



Division of Children and Family Services
Migrant Head Start



Serving children and families in Coachella and Imperial Valleys

Report to the Community 2014-2015



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



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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*

2014-2015 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. In reflecting upon that success, we celebrate the Riverside County Office of Education (RCOE) Migrant Head Start (MHS) program. For the past 20 years, the 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 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 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.

The Migrant Head Start program transforms the lives of children and families immeasurably. It 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 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.

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 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 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 and 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. 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, the RCOE MHS Policy Council, as well as many other partnerships and community volunteers.



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 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 MHS program also fosters 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 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 division head Dr. Walsh-Reuss and the RCOE organization for its continuous support of our unit.

2014-2015 was a very successful year. We exceeded our funded enrollment, and as you will see in this report, children and families experienced significant growth. We applied for and received an Early Head Start FCC Partnership grant to serve an additional 85 children and, for the first time, to serve seasonal families.

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

We received notification that we are eligible to apply for a five-year grant.

We have again exceeded our funded enrollment of 629 by serving 639 cumulative enrollments, including almost 330 children through the FCC program option.

Staff continues to implement TS GOLD® assessments and Child Plus.

The 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 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 (7) conditions to place a grant in re-competition 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. Shortage of this precious resource has dire consequences for farmers, farmworker families, 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 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, 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

VISION, MISSION AND CORE VALUES

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 AND MISSION

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

MISSION – Riverside County Office of Education Migrant Head Start, in partnership with parents and community partners, facilitates access to 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. 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.

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 the purpose 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 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 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
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
2010-2011	629	654 (104%)	110	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



Heart of Extraordinary Service recipient

Elizet Barojas, Migrant Head Start Permit Teacher at the Calexico site, has been with RCOE since 2000. Nominators state that “Elizet consistently demonstrated her commitment to offering quality services to the children and families she serves.” Elizet creates excitement and interest among the children in her classroom through the use of engaging activities. She works cooperatively and effectively with colleagues, community partners, and families to ensure that our children are prepared to transition to school, and that they are successful. In dealing with families, she is respectful and sensitive to cultural backgrounds and customs. Elizet has embraced the implementation of new assessment tools and curriculum. Congratulations Elizet!

Early Childhood Development and Health Services

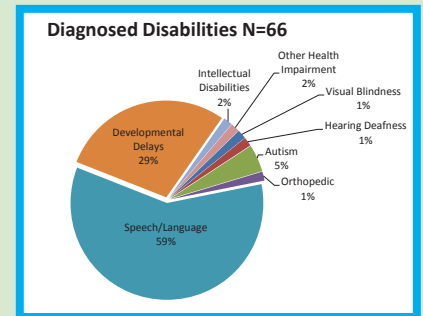
DISABILITY SERVICES

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 2012-2015, children with disabilities were served as follows:

	2012-2013	2013-2014	2014-2015
Funded Enrollment	629	591	629
Potential Disabilities Identified	85 (13.5%)	91 (15.3%)	93 (14.78%)
LEA Referrals	82 (13.0%)	89 (15.0%)	90 (14.3%)
LEA Evaluations	74 (11.8%)	77 (13.0%)	81 (12.8%)
Children with IEP/IFSP	72 (11.4%)	66 (11.16%)	66 (10.49%)



2014-2015 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. The goals are aligned to the Head Start Child Development Early Learning Framework (HSCDELFF), 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 in strengthening 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 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 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 (HSCDELG). 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

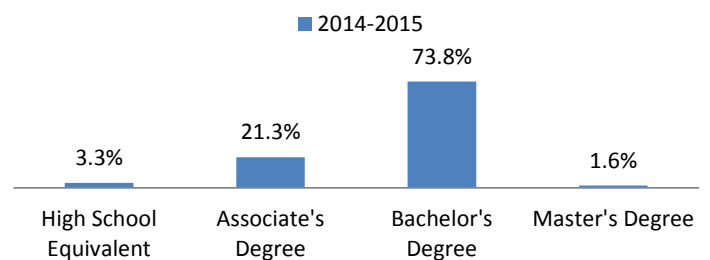
- Standard Full Day Center Based Services
- Standard Full Day Family Child Care Homes

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.

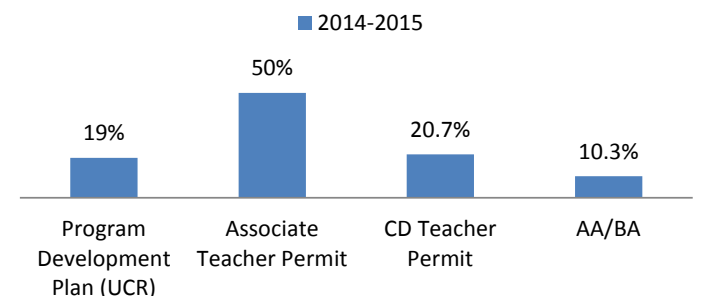
MIGRANT HEAD START TEACHERS: EDUCATION LEVELS

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 46 teacher positions filled, 45 have a college degree. 43 or 93.47% have a bachelor's degree, and two have a MA. An additional two are enrolled in a BA program. 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 curricula as well as the Head Start Early Learning Framework.

RCOE-MHS uses The Teaching Strategies GOLD® for ongoing assessment. This assessment 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 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, including 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 2014-2015 RCOE MHS 1ST AND 3RD (FALL & SPRING) N= 505 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 winter. These periods may also be referred to as 1st and 3rd checkpoint.

The Data in This Report

The report represents the assessment data gathered for an average of 505 children in the RCOE Migrant Head Start during the 2014-2015 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, 505 children had enough GOLD® data during 2014-2015 to be included in this report. 134 children enrolled later or dropped before the next checkpoint was due and were not able to receive all three assessments.

2014-2015 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. 2014-15 GOLD® results for all Imperial and Riverside County sites showed that all MHS children reached expectations. Children ages 0 to 1 exceeded expectations in Social Emotional, Fine Motor, Cognitive, Literacy, Mathematics, and Spanish Literacy. Children ages 1 to 2 exceeded expectations in Spanish Literacy. Children ages 2 to 3 exceeded expectations in Social Emotional Development. None of the children in age groups 3 to 5 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 Development 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 and parents 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 as 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 also at the objective level. During the analysis, it was observed that GOLD® Objectives needed our program’s attention.



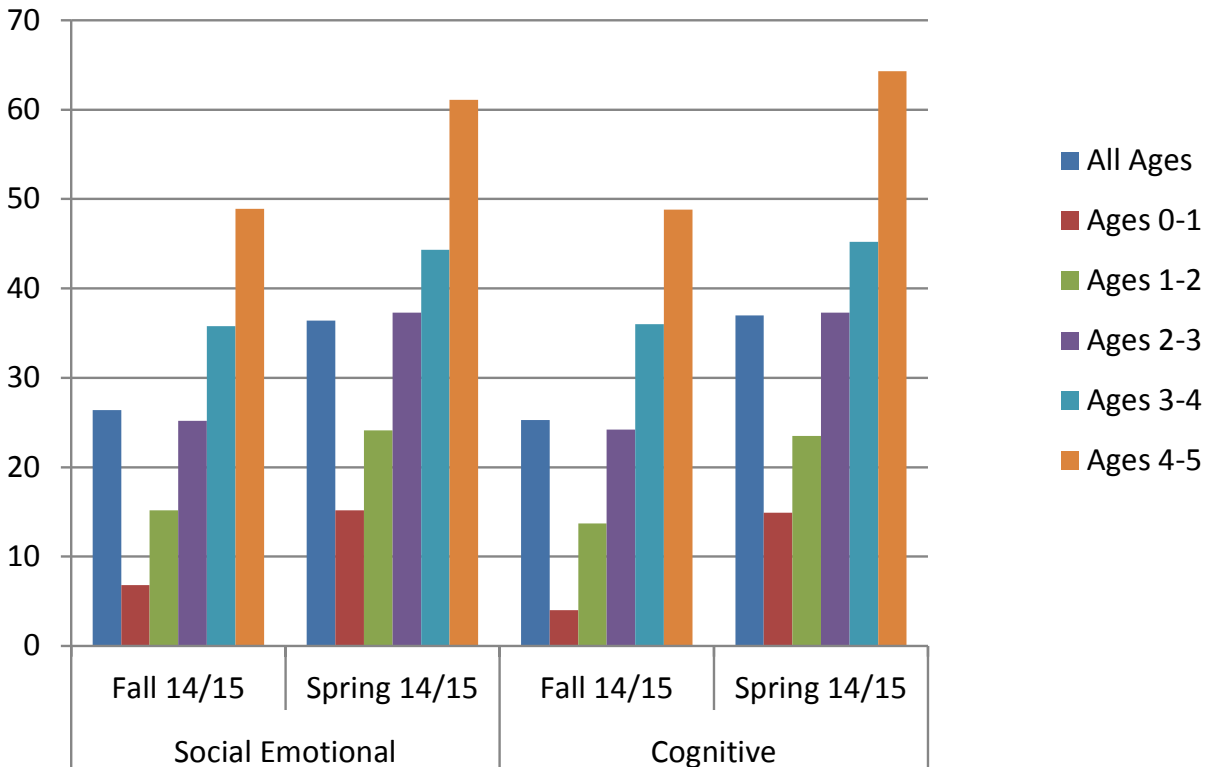
Early Childhood Development and Health Services . . . continued

Teaching Strategies GOLD® Growth Export
 Comparing Checkpoints: Fall 2014/2015 and Spring 2014/2015
 RED: Below Expectation GREEN: Exceeded Expectation BLACK: Within Expectation

RCOE/ Migrant Head Start	RCOE Migrant Head Start-All Sites																								
	Social-Emotional					Physical - Gross Motor					Physical - Fine Motor					Language					Cognitive				
	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth
All Ages	505		26.4	36.4	10	505		11.5	15.1	3.53	511		6.4	8.9	2.44	504		20	27.77	7.74	508		25.3	37.09	11.75
Ages 0-1	30	4-14	6.86	15.2	8.34	31	3-9	4.68	8.43	3.76	31	1-3	1.4	3.622	2.22	31	3-15	3.88	10.27	6.39	31	2-11	4.01	14.9	10.89
Ages 1-2	73	14-30	15.2	24.13	8.9	75	9-12	8.41	11.38	2.97	75	4-7	3.89	6.1	2.21	77	15-29	10.2	17.31	7.14	75	11-27	13.7	23.59	9.94
Ages 2-3	117	24-30	25.2	37.36	12.2	116	12-16	11.5	15.51	4.01	117	6-10	6.47	9.39	2.92	113	25-39	17.4	26.88	9.44	116	23-39	24.2	37.39	13.17
Ages 3-4	126	34-50	35.8	44.35	8.59	126	15-19	14.45	17.32	2.87	126	8-13	8.77	11	2.23	125	34-49	28.3	34.62	6.31	127	36-53	36	45.22	9.23
Ages 4-5	159	46-62	48.9	61.09	12.2	157	18-24	18.71	22.74	4.03	162	11-15	11.58	14.19	2.61	158	43-59	40.3	49.76	9.43	159	46-66	48.8	64.37	15.52

RCOE/ Migrant Head Start	RCOE Migrant Head Start-All Sites																													
	Literacy					Mathematics					Spanish Language					Spanish Literacy					English Language Acquisition									
	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth	# Children	Expectation	Fall 14/15	Spring 14/15	Growth					
All Ages	500		13.9	22.9	9.06	501		12.1	21.9	9.78	495		23.4	32.8	9.38	489		14.9	24.6	9.7	260		5.5	8.36	2.86					
Age 0-1	32	0-2	0.29	2.62	2.33	32	0-0	0.02	1.98	1.96	31	3-15	5.33	12.93	7.6	31	0-2	0.24	2.922	2.68	N/A	N/A	N/A	N/A	N/A					
Age 1-2	77	4-8	2.45	6.56	4.11	73	6-12	3.19	8.04	4.85	70	15-29	13.14	20.97	7.83	75	4-6	3.35	7.79	4.44										
Age 2-3	114	12-24	9.62	19.58	9.96	113	11-22	8.93	18.10	9.17	113	25-39	22.44	34.25	11.8	113	12-24	10.3	22.42	12.2										
Age 3-4	123	24-44	21.7	30.61	8.87	125	20-32	17.48	24.09	6.61	122	34-49	33.32	41.32	8	120	24-44	24.1	33.23	9.17						108		4.23	6.71	2.48
Age 4-5	154	34-70	35.3	55.32	20	158	31-45	27.21	38.63	11.4	159	43-59	42.98	54.62	11.6	150	34-70	36.7	56.51	19.8						152		6.76	10.01	3.25

Teaching Strategies GOLD Growth Export Report
 2014-2015 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 trainings 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 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)			
MHS 2015 Final Scores	6.13	5.58	3.66
MHS 2014 Final Scores	6.02	5.23	2.63
MHS 2013 Final Scores	6.04	5.08	2.58
FY 2014 Lowest 10%	5.70	5.36	2.20
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
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: 5/26/2015

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.

2014-2015 Program Selected Goals

GOAL #1

Maintain Funded Enrollment: Exceeded. Served 629 (101.5%)

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

Children with Disabilities Meet or exceed 10% services: Exceeded. In 2014-2015, 66 (10.5%) children with disabilities served.

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.

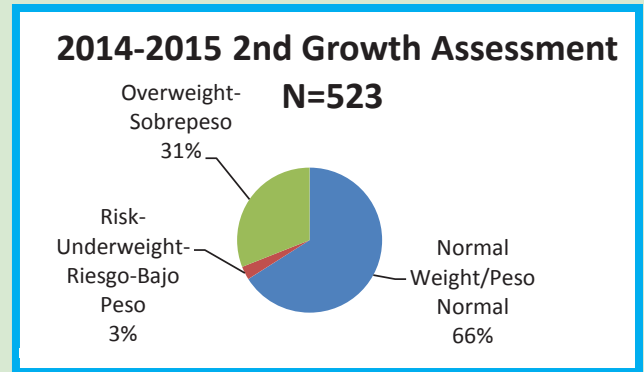
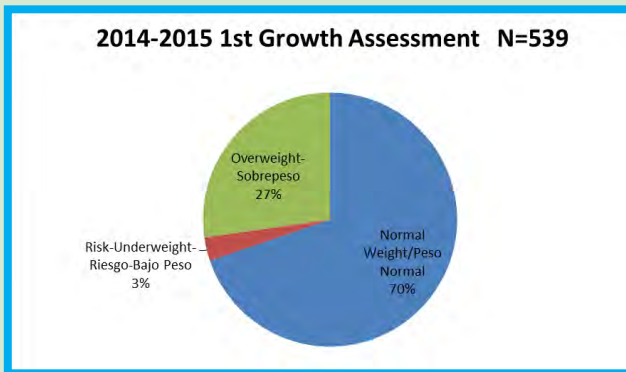
Nutrition Education

Nutrition education is of primary importance for children and families enrolled in MHS. Results of the 2014-2015 nutrition assessment showed that more than 30% had abnormal height/weight for their age.



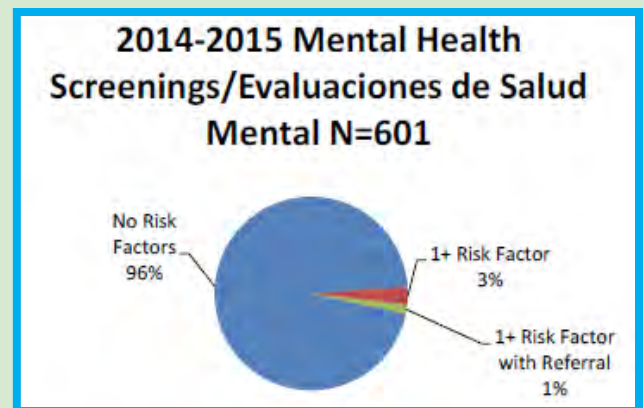
Early Childhood Development and Health Services . . . continued

NUTRITION ASSESSMENTS DIAGNOSIS



MENTAL WELLNESS SCREENINGS

Children enrolled this year in MHS that have received a Mental Health (MH) screening	601
Number of children for whom MH Professional consulted with program staff	36
<ul style="list-style-type: none"> Of these children for whom the MH Professional provided 3 or more consultations with program staff 	20
Number of children for whom MH professional consulted with parent(s)/guardians	25
<ul style="list-style-type: none"> Of these, children for whom the MH Professional provided 3 or more consultations with parent(s)/guardian 	9
<ul style="list-style-type: none"> Number of children for whom the MH Professional facilitated a referral for Mental Health Services 	20
Total Number of Classroom Observations conducted by MH Professional	34
Total Number of Family Child Care Home Observations conducted by MH Professional	54



Heart of Extraordinary Service recipient

Karla Meza, Migrant Head Start Teacher at the Brawley Center, has been with RCOE since 2009. Karla demonstrates the Commitments to Extraordinary Service to everyone that she interacts with on a daily basis. Because Karla has created a safe and caring learning environment, her students love going to school and love her so much that they refuse to stay home when they are ill. Karla has successfully developed innovative lessons that engage children and cultivate their creativity. She distinguishes herself by being a conscientious, energetic early childhood "pioneer". In addition to being organized, diligent with her paperwork, accessible, and dependable, Karla is highly respected by her peers and co-workers. Karla possesses the gift of being an effective teacher, great leader, and an outstanding resource to parents. Congratulations Karla!

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	2012-2013				2013-2014				2014-2015				
	RCOE MSHS	National MSHS	California (All)	National (All)	RCOE MSHS	National MSHS	California (All)	National (All)	RCOE MSHS	California MSHS	National MSHS	California (All)	National (All)
Funded Enrollment	629	32,298	112,299	960,347	591	31,335	107,389	917,707	629	6,632	30,314	109,325	942,011
Actual "Cumulative" Enrollment	644	32,082	135,680	1,129,805	618	30,085	130,513	1,076,126	641	6,763	28,227	132,825	1,099,995
%	102.4%	99.3%	120.8%	117.6%	104.6%	96.0%	121.5%	117.3%	101.9%	102.0%	93.1%	121.5%	116.8%
Preschool Staff with ECE Credential	100.0%				100.0%				100.0%	84.2%	69.6%	60.2%	67.9%
Enrollment Children 0-2									304	3,454	14,868	28,675	193,079
%									47.4%	51.1%	52.7%	21.6%	17.6%
Children with Health Insurance at end of year	99.5%	89.7%	96.6%	95.2%	99.4%	90.1%	97.4%	95.3%	99.5%	98.9%	90.0%	97.5%	95.2%
Completed All Medical Screenings	94.3%	87.6%	88.2%	87.5%	96.3%	84.5%	86.3%	86.4%	97.7%	91.0%	90.6%	83.3%	85.0%
Diagnosed as Needing Medical Treatment	9	3,502	16,443	124,627	8	2,528	13,031	101,973	71	910	2,800	12,747	96,161
Received or Are Receiving Medical Treatment	8	3,306	15,812	117,387	8	2,302	12,221	94,950	71	891	2,679	11,755	88,813
%	88.9%	94.4%	96.2%	94.2%	100.0%	91.1%	93.8%	93.1%	100.0%	97.9%	95.7%	92.2%	92.4%
Up To date on All Immunizations	98.0%	86.9%	90.6%	89.7%	99.2%	83.6%	93.7%	89.1%	99.2%	97.1%	97.0%	96.1%	94.7%
Received Oral Health Exam	321	14,472	97,622	818,101	346	13,739	91,705	763,830	300	2,548	11,976	91,019	758,532
Received Dental Preventive Care	328	12,826	94,375	807,404	347	13,102	93,012	764,324	330	2,946	12,286	86,082	757,548
Diagnosed as Needing Dental Treatment	61	3,896	25,626	160,352	88	3,670	23,127	143,061	103	989	3,242	20,040	136,787
Rec'd Dental Treatment	60	3,376	22,884	128,794	80	3,059	19,764	107,691	94	895	2,743	15,955	99,412
%	98.4%	86.7%	89.3%	80.3%	90.9%	83.4%	85.5%	75.3%	91.3%	90.5%	84.6%	79.6%	72.7%
Children with Disabilities	11.2%	7.0%	11.1%	14.2%	10.7%	7.5%	11.3%	14.2%	9.8%	7.4%	8.3%	11.2%	12.1%
Number of families	462	23,035	125,351	1,033,698	443	21,977	121,444	988,923	475	5,235	20,543	122,903	1,007,523
Number of "single parent" families	156	6,499	55,381	606,756	170	6,095	53,740	576,806	205	1,472	5,783	53,857	581,609
%	33.8%	28.2%	44.2%	58.7%	38.4%	27.7%	44.3%	58.3%	43.2%	28.1%	28.2%	43.8%	57.7%

Source: Office of Head Start PIR Reports 2012-2015

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, 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 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 County. 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 2013- 2015 from the following sources:

	2013-2014	2014-2015
Federal Sources	\$7,247,955	\$7,774,007
*In-Kind donations	\$895,815	\$1,010,181

*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

	2013-2014	2014-2015
Personnel costs	\$4,959,945	\$5,177,226
Family Child Care	\$671,325	\$840,391
• Transportation Costs	\$270,685	\$282,764
• Facilities	\$132,322	\$154,903
• Supplies, food, and other services	\$1,292,585	\$1,318,723
Total	\$7,247,955	\$7,774,007
In-Kind donations	\$956,289	\$1,162,026

Food Services provided through the USDA (value) \$327,597 \$356,112

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.



2014-2015 Policy Council Executive Committee

WOW Story, FCC Provider Olivia Villegas



Mrs. Olivia Villegas is a large license FCC provider from Calexico. In 2002, Mrs. Villegas was seeking services that would provide her child the opportunity to be well prepared for kindergarten, ready to learn, and succeed. Since her husband was a farmworker, they qualified to receive services through the MHS program. Mrs. Villegas was very proactive in volunteering and becoming an active participant in RCOE MHS. She found herself involved in the Policy Council and the Executive Committee, and became the President.

Mrs. Villegas graduated with a Bachelor in Accounting from Universidad Autónoma de Baja California. With the expansion of the FCC program, she had her foreign credential evaluated with a goal of continuing her education in child development. In 2008, she received her Associate Teachers Permit and in 2009 was eligible for her large license permit. Mrs. Villegas is an extraordinary individual who has dedicated herself to providing a nurturing, educational, and safe environment for children.

Mrs. Villegas also expressed the importance of parent involvement. As a parent whose children have benefited from the program she knows, first hand, about the importance of parent involvement. She is a strong believer that children will prosper with the full support of their parents and families. Mrs. Villegas continues to be a major supporter in her own children's education. She volunteers at their school functions, is part of the Site Council for the Migrant Education Program at the Calexico High School, is part of the Local Control & Accountability Plan Advisory Committee (LCAP), and was awarded Mother of the Year in 2011.

Mrs. Villegas has reached many of her personal and educational goals. She obtained a Child Development Site Supervisor Permit and is working toward her Bachelor's Degree in Child Development at the University California, Riverside. Mrs. Villegas' future goal is to earn her Master's Degree in child development with the hopes of becoming an administrator to a great agency like RCOE. Mrs. Villegas is a motivated and extraordinary woman. RCOE MHS is fortunate to have such an inspirational individual as part of the team.

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, 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, 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, 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 Service Community Care Licensing also conducts announced compliance visits.

OFFICE OF HEAD START FEDERAL REVIEWS

The RCOE MHS program has had 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 Head Start 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 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. RCOE is waiting for final certification from ACF.

Family & Community Engagement

PARENT SATISFACTION

Year-end Satisfaction: In 2014-2015, out of a possible 475 families, 191 (40%) families responded. Overall, the results from the surveys confirm that 100% of parents are satisfied with our services, both center-based and Family Child Care (FCC).

WOW Story, FCC Provider Onofre Zamora



Mr. Onofre Zamora is a large FCC provider from Mecca, California. Mr. Zamora moved his family to the United States in 1998 and settled in the Coachella Valley. Mr. Zamora first found employment as a seasonal farmworker and later worked in construction. In 2008, the financial crisis brought construction to a halt and Mr. Zamora became unemployed. His wife help financially by providing child care services for families. After work, he would find himself helping his wife with the children and found that he really enjoyed it.

The Zamoras had a great reputation among the community in Mecca for providing a warm and nurturing environment for children. Parents, community members, and his wife have been huge supporters of Mr. Zamora. They encouraged him to pursue opening a licensed daycare. Being a father of young children Mr. Zamora wanted to play a role in their upbringing. He decided to pursue his education in child development and eventually applied for his child development teacher permit.

Mr. Zamora became a part of RCOE, FCC in 2011. He receives great support from all RCOE staff. He is highly recommended by past and present families for whom he has provided services. He serves as a great role model to children and states that being a childcare provider is "the most important job in the world because I am raising the future of the world." He finds satisfaction in witnessing

children reach their developmental milestones. These are the most important stages in a child's life where they are learning and absorbing all information. Mr. Zamora loves being around children, and finds them to be fun and fascinating. He is very patient and has a natural ability to make children feel at ease and drawn to him.

Mr. Zamora is very involved with his own children. He has two sons who are very active in sports. He likes to have the free time to be able to support his sons. His future goal, after his children graduate, is to become a bus driver for the Coachella Unified School District. He wants to continue working and being involve with children. RCOE is very fortunate to have Mr. Zamora as a provider. He provides excellent quality care, is an extraordinary, caring individual, and has demonstrated that gender should not be the consideration when choosing a childcare provider. His qualifications have made him an exemplified provider for RCOE.

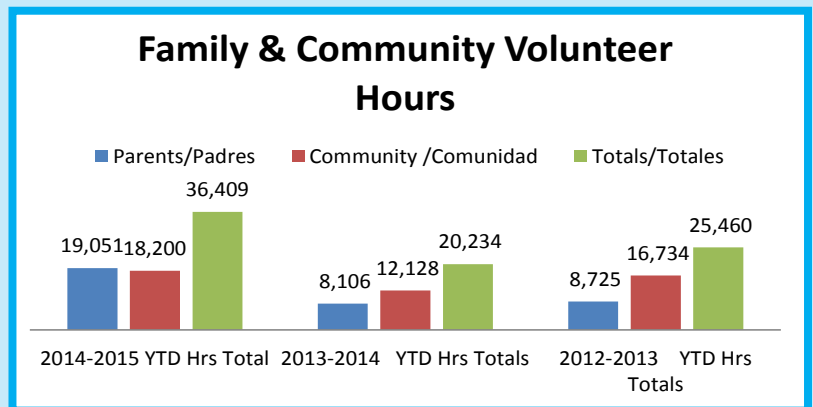
Heart of Extraordinary Service recipient

Angelica Silva, Migrant Head Start Permit Teacher at the Mecca site, has been with RCOE for eight years. Angelica has served as a Community Assistant and as Interim Site Manager. Angelica is described by nominators as "an asset to our organization." She exhibits extraordinary service and a positive attitude towards everyone that she interacts with on a daily basis. As an outstanding teacher, she makes every day an exciting learning experience for the children entrusted to her. Since Angelica is so warm and personable, children and families feel welcome and comfortable. Because Angelica is so organized and self-motivated, all task deadlines are met. She strives for excellence in everything that she does. Congratulations Angelica!

Family & Community Engagement . . . continued

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 committee, MHS Policy Council, site based classroom volunteers, and student interns. As shown in the graph, the program has 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 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 30% of Migrant Head Start families participate in at least 50 hours of home/school connection activities per year.

COMMUNITY PARTNERSHIPS

RCOE MHS has both formal and informal partnerships with various communities, both 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 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 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.



Family & Community Engagement . . . continued

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 sixty minutes long. The bus drivers are highly trained, verified, and regulated by the California Department of Motor Vehicles.



Heart of Extraordinary Service recipient

Jesus Mario Arriaga, Custodian for the Migrant Head Start Administrative office in El Centro, has been a RCOE employee for seven years. Nominators state that, "Mario is one of the hardest working, most conscientious employees in the Migrant Head Start unit." Mario cares deeply about the quality of his work and the people with whom he works. He sees the connection between his job duties and the success of the MHS program. In addition, Mario has excellent attendance while always seeking ways to improve conditions at the work site. Known for his positive attitude, Mario goes out of his way to assist co-workers. He embodies RCOE's Commitments to Extraordinary Service. With Mario, it is not what he does, but how he does it. Congratulations Mario!

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
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 Program

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



www.rcoe.us