receipt of public assistance (e.g., TANF, SSI)	1876
5 years and older	0	Status as a foster child	55
Total	3,821	Status as homeless	6
		Over income	166
		Total	3821

In school year 2013/2014, Fresno EOC Early Head Start provided services for 515 children (including pregnant women) and 479 families. The average monthly enrollment was 308. The program maintained 100% enrollment (as a percentage of funded enrollment) throughout the year. Most of the children/pregnant women served (97% or 500) were income eligible (including children below 100% poverty line, on public assistance, foster children, and homeless).

Children and Families Served by Early Head Start

Children by Age	No. Enrolled	Type of Eligibility	No. Enrolled
Under 1 year	173	Income below 100% of Federal poverty line	252
1 year old	154	Receipt of public assistance (e.g., TANF, SSI)	222
2 years old	116	Status as a foster child	19
3 years old	36	Status as homeless	7
Pregnant women	36	Over income	15
Total	515	Total	515



D—Accountability—Quality Assurance and External Review

Monitoring the goals and activities of Head Start and Early Head Start programs is an ongoing process. Through the use of regular self-assessments, the Tri-Annual Federal Review, and an annual fiscal audit, Fresno EOC Head Start and Early Head Start are able to maintain a high quality program and participate in continuous program improvement.

Independent Audit

An annual independent audit is conducted in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133. The most recent audit found that Fresno EOC Head Start and Early Head Start complied in all material respects with the requirements applicable to each of its major federal programs for the year ended December 31, 2013.

Federal Review by the Secretary of Health and Human Services

Fresno EOC's most recent Federal Review occurred from November 3-7, 2013. Based on the information gathered during the review, it was determined that Fresno EOC Head Start and Early Head Start was in compliance with all applicable Head Start Performance Standards, laws, regulations and policy requirements.

All Compliance Measure (CM) areas were found to be in compliance. One area was found to be of concern, that area was in Child Health & Safety (CHS) 2.1 CM (PS 1304.20(b)(1)). The Federal Review team reviewed 90 files to ensure completion of children's screenings. Four of the 90 child files reviewed showed that the Ages & Stages Questionnaire - Social Emotional (ASQ-SE) screening was not completed within the 45 day requirement. This screening tool was new to Head Start in the 2013/2014 school year and corrective procedures have been established to ensure that all required screenings are completed within the required timeframe. No corrective actions were required from the Federal Government.

During the triennial federal review, classrooms were observed using the Classroom Assessment Scoring System (CLASS). CLASS scores for the 2014 Federal Review year have not yet been released.



E—Service Measures—Medical and Dental Services

Because good health and nutrition are important for learning, Fresno EOC Head Start and Early Head Start focus on children’s health. As required, all enrolled children have timely physical and dental exams and basic health screenings, including hearing, vision, health and nutrition; and follow-up referrals to medical and outside services.

Staff works with families to ensure follow-up services are received for any identified needs with appropriate medical and/or dental exams and treatment. Children enrolled in Head Start more than 45 days achieved a 90% success rate for complete medical exams* and a 93% rate for complete dental exams. Children enrolled in Early Head Start more than 45 days achieved an 86% success rate for complete medical care and preventative dental care.



*Complete medical exams include all of the following elements: physical exam, complete immunizations, hearing and vision screening, height and weight measurements, and hemoglobin and lead screening.

F—Family Engagement Activities

Head Start and Early Head Start are programs designed to strengthen families and break the cycle of poverty. To make this happen, parents and caregivers are involved extensively in the programs’ governance activities. Staff promotes and fosters parent involvement as families participate in classroom experiences, weekly home visits, and/or bimonthly socialization. In addition, families are encouraged to develop leadership skills by participation in the Local Parent Committee (LPC), County-Wide Policy Council (CWPC), Continuous Improvement Team (CIT), and the Health Services Advisory Committee.

The 2013/2014 school year parent involvement activities of Head Start and Early Head Start included:

- Classroom volunteers
- Home visits
- Cluster visits (Early Head Start)
- Socialization
- Field trips
- Parenting Classes
- Monthly LPC meetings
- County-Wide Parent Conferences (2)
- Annual Program Self-Assessment
- Continuous Improvement Team (Early Head Start)
- Early Head Start Health Fair at the Spring Parent Conference
- Open Houses
- Parent Volunteer Recognition Luncheon
- Workshops, such as “Good Touch, Bad Touch”, “Positive Discipline”, “Transition”, “Health Topics and Procedures”, “How Children Learn Through Play”, “Gang Violence”, “Mental Health Issues” and “Domestic Violence”

G—School Readiness Activities

Fresno EOC Head Start promotes the young child’s school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development and approaches to learning. Each child’s skills and knowledge are assessed to ensure that the educational instruction and school readiness of children in the program are supported.



Child Assessments

Head Start children are assessed three times annually, in the fall, winter and spring. Using the Desired Results Developmental Profile – Preschool, School Readiness Goals are created based upon the areas the children need most improvement. Goals and results for all three assessments for the 2013/2014 school year can be viewed on page 8. Based upon the individual child assessment, teachers are able to individualize each child’s curriculum to meet the needs of that child. Children enrolled in Fresno EOC Head Start are getting a very good start for their academic careers. This assessment is also used to assess how Fresno EOC Head Start is meeting the needs of non-English speaking children and children diagnosed with a disability. It is important to note that while children who have an additional disadvantage in performing well in school (e.g., inability to speak English, diagnosed disability) scored below their counterparts, their progress from the beginning of the school year to the end showed the same rate of improvement and growth as their counterparts.

Early Head Start children are screened within 45 days of enrollment to identify infants and toddlers who need further evaluation for early intervention services. Staff uses the Ages and Stages Questionnaire Screening tool and the Infant/Toddler Developmental Assessment to evaluate the children’s sensory modalities and social-emotional development. These are evaluated through 8 domains: gross motor, fine motor, relationship to inanimate objects, language/communication, self-help, relationship to person, emotions and feeling states, and coping behavior. Children who are screened or assessed “at risk” or “delayed” on either instrument are referred for further evaluation and/or early intervention. Goals and results for the 2013/2014 program year can be viewed on page 9.

Transition Activities

A transition MOU exists with the Fresno County Office of Education. The following activities to ease the family’s and child’s transition into kindergarten are noted below:

Activities	Number
Cross-program visits	105
Informational meetings with parents	10,645
Cross program meetings to discuss individual child progress	212
Schools contacted	168
School districts contacted	30
Letters to school principals, superintendents, district staff	161

Fresno EOC Head Start School Readiness Goals 2013-2014

HS Child Development and Early Learning Framework	Fresno EOC HS School Readiness Goals	CA Preschool Learning Foundations	Fresno EOC HS Developmental Profile- Preschool (DRDP)	Results of DRDP I	Results of DRDP II	Results of DRDP III	
Physical Development & Health	Children will exhibit control of small muscles by using fingers to manipulate small objects requiring precise eye-hand coordination.	Domain: Physical Development	Physical Development				
		Strand: Fundamental Movement Skills	40.PD3: Fine motor skills	20%	50%	75%	All Ages
		Substrand: 3.0 Manipulative Skills		5% 26%	23% 61%	50% 87%	3 Yr Olds 4 Yr Olds
Social & Emotional Development	Children will demonstrate healthy relationships and interaction with peers and adults by recognizing and labeling others' emotions, and expressing empathy and sympathy to peers.	Domain: Social Emotional Development	Self and Social Development				
		Strand: Self	03.SSD3: Expression of empathy	10%	33%	63%	All Ages
		Substrand: 4.0 Empathy and Caring		2% 13%	11% 42%	35% 75%	3 Yr Olds 4 Yr Olds
Approaches to Learning	Children will demonstrate the ability to begin and finish activities with persistence and attention by maintaining interest in a project or activity until completed.	Domain: Social-Emotional Development	Cognitive Development				
		Strand: Self	31.COG5: Engagement and persistence	10%	36%	66%	All Ages
		Substrand: 5.0 Initiative in Learning		1% 14%	13% 46%	39% 79%	3 Yr Olds 4 Yr Olds
Language and Literacy	Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound by identifying and distinguishing words in language and syllables in words. Children will demonstrate awareness that letters can be individually named and have sounds associated with them. Dual Language Learners will exhibit increased engagement by demonstrating interest, understanding, and communicating while participating in English Literacy Activities.	Domain: Language and Literacy	Lang. and Literacy Dev.	4%	17%	45%	All Ages
		Strand: Reading					
		Substrand: 2.0 Phonological Awareness	20.LLD8: Phonological awareness	1% 6%	4% 22%	17% 58%	3 Yr Olds 4 Yr Olds
		Strand: Reading					
		Substrand: 3.0 Alphabetic and Word/Print Recognition	21.LLD9: Letter and word knowledge	8% 1% 10%	22% 5% 31%	51% 21% 64%	All Ages 3 Yr Olds 4 Yr Olds
		Domain: English Language Development	English Language Dev.	11%	28%	55%	All Ages
Cognition and General Knowledge	Children will demonstrate recognition that numbers (or sets of objects) can be combined or separated to make another number.	Strand: Reading	25.ELD3: Understanding and response to English literacy activities	4% 14%	9% 37%	30% 66%	3 Yr Olds 4 Yr Olds
		Domain: Mathematics Knowledge & Skills	Mathematical Dev.				
		Strand: Number Sense	33.MATH2: Number sense of mathematical operations	6% 1% 10%	22% 4% 29%	51% 22% 64%	All Ages 3 Yr Olds 4 Yr Olds
		Substrand: 2.0 Children will begin to understand number relationships and operations in their everyday environment.					

Fresno EOC Early Head Start Program School Readiness Goals 2013-2014

Child Development and Early Learning Framework	Fresno EOC EHS Readiness Goals	CA Infant & Toddler Learning & Dev. Foundations	Fresno EOC EHS IDA Performance Indicator	Results I	Results II	Results III
Physical Development & Health	Infants and toddlers will demonstrate progressive positive health and development.	Infants & toddlers will develop the ability to move their large and small muscles.	Infants and toddlers will progress from: Head compensates through walks upstairs alternating feet (Gross Motor)	94%	93%	92%
			Ability to retain a rattle through builds tower of 3 cubes (Fine Motor)	93%	92%	89%
Social & Emotional Development	Infants and toddlers will demonstrate progressive positive social behavior, emotion regulation and emotional well-being.	Infants and toddlers will develop the ability to respond to and engage with other children, concept they are individuals operating within social relationships and ability to manage emotional responses.	Infants and toddlers will progress from: Following others with eyes to cooperative play (Relationships to Persons)	93%	93%	91%
			Shows seeking through does things for self (Coping Behavior)	95%	95%	93%
			Expresses discomfort to recovers from small hurts on own (Emotions and Feeling States)	96%	96%	97%
			Sucks hand or thumb fortuitously through washes and dries hands and face (Self-Help)	94%	94%	93%
Approaches to Learning	Infants and toddlers will demonstrate progressive, positive communication and approaches toward learning, including improved attention skills.	Infants & toddlers will develop the ability to mirror, repeat and practice the actions of others. The ability to attend to people and things while interacting with others and exploring the environment.	Infants and toddlers will progress from: Shows seeking activities through tries to do things for self (Coping Behavior)	95%	95%	93%
			Responds to voice through relates selectively to family members (Relationships to Persons)	93%	93%	91%
Language and Literacy	Infants and toddlers will demonstrate progressive positive communication, language, and emergent literacy skills.	Infants and toddlers will develop the ability to understand words and increasingly complex utterances. They will develop the interest in engaging with print in books and in the environment.	Infants and toddlers will progress from: Looks at adults through talks about daily events (Relationships to Persons)	93%	93%	91%
			Vocalizes ah, eh, uh through knows rhymes or songs (Language and Literacy)	89%	89%	84%
			Retains rattle through imitates cross (+)(Fine Motor)	93%	92%	89%
Cognition and General Knowledge	Infants and toddlers will demonstrate progressive positive general cognitive skills.	Infants & toddlers will develop understanding that one event brings about another, the ability to group, sort, categorize, connect and have expectations of objects and people according to their attributes, understanding of how things move and fit in space, ability to attend to people and things while interacting with others and exploring the environment and play materials.	Infants and toddlers will progress from: Looks at object through rotates form board to solve puzzle (Relationship to Objects)	94%	94%	93%
			Follows object visually to strings small beads (Fine Motor)	93%	92%	89%
			Head compensates through rides tricycle using pedals (Gross Motor)	94%	93%	89%
			Vocalizes ah, eh, uh, through understands prepositions (Language and Communication)	89%	89%	84%

Program Governance

Board of Commissioners (2014)

Elected Representatives

Julia Hernandez - *Target Area A*
Juanita Veliz - *Target Area B*
Daniel T. Parra - *Target Area C*
Joshua Mitchell - *Target Area D*
Frank Franco - *Target Area E*
Earl Brown Jr. - *Target Area F*
Catherine Robles - *Target Area G*
Linda R. Hayes - *Target Area H*

Community Sector Representatives

Esther Cuevas – *Economic Development Corporation*
Pastor B.E. McAllister – *West Fresno Faith Based Organization*
Charles Garabedian, Jr. - *Malaga County Water District*
Tito A. Lucero - *Head Start County-Wide Policy Council*
Reverend Paul McCoy - *NAACP*
Maiyer Vang – *Fresno Center for New Americans*
Jimi Rodgers - *Association of Black Social Workers*
Deanna Mathies – *Fresno Unified School District*

Representatives of Public Officials

Tim Bakman - *14th Senatorial District*
Cheryl Sullivan - *Community Colleges*
Amy Arambula - *Juvenile Courts*
George A. Finley, Sr. - *Fresno County Board of Supervisors*
Yvette Quiroga - *Fresno County Board of Supervisors*
LaShawn Baines – *16th Assembly District*
Esmeralda Soria - *31st Assembly District*
Richard Keyes - *Fresno Mayor's Appointment*

County-Wide Policy Council Executive Board (2013/2014)

Joseph Hill – *Chairperson*
Cheyanna Lightfoot – *Vice Chairperson*
Gabriela Caballero – *Secretary*
Christina Perez – *Treasurer*
Jazzmine Atkins-Jones – *Sergeant-at-Arms*
Sarah Roach – *Historian*
Elizabeth Gago-Cole – *Early Head Start*
Erica Lopez-Garcia – *Personnel Committee*
Julia Castaneda-Struck – *Parent Planning and Review Committee*
Adriana Tenorio – *Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Committee*
Carlos Sepulveda – *Budget and Finance Committee*



Head Start

Executive Office

Chief Executive Officer

Brian Angus

Chief Programs Officer

Naomi Quiring-Mizumoto

Chief Financial Officer

Salam Nalia

Associate Human Resources Officer

Michael Garcia

Planning and Resource Development Officer

Paul McClain-Lugowski

Strategy and Communication Officer

Lynne Jones

Operations Officer

Bill Simon

Internal Audit Manager

Susan Shiomi

Service Areas

Head Start currently serves over 2,900 children throughout Fresno County in 32 Centers and 18 Home Base areas.

Early Head Start currently serves over 300 children throughout Fresno County in 2 Centers and 9 Home Visitation areas.

Biola	Kings Canyon
Cantua Creek	Malaga
Caruthers	Mendota
Clovis	Mountain Area
Coalinga	Orange Cove
Del Rey	Parlier
Easton/Raisin City	Pinedale
Fresno	Reedley
Firebaugh	Riverdale
Five Points	San Joaquin
Fowler	Sanger
Huron	Selma
Kerman	Tranquility
Kingsburg	