Fresno Migrant & Seasonal Head Start

Delegate of
Community Action Partnership of
San Luis Obispo County

2014 Annual Report
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Shared Governance
Policy Committee Members

**Firebaugh**
Xochitl Sanchez
Estela Andrade (Alternate)

**Five Points**
Mayra Berber
Blas Lopez (Alternate)

**Huron**
Modesta Bautista (President)
Clara Pacheco (Alternate)

**Mendota**
Maria Castro
Jose M. Flores (Alternate)

**Orange Cove**
Laura Figueroa
Maria Peñalosa (Sargent at Arms)

**Parlier**
Jorge Vega (Vice-President)
Viviana Ledesma

**Inez C. Rodríguez**
Bardomiano Carranza (Secretary)
Eliseo Saldaña

**Selma**
Emmanuel Saldaña
Sonia Orozco (Alternate)

**Community Representative**
Tina Canales, R.D.

**Board of Directors Representative**
Sue Kern
Shared Governance

Community Action Partnership of Madera County’s Board of Directors

Public Officials

Kelly Woodard, Social Services Director
Miguel Gonzalez, Program Director (Alternate)
Edward Gonzalez, Madera Unified School District
Laura Tanner-McBrien, Madera Unified School District (Alternate)
Rick Farinelli, Madera County Board of Supervisors
Max Rodriguez, Madera County Board of Supervisors (Alternate)
Sally Bomprezzi, Madera City Council
Donald E. Holley, Madera City Hall (Alternate)
Dennis Haworth, City of Chowchilla - Vice Chairperson
John Chavez (Alternate)

Private Sector

Dennis Smith, Madera Chamber of Commerce
Liliana Echavarria, Policy Council for Regional Head Start
Emlen Miles-Mattingly, Fiscal Management/Accounting
Elizabeth Madrid, Madera Coalition for Community Justice
Kathy Lopes, Early Childhood Education and Development - Secretary/Treasurer

Target Areas

Nettie Amey, Central Madera/Alpha
Sue Kern, Eastern Madera County
Hansel Kern, Eastern Madera County (Alternate)
Ruth Carral, Eastside/Parksdale
Caroline Williams, Fairmead/Chowchilla
Vacant, Monroe/Washington
Letter from the Director

I am pleased to dedicate the 2014 Annual Report to Sue Kern, Parent Policy Committee Board of Director’s Representative. Mrs. Kern has been a member of the CAPMC Board since April 2005 and joined the Fresno Migrant Head Start Parent Policy Committee shortly thereafter. When Sue is not practicing law, you can find her actively advocating for her community through involvement in many organizations such as Madera Coalition for Community Justice, Centro La Familia, and Fresno Free College Foundation.

Mrs. Kern has supported Fresno Migrant Head Start parents in making important decisions that have impacted the education, health and wellbeing of thousands of migrant children over the years. On October 28, 2014, Fresno Migrant Head Start Parent Policy Committee presented her with a recognition award for her many years of service.

“Sue, I wish to thank you for your guidance and support during the past three years, bravo to you on all of your accomplishments.”

– Flora Chacon

On another note, this year was quite exhilarating, we started off the season with a fantastic federal review that yield many accolades from our Grantee, Community Action Partnership of San Luis Obispo. Then on February 21, 2014 the National Migrant and Seasonal Head Start Association held its Directors Affiliate Meeting in Tysons Corner, VA. At this meeting the 2014 Officers were elected and our Grantee, CAPSLO Child, Youth & Family Services Division Director, Bill Castellanos nominated me for the Member at Large position. Without much hesitation, I accepted the nomination and I was voted in. This designation allows me to represent the agency at a national level through the National Migrant and Seasonal Head Start Association Board; this is a significant role that I am eager to fulfill.

2014 was a successful year filled with opportunities and many accomplishments; we thank all of our migrant families, dedicated staff, community partners and stakeholders who support our vast efforts.

Respectfully,

Flora Chacon, M.A., C.P.M.
Program Director
Fresno Migrant and Seasonal Head Start
Community Action Partnership of Madera County (CAPMC), a 501(c)(3) non-profit organization, has dedicated its programs and services to address the needs of the low-income residents of Madera County for over the past four decades. Although Madera County is our primary focus for serving low-income individuals and families, CAPMC has also been awarded funds to expand Head Start services to Regional families in Mariposa County and Migrant/Seasonal families in Fresno County and Merced County.

CAPMC was established in 1965 as a result of the Economic Opportunity Act (EOA) of 1964. The EOA was signed into law by President Lyndon B. Johnson to support his declaration of an unconditional “War on Poverty.” The act was established to promote school readiness, enhance children’s social and cognitive development by providing educational, health, nutritional, social, and other services to enrolled children and their families. Each county in the United States designated a community action agency to be responsive to the needs of the low-income individuals and families by providing programs and services that assist them in becoming stable and self-reliant.

CAPMC is a leader in “helping people, changing lives.” We have received local and national recognition for implementing creative, cost-effective programs to serve the low-income residents of Madera, Mariposa, Merced, and Fresno counties. As the region continues to grow and change, CAPMC is also transforming itself to best serve those in need. CAPMC continues to examine its current programs to ensure that they meet the highest levels of efficiency and effectiveness. As an agency, leaders regularly seek to initiate innovative programs that complement and broaden our existing ones, and search for the best practices from other agencies in our community action network. CAPMC continues to maintain the financial integrity of its programs to maximize resources to the greatest benefit of CAPMC program participants and other customers and stakeholders. Since its inception in 1965, CAPMC’s mission and vision have remained the same:

**Mission**
Helping people, changing lives and making our community a better place to live by providing resources and services that inspire personal growth and independence.

**Vision**
CAPMC will be recognized as a premier social service agency that eliminates the effects of poverty by helping people obtain knowledge and skills to achieve self-reliance and economic stability…one life at a time.
Fresno Migrant & Seasonal Head Start Awarded National Head Start Association Quality Initiative Program of Excellence Designation

Fresno Migrant Head Start’s Grantee, Community Action Partnership of San Luis Obispo, was recognized as a Program of Excellence by the National Head Start Association Quality Initiative. This comes after being awarded the Program of Achievement designation in 2007. This distinctive designation was awarded to CAPSLO for the continuous exhibition of excellence in all components. CYFS Division Director, William Castellanos mailed each FMHS employee a card with the image of the prestigious award. Mr. Castellanos encouraged staff to share this great news with all and conclude by stating, “Let them know that you go to work every day and make a difference in the lives of the families we serve. Let them know that you earned this award and that you have created a Program of Excellence.”

Triennial Review

From 10/6/2013 to 10/10/2013, the Administration for Children and Families (ACF) conducted a monitoring review of the Community Action Partnership of San Luis Obispo County, Inc. Migrant and Seasonal Head Start including the delegate agency, Fresno Migrant & Seasonal Head Start. Based on the information gathered, no area of noncompliance was found during the course of the review.
In order to retain accreditation from the National Association for the Education of Young Children (NAEYC) Parlier Migrant Head Start worked on the entire process of accreditation from start to finish again. The center received the highest honor a child care facility can receive in December of 2011, and this year it was time for contend for this distinguished honor once again. Under the leadership of Center Director Ralph Carrillo, the center met the 250 plus criteria needed to ensure excellence. Although the program had been through the process before, it was challenging waiting for the NAEYC evaluator to conduct the program observations and inspection. Nevertheless, the program once again received top scores and maintained the accreditation. Year to date, this is the only program that has ever received this top honor in all of CAPMC.

“NAEYC accreditation is the highest honor a child care center can receive.”
– Ralph Carrillo, Center Director, Parlier Migrant Head Start
CAPMC’s most recent audit was conducted by Randolph Scott & Company as of June 30, 2013.

In the auditor’s judgment, there was no reservation as to the fairness of presentation of Community Action Partnership of Madera County financial statements and their conformity with Generally Accepted Accounting Principles (GAAP).

An “unmodified audit opinion” was given without any reservations of the financial condition. There were no finding or questioned costs or any material or significant internal control weaknesses noted during the audit.
CAPMC 2012-2013 Budget

CAPMC Revenues by Source
FYE 2012 - 2013
$22,073,229

- $1,134,152 (5%)
- $654,325 (3%)
- $1,017,603 (4%)
- $3,320,417 (15%)
- $488,034 (2%)
- $926,649 (4%)
- $2,420,065 (11%)
- $4,429,752 (20%)
- $2,207,329 (14%)
- $209,644 (1%)
- $625,286 (3%)
- $4,157,331 (18%)

HHS Head Start - Region IX
Inkind Contributions
US Dept. of Agriculture
US Dept. of Housing & Urban Dev.
CA Dept. of Education
CA Dept. of Education - SCOE
CA Dept. of Education - Orange Cove
CA Community Services Dept.

Fresno Migrant Head Start Expenditures by Category Fiscal Year 2012-2013

- Personnel (60%)
- Operations (13%)
- Equipment & Supplies (8%)
- Direct Services (11%)
- Administration (8%)
Legal Name: Community Action Partnership of Madera County
Grant Number: 90-CM-0151/001
Annual Funding Cycle: September 1, 2013—August 31, 2014

Number of Eligible Children Served in Fresno County:

0-2 Year Olds: 327
3-5 Year Olds: 205
Total: 532

Program Option: Center-Based
Licensed by Community Care Licensing
Centers are open 11 hours per day

Basic Funds: $4,156,952
T&TA Funds: $82,690
Total Funds Awarded: $4,239,642
In-Kind or Non-Federal Share

Donated Space $100,770.04

Professional Services $79,358.20

Donated Supplies $5,604.55

CSPP State Match $28,837.66

PC Committee $22,272.16

Volunteers $309,597.12

$546,439.73
Total In-Kind
ENROLLMENT STATISTICS

The FMHS Program served 532 children during the 2013-2014 Program Year. 100% of children served were identified as Hispanic/Latino origin.

57,000 Meals Served

Prior Enrollment of Children

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1st</td>
<td>45%</td>
</tr>
<tr>
<td>2nd</td>
<td>34%</td>
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<td>3+</td>
<td>21%</td>
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FUNDED ENROLLMENT

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tr>
<td>ACTUAL ENROLLMENT</td>
<td>532</td>
</tr>
<tr>
<td>INFANTS</td>
<td>182</td>
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<tr>
<td>TODDLERS</td>
<td>145</td>
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<tr>
<td>PRE-K</td>
<td>205</td>
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<tr>
<td>TOTAL FAMILIES SERVED</td>
<td>420</td>
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PERCENTAGE OF ENROLLED CHILDREN...

- WITH A DISABILITY: 5.0%
- WHO RECEIVED DENTAL EXAMS: 84%
- WHO RECEIVED PHYSICAL EXAMS: 96%

INCOME ELIGIBLE CHILDREN SERVED: *10% Over Income

AVERAGE MONTHLY ENROLLMENT BASED ON PROGRAM CAPACITY 83%
DEMOGRAPHICS OF FAMILIES SERVED

Families served primarily consisted of two-parent households.

PARENT’S LEVEL OF EDUCATION

- High School Degree/GED: 3%
- Associates/Some College: 2%
- Less than High School Degree/GED: 95%

PERCENT OF FAMILIES RECEIVING FEDERAL AIDE

- Temporary Assistance for Needy Families (TANF): 4%
- Supplemental Nutrition Assistance Program (SNAP): 28%
- Women, Infants and Children (WIC): 68%

FAMILY TYPE

- Single Parent: 25%
- Two Parent: 75%

EMPLOYMENT

- (Out of 314 Two-Parent Households) – Both Parents Employed: 98%
- (Out of 106 Single-Parent Households) – Parent Employed: 99%
WHAT OUR PARENTS SAY...

Results of a parent survey distributed in August 2014, reflected parents were overwhelmingly positive about Head Start services, staff, and facilities.

CENTERS AND STAFF:
76% strongly agreed and 18% agreed that they were satisfied with the overall Head Start experience.

RESPONSIVENESS:
56% strongly agreed and 23% agreed that staff were responsive to their needs.

HEALTH:
71% strongly agreed and 21% agreed that their child’s medical needs were addressed.

NUTRITIONAL NEEDS:
59% strongly agreed and 32% agreed that the provided monthly menu is informative of what their children are eating on a daily basis.

EDUCATIONAL ACTIVITIES:
88% strongly agreed and 12% agreed that teaching staff provided quality educational activities.

EDUCATIONAL PROGRESS:
80% strongly agreed and 20% agreed that they received information on their child’s educational progress.

FAMILY PARTNERSHIP GOALS:
82% strongly agreed and 17% agreed that staff are very supportive in helping parents meet their Family Partnership Agreement (FPA) goals.

“This is my child’s first year in school, it was a very good experience and she learned a lot.”

“The teachers give a lot of attention and love the children. My child enjoys going to school.”
ACCOUNTABILITY AND REVIEW

FMHS 2014 ANNUAL SELF-ASSESSMENT

I. Introduction

Fresno Migrant Head Start is a delegate agency of Community Action Partnership of San Luis Obispo and serves 8 incorporated cities in rural Fresno County. The program serves 519 children annually between June and November and provides comprehensive services to migrant families that are actively working or searching for agricultural work. During this period, the children are enrolled in the program and parents receive resources and referrals to other community based organizations, which enhances the quality of life for the entire family.

Federal guidelines require that at least once each program year, with the consultation and participation of the policy groups and other community members, grantees and delegate agencies must conduct a program self-assessment. The program tests the effectiveness and progress in meeting program goals and objectives. It also provides the reviewers with a snapshot of the quality of services being rendered by the program and gives an indication of the implementation of all Federal regulations.

II. Methodology

In this program year, the entire month of July was designated as the 2014 Self-Assessment Month.

Staff was instructed to review the 2013 Self-Assessment, the 2013 CAPSLO Delegate Self-Assessment Report, the 2013 Program Information Report and all previous monitoring reports. Any information gleaned from these reports enabled the staff to concentrate their focus in these areas.

Two Self-Assessment trainings were conducted - one on June 30, 2014 for staff and on July 10, 2014 for parents. In total, we trained 24 parents to participate in the 2014 Self-Assessment process. The parents concentrated their efforts on providing data on safe environments utilizing the Health and Safety Checklist tool.

The Support Services Manager led the team that conducted this year’s Self-Assessment. The team was comprised of 2 Education/Disabilities Area Managers, Health/Mental Health Specialist, Nutrition Specialist, Transportation Specialist, Human Resource Program Assistant, 2 Maintenance Workers, Executive Administrative Assistant, 8 Center Directors and 8 Program Advocates. The staff utilized the FY 2014 Office of Head Start Monitoring Protocol, Classroom
Assessment Scoring System (CLASS) instrument and program monitoring reports to gather data for the self-assessment. The following areas were reviewed:

- Safe Environments and Health/Nutrition
- Program Design and Management and Human Resources
- Disabilities and Mental Health
- ERSEA / Family and Community Services Partnerships
- Transportation
- Education and Early Childhood Development

On July 28, 2014, Marelisa González, MPH, RDN, LDN | Grantee Specialist Region XII Migrant and Seasonal Head Start T/TA supported the team in analyzing all the data gathered during the self-assessment. The team worked on defining the areas that were designated as strengths, findings, and recommendations. This report includes a summary of each of the areas identified during the consultation.

III. Key Findings

Program Strengths:

During the Self-Assessment debriefing meeting, many areas were identified as program strengths. However, the team agreed that the following three are noteworthy practices that should be deemed as the FMHS 2014 Program Strengths.

**Health and Safety** - “Conito Stoppy” Safety Program, this health and safety program has received accolades from both staff and parents. This safety program is engaging children and parents on safety practices in both home and center. Parents have informed program staff that they are utilizing this program to promote safety practices in their homes.

**Program meeting health requirements prior to enrollment** – Support Services Area Manager reviews all children files and checks that they have met all health requirements prior to enrollment. This practice is exemplary and supports children physical development and ensures children are ready to learn. Of the children enrolled in the program 96% met all of the health requirements upon entrance.

**Program community engagement and visibility** – The program has launched a visibility campaign that has resulted in improved community engagement in many of the Fresno County rural cities. Due to this visibility, the program has been invited to participate in many community events, trainings, and meetings. Fresno Migrant Head Start has also received positive press coverage in the smaller community newspapers.

The Health Services Advisory Committee (HSAC) has grown to a robust number due to the visibility of the program within the community. The success of the HAC has also led to the leveraging of resources and services with other community based organizations.
The program is also visible at the national level. Migrant Head Start Program Director, Flora Chacon represents the National Migrant and Seasonal Head Start Director’s Affiliate Group as Member at Large. Consequently, she is an active member of the National Migrant and Seasonal Head Start Association board and has attended all of the meetings held in Washington D.C.

Program Improvement Areas
On July 28, 2014, Marelisa González, MPH, RDN, LDN | Grantee Specialist Region XII Migrant and Seasonal Head Start T/TA supported the team in analyzing all the data gathered during the self-assessment. The Self-Assessment Team identified the following 3 areas as needing program improvement this season:

Program Design and Management – 1304.51 (e) Communication among staff, delegate must have mechanisms for regular communication among all program staff and facilitate quality outcomes for children and families.

- Out of the 40 Education files reviewed, 50% lacked some documentation and revealed that teaching staff and Center Director failed to communicate regarding one (1) concern on Ages and Stages Questionnaire (ASQ) and teachers observations written on Desired Results Developmental Profile (DRDP).

1304.51 (g) Record-keeping systems. Grantee and delegate agencies must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.

- Out of the 40 Education files reviewed, 50% were lacking documentation in the DRDP and parents did not receive a copy of the Home Visitor and/or Center Conference Form.

Child Nutrition – 1304.23 (b) (1) (vii) – Meal and snack periods in center based settings must be appropriate scheduled and adjusted, where necessary, to ensure that individuals needs are met.

- Of the centers that serve infants, 3 out of 4 or 75% did not accurately complete the Infant Meal Records Form.
- One center’s Infant Meal Records were not completed before time of meal service.

Disabilities – 1308.4 (2) Procedures for making referrals to the Local Education Agency (LEA) for evaluations to determine whether there is a need for special education and related services for a child as early as the child’s third birthday.
Self-Assessment Report Summary (Continued)

- Out of the 40 Education files reviewed, staff failed to refer one (1) child immediately based on a parental concern found on ASQ.
- Staff failed to refer same child on observations made on DRDP.
- Center Director failed to ensure referral was made to LEA in a timely manner.

All other areas are in compliance and meeting regulatory requirements.

“Yo aprendi que cada defecto que tenga la escuela de mi niño tiene que estar arreglada por el bien de los niños y la seguridad.”

(“I’ve learned that each defect that my child’s school has must be fixed or taken care of for the health and safety of all the children.”)
– Bernardita Garcia
Family Engagement Opportunities

All of the Migrant and Seasonal Head Start parents work, therefore necessitating that family engagement opportunities be scheduled to accommodate the long hours that accompany jobs in agriculture. Moreover, 95% of the families have not attained a high school diploma, this increases the need for family engagement activities that support and empower parents in gaining knowledge that will support their child's overall wellbeing.

In 2014, the 3 most notable family engagement activities included:

- “Conito Stoppy” Center to Home Safety Program
- School Readiness Activity Calendars
- Parent Engagement Conference / Parent Policy Committee Training Meeting

“Conito Stoppy” Safety Program - This health and safety program has received praise from both staff and parents. This safety program is engaging children and parents on safety practices in both home and center. Parents have enthusiastically informed program staff that they are utilizing this program to promote safety practices in their homes. The month of September was designated safety awareness month. Each center was asked to work with their parents to create new activities that would support safety practices. The ideas started to roll in, some centers created bingo games with “Conito Stoppy”, some parents created their own story boards that featured our friend “Conito Stoppy”, all of the ideas were creative. However, the most innovative idea was the one submitted by the Firebaugh Center. One parent actually put her sewing talents to good use and created a "Conito Stoppy" puppet.

School Readiness Activity Calendars - This educational based strategy supports the child’s learning and development by engaging the parents and encouraging them to read at home with their child. During a recent parent survey distributed to the Migrant Head Start Parents, 98% of the parents surveyed replied that they read with their children. When parents were asked how often they read to their children 41% stated they read 1 to 3 times per week, 21% replied they read to their child 5 to 6 times per week and most significantly 23% of the parents that completed the surveyed stated they read every day with their child.

Parent Engagement / Parent Policy Committee Training Forum - This year, the program decided to combine the annual parent conference along with a regular scheduled Parent Policy Committee (PPC). The intent was to expose and provide training to other parents that normally do not participate or attend PPC meetings. The feedback from the participants was very positive and many parents expressed their gratitude in being able to participate in the forum. In total seventy six (76) parents attended the 6 hour conference, which provided training on communication, advocacy and immigration issues.
“Me gusto mucho estas conferencias por que nos tratan muy bien y con mucho alegria, respeto y tratanos muy bien. Gracias sobre la explicaciones del programa.”
– Nancy Rodriguez

(I like these parent conferences because they treat me very good and with a lot of joy and they respect and treat us very good. Thank you for the information of the program.)

“…El programa Head Start es muy bonito...ensenan los ninos hacer mejores personas en el futuro y tambien nosotros como padres aprendemeos hacer mejores padres, nos ayudan con salud mental, y problemas familiares…”
– Nashely Melchor

(The Head Start program is very nice. They teach the children to become better people in the future and also us parents, they help us with mental health, and family problems.)

“Para ser la primera vez fue muy buena experiencia, me hicieron sentir, como una gran mama. Gracias.”
– Bianca V. Lopez

(For being the first time, it was a good experience. They made me feel like a great mother. Thank you.)
In response to the California drought that has greatly impacted the entire San Joaquin Valley, the Fresno Migrant and Seasonal Head Start Parent Policy Committee approved a policy to reduce the amount of water consumed at all Migrant Head Start Centers on April, 1, 2014. Each year the program utilizes approximately 68,480 gallons of water by providing multiple water tables at each location. Staff also provides frequent opportunities each season for children to explore and play with water, as part of the Creative Curriculum. However, due to the current drought situation impacting families’ state wide, the Parent Policy Committee (PPC) decided to reduce the amount of water consumption throughout the program by restricting the use of large water tables that use up to 25 gallons of water during each use. In addition, the new policy restricts the use of water to only once per week. This bold decision by the PPC reduced the consumption of water by the program by 96.3% and the policy will be in effect until the drought state of emergency has been lifted from California. Although it was a difficult choice for the PPC to make the parents wanted to respond to the needs they have encountered in their community.
School Readiness

Fresno Migrant and Seasonal Head Start Program (FMHS) promotes school readiness and fosters the love of learning. The program has developed and implemented 13 School Readiness Goals for the following areas:

- Cognitive and General Knowledge
- Social and Emotional Development
- Approaches to Learning (initiative, curiosity, persistence, cooperation)
- Language and Literacy (including English language development for preschool)
- Physical Development and Health

A variety of resources and materials have been developed to support these 13 goals. The goals are aligned with Head Start Child Development and Early Learning Framework, Creative Curriculum, Desired Results Developmental Profile (DRDP) assessment tool, and the California Learning Foundation.

FMHS teachers implement the creative Curriculum as a framework for developing the children’s learning experiences and the classroom environment. The DRDP is utilized as an on-going means of assessment. Documentation is gathered throughout the program year to track each child’s unique experiences and pattern of learning while enrolled in the program. Each family meets with their child’s teacher four times a year to discuss their child’s progress toward their individual goals and track school readiness. In addition, center staff and local kindergarten/district staff collaborate to help children successfully transition to kindergarten.

FMSHS staff provides the following support to families to ease their child’s transition to kindergarten:

- Parent-teacher conference and home visits
- Kindergarten transition and portfolios
- Information with kindergarten locations, enrollment dates, and open house dates
- Reading materials on preparing children for the transition to kindergarten
- Field trips to local kindergarten classes

In addition to individual child data, statistics are aggregated and analyzed at both the center level; and program level by teams consisting of some or all of the following: center supervisor, teaching staff, parents, and education area managers. This data is used to determine areas in which to provide support. The outcomes are shared with the parents, staff, Policy Council, and the CAPMC Board of Directors.
FMHS has adopted the following strategies to further continued involvement of Migrant Head Start parents in the education of their children, and to promote smooth transitions to local schools. This year staff and local kindergarten /district staff collaborated to help 87 children transition to kindergarten successfully.

Transition Activities

Transition Strategies

- Fieldtrip where parents participated in transitioning children to kindergarten
- Child/Parent Portfolios to introduce children to their new Kindergarten Teachers
- Kindergarten teacher site visit to facilitate warm hand offs between Head Start and Kindergarten
Desired Results Developmental Profile - Data Results 2012-2013

Below are the two areas showing the most gains in the following School Readiness Goals:

Physical and Health Development

Children will participate in activities and play to develop increase control in gross and fine motor skills.

- Gross Motor Development
- Balance
- Fine Motor skills

Attributing factors for the Increase:

- The collaboration between Education Area Manager and Nutrition Specialist in promoting physical development and nutritional food experience with children.
- Materials were distributed and teaching staff were provided hands on training on how to use the materials in their classrooms (i.e., IMIL, Food experience kits, my plate and portion size, and Be Choosy Be Healthy Activity Kits).
- Teaching staff challenged children with developmentally appropriate physical activities which helped children improve their gross motor skills.

Mathematics Knowledge & Skill Logic and Reasoning

- Children will use math in every day routine to count, compare, relate, pattern, and problem solve
- Number sense of quantity and counting
- Classification
- Shapes
Attributing factors for the Increase:

- Teacher Training
- Increase of Math activities in our School Readiness Calendars
- Increased time Parents and child spend working on School Readiness Calendar math activities
- The purchase of developmentally appropriate mathematic activities

Desired Results Developmental Profile – Data Results 2012-2013

Below are the areas showing the least gains in the following School Readiness Goals:

**Language & Literacy**

Goal 1  Children will use and comprehend increasingly complex and varied vocabulary.
Goal 2  Children will comprehend the physical organization of print materials and that print carries meaning.
Goal 3  Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.
Goal 4  Children will be able to demonstrate increasing awareness of symbols and letters. They will learn that letters have sounds which create words.

At the end of 2012, data shows that 82% of all the Preschool Children enrolled were in the integrating level by the 2013 program year, there was a significant decrease of 22%. (See Data Results 2012-2013 Graph.)

Below are some of the possible causes for the decrease:

- Staffing
- No continuity of care
- CLASS material relatively new to teaching staff
2013-2014 DATA RESULTS WILL NOT BE AVAILABLE UNTIL JANUARY 2015.
Disabilities

Head Start Performance Standards 1308 requires Migrant Head Start programs to serve 10% enrollment of children with disabilities. Head Start Programs are also required to have Memorandum of Understandings (MOU) with Part B: Local Education Agency (LEA) for 3 – 5 year olds and Part C: Central Valley Regional Centers for children 0-3 years of ages. The intent of the MOU is to provide a systematic, effective continuum of service options to individuals with exceptional needs and their parents.

The number of children being served and referred by Fresno Migrant Head Start Staff has increased significantly in the past 6 seasons. In Fiscal Year 2008-2009 only eight children were referred and qualified for services, compared to FY 2013-2014, where a total of 48 children were referred and 27 qualified for services. (See Comparison Study Chart FY 2008 – FY 2014.)

Attributing factors for increased number in FY 2013-2014:

- Aggressive recruitment efforts by all program staff at community events and meetings
- Letters sent out to community organizations of priority to serve children with disabilities
- Support Services Manager public announcements at local Spanish radio stations
- Restructuring of disabilities area to include Education Area Managers overseeing disabilities
- Parents advocating for their children
- Staff training and support
- Referring children by using a variety of modalities such as: Parent concerns, Physician referrals, Developmental Screening tools, and Teacher observations
- Program visibility

Disabilities Comparison Study FY 2008 through FY 2014
Fresno Migrant Head Start strives to retain and hire excellent personnel by:

- Education incentives to complete degrees
- Providing on-site professional growth advisors
- Extensive staff recruitments at local community colleges and universities
- Maintaining program visibility in the community
- Education reimbursement for books and tuition
Fresno Migrant Head Start Locations

FMHS Centers
Biola
Firebaugh
Five Points
Huron
Mendota
Orange Cove
Parlier
Reedley
Selma
“Thank you to all of our staff, parents, board members, stakeholders, and community partners.”

-Flora Chacon, Program Director