



Head Start/ Early Head Start Annual Report

The program Year 2020-2021





About ECS

Originally founded in 1927 by All Saints' Episcopal Church to provide social welfare programs for the poor, elderly, sick, and “those who might otherwise be forgotten”, ECS expanded its scope in 1954 to provide programs to address the physical, emotional, and spiritual needs of all San Diegans. ECS was incorporated in 1955 and obtained its first government contract with San Diego County to provide counseling and jobs for men released from prison. Today, ECS provides services in the areas of homelessness, mental health, poverty, addiction, and early childhood education.

Head Start and Early Head Start

ECS Head Start and Early Head Start are child development programs serving children from birth to age five, pregnant women, and their families. More than 20 locations throughout the South Bay region of San Diego, including home-based programs, deliver child-focused programs with the overall goal of increasing the school readiness of young children in low-income families. Program benefits include a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; and parent involvement. ECS Head Start and Early Head Start are federally funded through a grant from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services, through a delegate agreement with Neighborhood House Association.

2020–2021 Head Start and Early Head Start Year in Review

Note:

Due to the Covid-19 Pandemic the 2020–2021 ECS Head Start continued to pivot to meet the needs of children, families, and staff. For the health and safety of children and staff services continued to be delivered predominantly remote.



Program Enrollment:

*Note: Due to the ongoing Covid 19 Pandemic, ongoing enrollment limitations due to remote services, and parent apprehension regarding enrolling young children in groups settings the Office of Head Start provided increased flexibilities regarding enrollment during the 2020–2021 Program Year.

2020–2021 HEAD START ENROLLMENT	
Total funded enrollment for Head Start children	1565
Total cumulative enrollment	759
Total number of families served	725
Average monthly enrollment based on funded enrollment of 1,565 children	43.5%



2020–2021 EARLY HEAD START ENROLLMENT	
Total funded enrollment for Early Head Start children	444
Total cumulative enrollment	244
Total number of families served	225
Average monthly enrollment based on funded enrollment of 444 children	52.3%

Estimated eligible population in Service area: **6539**

Total % eligible population served by ECS HS/ EHS: **15.3 %**



Health Services Data:

2020-2021	Head Start	Early Head Start
% Of children with health insurance	100%	100%
% Of children with an ongoing source of continuous accessible health care	100%	100%
% Of children who received medical exams	71% (97 children had physicals within recommended EPSDT timeframes, but were missing some required screenings) (179 families reported being unable to get an appointment or chose not to go in person due to fear of Covid- 19)	41% (48 children had physicals within the recommended EPSDT timeframe but were missing some required screenings) (145 families reported being unable to get an appointment or chose not to go in person due to fear of Covid- 19)
% Of children determined by a health care provider to be up-to-date on all immunizations appropriate for their age	99.21%	90.57%
% of children with continuous, accessible dental care by an oral health care professional	100%	100%
% of children who had a dental exam during the program year	47.17%	52%

Nutrition Services

Even though services to children remained predominantly virtual, ECS continued to provide nutritious meals to enrolled children via meal distributions. On average ECS provided *3,000 meals/ week* and *1,500 meals/ week* to enrolled children.






Efforts to Prepare Children for Kindergarten:

2020– 2021 was an atypical school year due to the COVID–19 pandemic. Due to health and safety concerns, education services were predominantly delivered virtually. The ECS Head Start Program utilized CARES funding that was provided to support services that were impacted by the Covid 19 Pandemic to purchase supplies and subscriptions for children and staff to support education and remote services (depicted below).

PY 55 Support for Education and Remote Services

<ul style="list-style-type: none"> • 100% enrolled children received Tablet and Headphones • Ignite by HATCH Learning App and subscriptions purchased for enrolled HS children • Ignite by HATCH Staff training • Creative Curriculum Cloud EHS Teaching Staff • ASQ Online Subscription and Access Key Codes • Child Learning Kits • Chromebooks and Laptops for Family Services Staff, Site Sups, & admin staff - Additional licensing fees for remote devices 	<p>COST: \$98,256</p> <p>COST: \$30,000</p> <p>COST: \$3,000</p> <p>COST: \$22,550</p> <p>COST: \$13,365</p> <p>COST: \$40,286</p> <p>COST: \$36,360</p> <p>COST: \$3,328</p>
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"Mateo's mother is very happy with the tablet because thanks to that, Mateo has learned the animal sounds." - EHS Home Based



As vaccines became available to staff, a few centers began to pilot in-person services with many modifications including, but not limited to new health and safety protocols, reduced

Supplies and PPE needed for in-person services (Some are a one-time purchase and some are recurring)

- Outdoor handwashing stations
- Indoor handwashing stations
- Face masks (child and adult)
- Additional Supplies for classrooms (ex: trash cans, stools for handwashing sinks Hand sanitizer, face shields)
- Air purifiers (2/classroom, and 1/ office)
- Posters, social distancing signage, arrows, etc.
- Preschool desks with storage

class sizes, meal time modifications (outdoor mealtime to increase air circulation). Additional health and safety supplies were also purchased to support the return to safe in-person services (depicted left).

Classroom Environmental Changes During Pandemic:

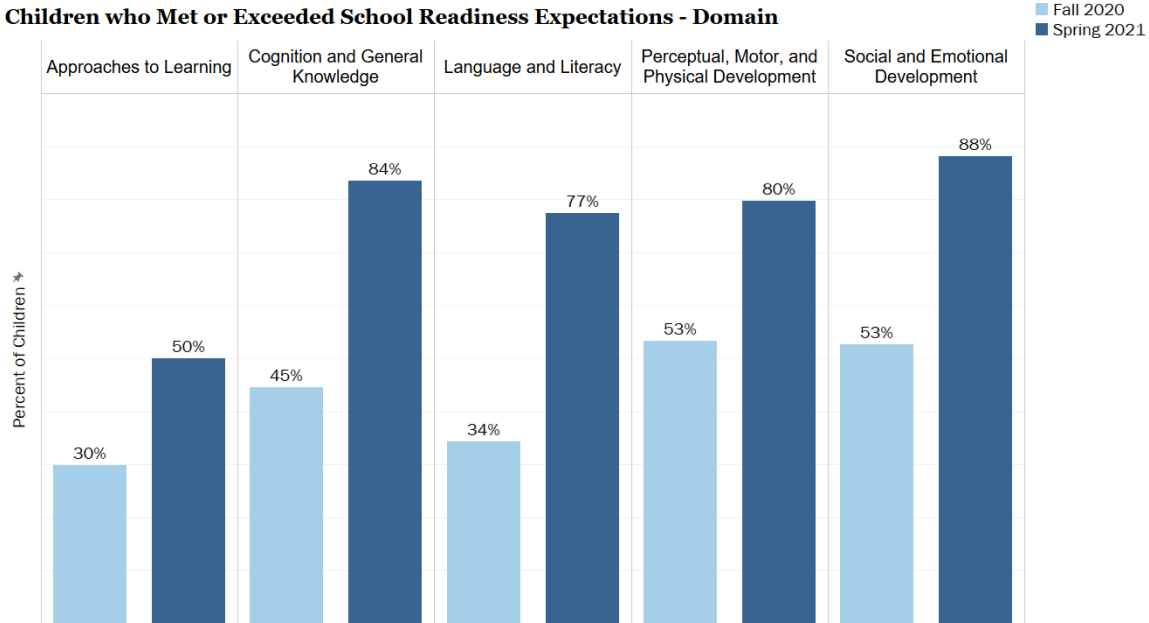


Whether the children were receiving in-person or virtual services, the teaching staff continued to gather developmental observations. Observations were gathered in a variety of ways including but not limited to ZOOM observations, parent reports, child work samples, and in-class observations (for children who began to attend in-person)

To track Child Development and SchoolReadiness ECS Head Start/ Early Head Start utilizes the Desired Results Developmental Profile 2015 (DRDP 2015) Assessment which was developed by the California Department of Education (CDE). The DRDP 2015 is a revised tool from the DRDP 2010, which was previously used to assess Head Start and Early Head Start children. The revised tool represents a developmental continuum to assess all children in infancy to Kindergarten, including children with identified learning disabilities. The tool incorporates more developmental measures for teachers to assess and utilize to measure child growth.

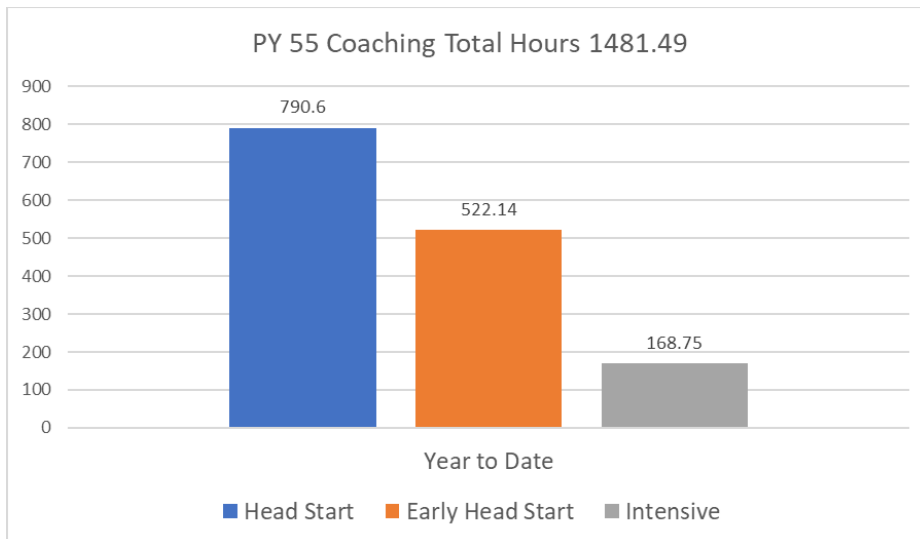


Fall 2020/ Spring 2021 DRDP Comparisons For K Bound Preschoolers:



Coaching:

ECS Head Start continued to provide staff development and practice-based coaching to teaching staff during the 2020-2021 program year. Coaching sessions were conducted virtually, and new topics included, but not limited to accessing and navigating new virtual teaching platforms, teaching in a virtual environment were added to support teaching staff in getting children ready for kindergarten.





In addition to one–one coaching sessions, teaching staff participated in Together and Learning Communities (TLC) throughout the program year.

PY55 TLC Topic Areas

- Math & Science: Kindergarten Readiness
- Health & Nutrition: Kindergarten Readiness
- Supporting Dual Language Learners
- Creative Curriculum: Intentional Teaching Cards
- Physical Development in Virtual Learning and CC Alignment tool
- HATCH & DRDP Reports
- School Readiness Goals and HSELOF connection
- Diversity and Multiculturalism in Virtual Learning
- Family Engagement and Gardening/My Plate
- Earthquake and Fire Drill through Virtual Learning

Parent Involvement:

During the 2020– 2021 program year parent involvement was key to participating in the Head Start / Early Head Start program, however, it looked much different than in prior years. Children were provided tablets so that they could log into a small group and individual sessions with their teachers. Home Based enrollees participated in virtual home visits with Home Visitors. Parents were pivotal in logging their children in, attending one–one sessions, and providing samples of children’s work and observations to teachers.

Parents went to centers during specific times to pick up supplies and activities. One example is a gardening activity. Families were provided with seeds, soil, and home–center activity packets that aligned with the lesson plan that teachers were also doing.





Even though families were not coming daily to centers or visiting weekly , in-person with home visitors, ECS family services staff continued to maintain ongoing and consistent communication with families either via phone, video chat, text or email. Families were still offered the opportunity to participate in virtual parent meetings, attend training, and meet with family services staff to determine individual strengths, needs, and to participate in the goal setting process.

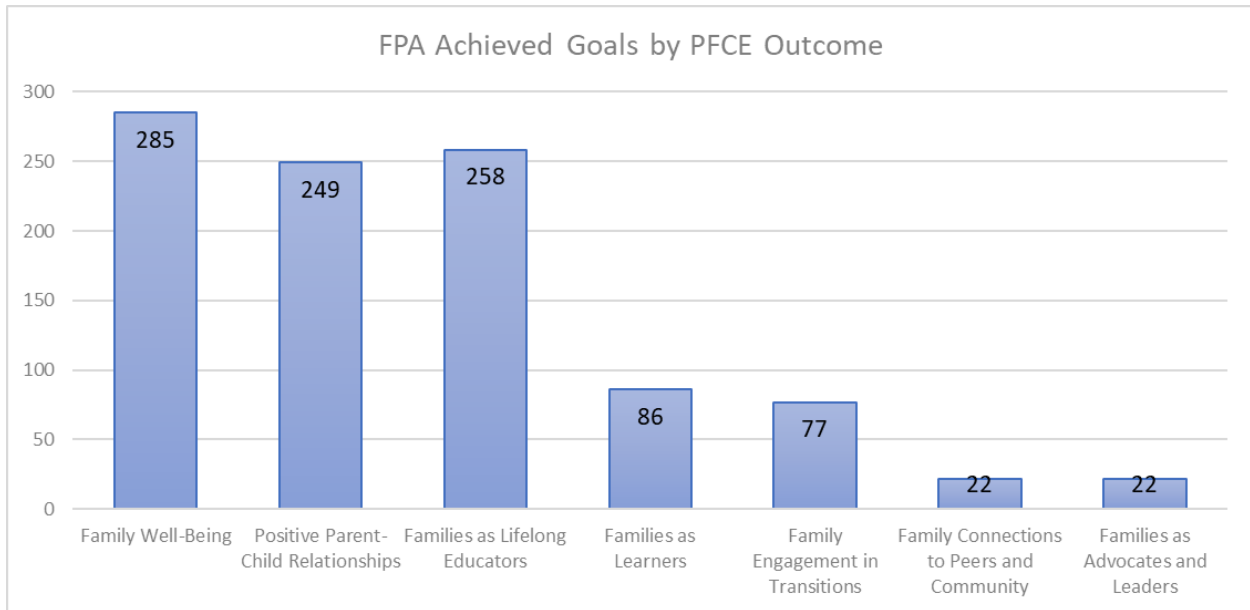
PY 55 Family Engagement Data Highlights

Strengths and Needs Screening Summary PY 55

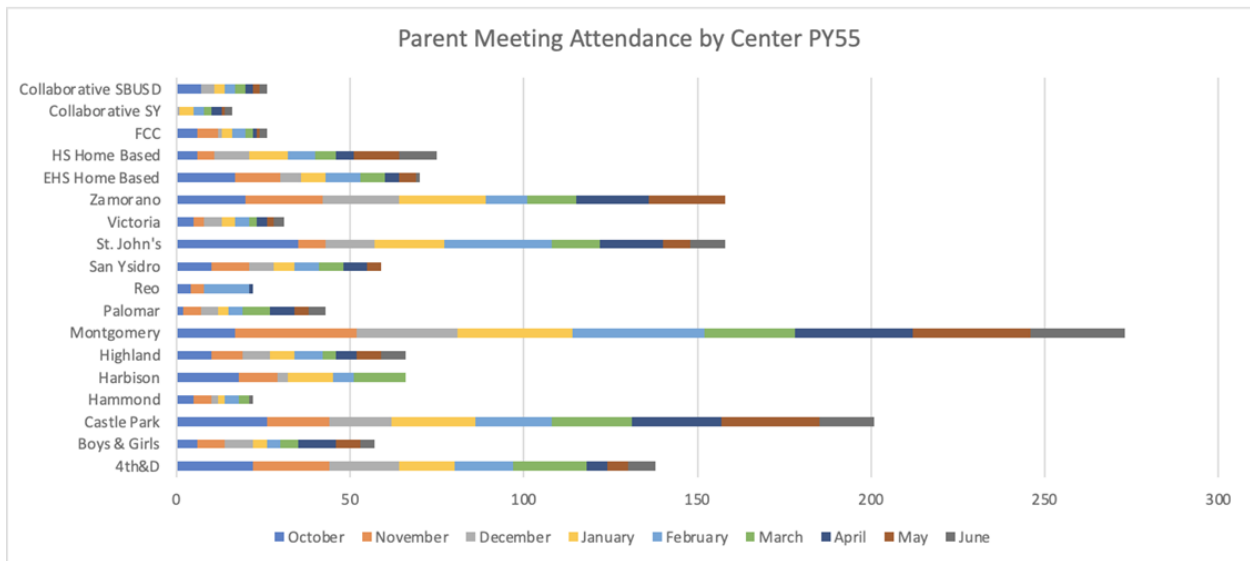
	Fall 2020	Spring 2021
Total number completed	677	682
Number of families that completed both screenings	590	
Areas with highest number marked as need	Employment/Job training 40.3% Adult education: 16.7% Child support assistance: 16.4%	Employment/Job training: 32.3% Child support assistance: 17.4% Adult education: 13.2%
Areas with highest number of strengths	Health education: 79.6% English as a second language: 46.8% Transitions: 40.3%	Health education: 87.1% Transitions: 54.7% English as a second language: 46.3%
Areas with highest number of interests	Transitions: 31% Parenting education: 18% Housing assistance: 13%	Transitions: 20% Parenting education: 10% Families as advocates: 7%



PY 55 Family Partnership Agreement/ Goal Setting Completion



Py 55 Parent Meeting Attendance (total cumulative attendance: 1507)





RETROSPECTIVE PROTECTIVE FACTORS SURVEY

FRIENDS National Center for Community Based Child Abuse Prevention

<https://friendsnrc.org/>

Data collection date May 19th – June 10th 2021

In the Spring of 2020, parents of children enrolled in our program were invited to complete a feedback survey. The protective factors survey asked questions that gave us a better idea on any changes families had since they joined the program as well as hardships they have recently experienced. A total of 180 feedback responses were received, all anonymous.

Parents were asked to answer questions comparing their experience before joining Head Start to their situation at present. The majority of respondents, 47%, have been in the program between 1 and 2 years. Overall, parents reported what is interpreted as better parent–child interactions, more positive outlook, and increased social support. (Response summary in chart below)

Area	Statement	Response	Before HS	At present
Positive outlook	The future looks good for our family	Just like my life	21%	47%
Listening to each other	In my family, we take time to listen to each other.	Just like my life	31%	46%
Special family time	There are things we do as a family that are special just to us.	Just like my life	38%	48%
Power struggles	I have frequent power struggles with my kids.	Quite a lot like my life/ Just like my life	12%	9%
People believe in me	I have people who believe in me.	Just like my life	36%	47%
Social support	When I am trying to work on achieving a goal, I have friends who will support me.	Quite a lot like my life/ Just like my life	65%	79%
Staff understand me	I feel like the staff here understands me.	Agree/Strongly agree	NA	92%



Most recent review by the Secretary:

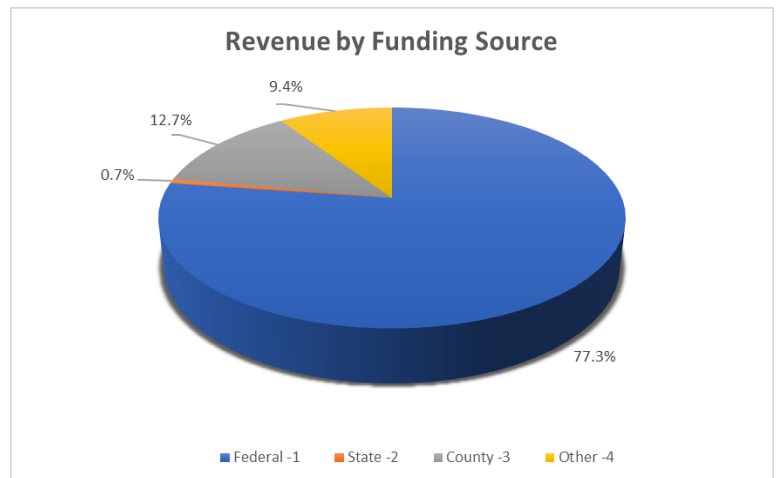
As a delegate agency to Neighborhood House Association, ECS Head Start is reviewed as part of the overall grantee. From May 3 2021 to May 7, 2021, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of the Neighborhood House Association Head Start and Early Head Start programs. Based on the information gathered during this review, the program was determined to meet the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

ECS Agency Financials:

2020-2021 Audit update

The June, 30 2021 ECS Financial Audit was performed by Moss Adams LLP, Certified Public Accountants, resulting in the agency qualifying as a low risk agency for the eighth year in a row.

Revenue by Funding Source	Amount
Federal	\$22,212,721.00
State	\$197,542.00
County	\$3,636,753.00
Other	<u>\$2,695,688.00</u>
Total Revenue / Audited Financial Statement	\$28,742,704.00





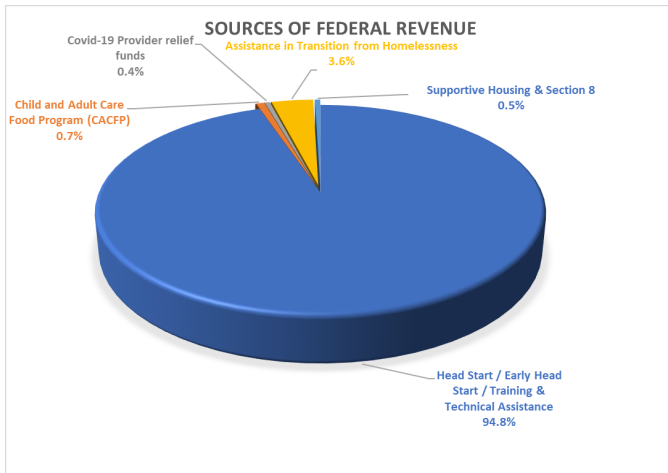
Agency Sources of Federal Revenue

Amount

Head Start / Early Head Start / Training & Technical Assistance	\$21,067,861.00
Child and Adult Care Food Program (CACFP)	\$156,353.00
Covid-19 Provider relief funds	\$97,023.00
Assistance in Transition from Homelessness	\$791,240.00
Supportive Housing & Section 8	<u>\$100,252.00</u>

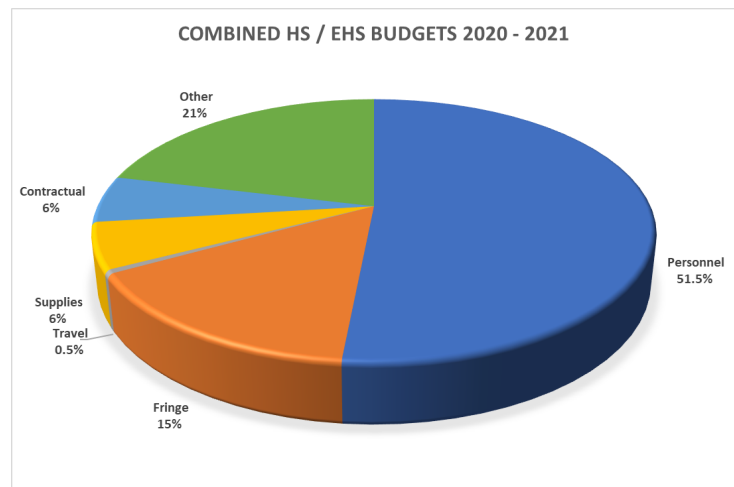
Total Federal Revenue

\$22,212,729.00



Head Start Department Combined HS / EHS Budgets 2020 - 2021

Personnel	\$ 11,689,879 .00
Fringe	\$ 3,485,526.00
Travel	\$105,031.00
Supplies	\$1,294,650.00
Contractual	\$1,303,574.00
Other	<u>\$ 4,807,439.00</u>
Total	\$22,686,099.00



For more information about ECS Head Start and Early Head Start visit our website: <https://www.ecscalifornia.org/head-start-and-early-head-start>



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