

**City of La Habra
 Early Head Start Program
 Refunding Application 2021-2022**

The City of La Habra would like to apply for continued funding for the Early Head Start program for the 2021-2022 fiscal school year, allowing the program to serve 50 infant/toddlers and pregnant mommies in a home-based setting.

Section I. Program Design and Approach to Service Delivery

Subsection A: Program and School Readiness Goals

1. Program Goals

As stated in the refunding guidance, the City of La Habra will be utilizing the program goals set forth by Orange County Head Start, Inc. (grantee). The City of La Habra is willing to adhere to these goals, accomplish these goals with the guidance and support from OCHS, especially in the areas where no staff from the City of La Habra Early Head Start is familiar with the programs mentioned in the goals. The program goals for 2019-2024 are as follows:

Goal #1: Community Awareness: City of La Habra EHS Program will increase community awareness of the quality school readiness programs and integrated support services provided to children and families.		
Objective 1:	Increase the City of La Habra EHS Program presence in the community and on the internet.	
	<table border="1"> <tr> <td><i>Measure 1: Develop a City of La Habra EHS Program Facebook account in year one, and increase the number of Followers, Likes and Shares on</i></td> <td><i>Progress Towards Goal: The City of La Habra created a Facebook Page for the Child Development Program in May of 2020, which</i></td> </tr> </table>	<i>Measure 1: Develop a City of La Habra EHS Program Facebook account in year one, and increase the number of Followers, Likes and Shares on</i>
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	<p><i>Facebook by 10% each year over the subsequent four years.</i></p>	<p><i>includes the promotion of the Early Head Start Program. Program is also utilizing the City's social media outlets EHS Coordinator has recently posted to increase awareness of program and is continuing to post in social media to increase awareness of program</i></p>
	<p>Measure 2: <i>Redevelop the City of La Habra EHS Program Facebook website in year one, and increase the number of people visiting the website by 5% each year over the subsequent four years.</i></p>	<p>Progress Towards Goal: <i>The Page has just 96 likes at this point and the Early Head Start has just a few posts. The Program will work hard to make a difference and increase our online presence.</i></p>
	<p>Measure 3: <i>Increase attendance at open house events by 10% each year over the five-year period.</i></p>	<p>Progress Towards Goal: <i>Due to the pandemic, program was unable to have an open-house for the program instead information was shared during socializations and parent meetings.</i></p>
<p>Objective 2:</p>	<p>Increase City of La Habra EHS Program collaborations with community agencies.</p>	

	<p>Measure 1: <i>Develop a coordinated community referral process in year one, and increase the number of agencies participating in the referral process by 50% each year, and the number of referrals received by 5% each year, over the subsequent four years.</i></p>	<p><i>Regional Center of Orange County has been part of our referral process. Children whom have scored low on ASQ-SE or ASQ-3 and or parent has concerned, we actually help the parent make the call for further evaluation through Regional Center.</i></p> <p><i>We have been enrolling children whom have been referred by Regional Center & we have referred children to Regional Center due to developmental delays in communication/speech.</i></p>
	<p>Measure 2: <i>Increase the number of City of La Habra EHS Program centers hosting open house events by at least 25% each year, with full implementation at all centers by the end of year five.</i></p>	<p>Program does not have centers.</p>
	<p>Measure 3: <i>Attend at least one community meeting per quarter per Manager to maintain active partnerships,</i></p>	<p>Progress Towards Goal:</p> <p><i>Child Development Manager attends the LA Habra Collaborative Meeting (every</i></p>

	<p><i>promote, and provide updates and announcements, regarding City of La Habra EHS Program services.</i></p>	<p><i>other month, Move More Eat Healthy Meeting, and La Habra City School District EDI meetings (monthly)</i></p>
	<p>Measure 4: <i>Participate in at least two community events across the county of Orange by providing an information booth to promote City of La Habra EHS Program services each year over the five-year period.</i></p>	<p>Progress Towards Goal: <i>Due to COVID-19 policies and procedures all event in La Habra have been cancelled. Flyers regarding the program have been included in the bags distributed at events such as the 5k run and Eggstravaganza. Staff have been participating in the Community Food giving project wherein they are able to distribute flyers. The Citrus Fair is planned to take place in June, we will recruit in person.</i></p>
<p>Objective 3:</p>	<p>Strengthen City of La Habra EHS Program relationships with the school districts.</p>	

	<p>Measure 1: <i>In year one, conduct an analysis of current transition and collaborative activities at each City of La Habra EHS Program center.</i></p>	<p>Progress Towards Goal: <i>EHS program begins the transition process when the child turns 2.6 years and works with the family so the family is able to make a decision on where to enroll their child for preschool.</i></p>
	<p>Measure 2: <i>In year one, evaluate and update all current School Readiness Memorandum of Understandings.</i></p>	<p>Progress Towards Goal: <i>Program continues to collaborate with La Habra City School District.</i></p>
	<p>Measure 3: <i>In years two through five, develop a comprehensive set of MOUs based on the unique characteristics of each school district that Head Start children transition into, and implement the MOUs with at least 25% of school districts per year with full implementation with all school districts by the end of year five.</i></p>	<p>Progress Towards Goal: <i>Updated MOU's with UCI EyeMobile, Mount St. Mary's, Cal State Fullerton. Nursing students from Cal State Fullerton have been attending as interns to assist in program duties. High School Students from La Habra have been volunteering in helping the home educators organizing and putting together</i></p>

		<i>take-home activities weekly.</i>
	<p>Measure 4: <i>In years two through five, develop a comprehensive plan for collaboration with each elementary school based on the unique characteristics of the school district, and implement the plan with at 25% of City of La Habra EHS Program total centers per year with full implementation at all centers by the end of year five.</i></p>	<p>Progress towards goal: <i>City has begun a collaboration with the La Habra City School District that provided distance learning during the COVID Pandemic and a Summer School Enrichment Program during summer school. The City plans to expand the relationship to include the transition from EHS to Preschool. The program has a close collaboration with Regional Center.</i></p>
<p>Goal #2: Parent and Family Engagement - City of La Habra EHS Program will increase parent and family engagement across all program areas and activities to promote family resilience.</p>		
<p>Objective 1:</p>	<p>Increase participation in City of La Habra EHS Program parent engagement programs:</p>	
	<p>Measure 1: <i>UCLA (University of California, Los Angeles) by 5% each year (Health/Oral Health/Mental Health)</i></p>	<p>Progress Towards Goal: <i>Nursing students will be providing via virtual a presentation to our parents on</i></p>

		<p><i>Health. On hold due to Pandemic.</i></p> <p><i>Mental Health Consultant provided Domestic Violence & Child Abuse trainings, and Stress Management Virtual Zoom Workshops.</i></p>
	<p>Measure 2: <i>PNA (Parent Nutrition Advocate) by 5% each year (Nutrition)</i></p>	<p>Progress Towards Goal: <i>Provided a Nutrition Workshop in March via Zoom; St. Jude’s Move More Eat Healthy</i></p>
	<p>Measure 3: <i>SAM (Safety Assistant Monitor) by 5% each year (Health and Safety)</i></p>	<p>Progress Towards Goal: <i>None at this time.</i></p>
<p>Objective 2:</p>	<p>Develop, implement, and expand a Parent as Educators program (Education)</p>	
	<p>Measure 1: <i>In years one and two, develop the Parent as Educators program.</i></p>	<p>Progress Towards Goal: <i>Olive Crest provided a series on Parenting. Mental Health Consultant provided various trainings to parents.</i></p>
	<p>Measure 2: <i>In years three through five, implement the program and increase participation by at least 5% each year in years four and five.</i></p>	<p>Progress towards goal: <i>No update at this time</i></p>

Objective 3:	Increase quality of, and participation at, parent committee meetings.	
	<i>Measure 1: In year one, conduct an analysis of current parent committee practices at each City of La Habra EHS Program center.</i>	Progress Towards Goal: For 2020-21 school year, we have 5 PC members including a Community Representative and 2 other members as alternates.
	<i>Measure 2: In year two, develop a comprehensive format for implementing parent committee activities to include agency priorities and regulatory requirements, while considering the unique characteristics of each center;</i>	Progress towards goal: Provided monthly trainings during PC meetings and during socializations.
	<i>Measure 3: In years three through five, increase parent participation by at least 5% each year.</i>	Progress towards goal: No update at this time.
Objective 4:	Implement and expand an agency-wide research-based parenting education curriculum.	
	<i>Measure 1: In year one, conduct an analysis of current parent education programs offered at each City of La Habra EHS Program centers, select one curriculum to be used agency-wide, and</i>	Progress Towards Goal: NAMI provided to parent variety of parent workshops; Promoting Academic Success August 2, 2019. Communicating Effectively

	<p><i>develop a comprehensive plan for implementation.</i></p>	<p><i>October 18, 2019.</i></p> <p><i>NAMI – Presented our parents workshops; Consequences for Toddlers 12/6/19 and Strengthening Parent to Child Relationships on 11/8/19.</i></p> <p><i>Olive Crest will be providing a Parent Education course to our families enrolled in EHS beginning on March 4 – April 15, the course will be 7 weeks and will be provided here at our site from 6:00 – 8:00 pm.</i></p> <p><i>Orange County Department of Education; presented on A Guide to Young Children’s Healthy Brain Development (November 22, 2019)</i></p> <p><i>Financial Literacy; Banc of California provided presentation on September 27, 2019. Scheduled another presentation on December 6, 2019.</i></p>
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		<i>Domestic Violence/Child Abuse Presentation was presented to parents in EHS Homebase on November 1, 2019.</i>
	<i>Measure 2: Implement the selected curriculum agency-wide.</i>	<i>Progress towards goal: due to the pandemic most trainings for the 2020-21SY focused on mental health and other support needed by the families.</i>
	<i>Measure 3: In years three through five, increase parent participation by at least 10% each year.</i>	<i>Progress towards goal: No update at this time</i>
	<i>Measure 4: In years three through five, measure the impact of the program through parent survey.</i>	<i>Goal for 21-22</i>
Goal #3: Staff Development - City of La Habra EHS Program will implement a comprehensive set of practices for recruitment, retention and development of responsive staff.		
Objective 1:	Improve personnel recruitment practices.	
	<i>Measure 1: In year one, develop and implement a strategic recruitment and screening process.</i>	<i>Progress Towards Goal: Worked with the City's Human Resources staff to implement new recruitment and screening processs of prospective applicants.</i>

	<i>Measure 2: Increase the pool of eligible, well-qualified applicants by 5% each year.</i>	<i>Progress towards goal: Eligibility pool of applicants are good for a year, per HR policies.</i>
Objective 2:	Implement a systematic approach to staff training and professional development.	
	<i>Measure 1: In year one, conduct an analysis of current practices across the agency; develop a system to be used agency-wide; and develop a comprehensive plan for implementation and tracking.</i>	<i>Progress Towards Goal: Began a program-wide analysis of the EHS Program Bureau to determine the training needs of staff based on the monitoring outcomes and what the staff expressed.</i>
	<i>Measure 2: In year two, begin implementation of the system agency-wide.</i>	<i>Progress towards goal: Bi-weekly trainings were conducted by the EHS Coordinator to provide support and guidance to the Home-Educators. OCHS provided training support when requested.</i>
	<i>Measure 3: In year three through five-increase effectiveness by at least 10% each year based on data reports and staff survey.</i>	<i>In year three, the City plans to re-evaluate the staff training and personal development plan implemented in year one and evaluate the program's success.</i>
Objective 3:	Establish an agency wide approach for management and leadership, and	

	<p>implement the approach 20% each year with full implementation by the end of year five.</p>	
	<p>Measure 1: <i>In year one, conduct an analysis of current leadership practices across the agency; select a leadership approach to be used agency-wide; and develop a comprehensive plan for implementation.</i></p>	<p>Progress Towards Goal: <i>The City completed an Agency-wide leadership analysis and made changes to address deficiencies. Agency will continue to work on a division needs assessment and a plan to better streamline the needs of the staff and ways to better serve the community.</i></p>
	<p>Measure 2: <i>In year two, implement the selected leadership approach agency-wide.</i></p>	<p>Progress towards goal: <i>In year two, the leadership of the Agency was evaluated and changes were made. The City has begun a recruitment plan to find an exceptional quality candidate to Lead the Agency in the future.</i></p>
	<p>Measure 3: <i>In years three through five, evaluate effectiveness of implementation based on leadership assessments</i></p>	<p>Progress towards goal: <i>In year three, the City will evaluate the new Leadership and implement new policies towards training, evaluating, and supporting staff.</i></p>

The city of La Habra is working towards achieving the goals set forth by OCHS. Some of the goals were focused specifically for Center-based programs, which the City does not provide, therefore no updates in the program can be reported. In other measures of each goal wherein it is for the succeeding years of the grant cycle, no update can be provided. Due to the pandemic, most trainings were conducted virtually, program noted who participated and copies of the training resources are kept in a file.

2. School Readiness Goals

The school readiness goals of the Early Head Start program will utilize the school readiness goals set forth by Orange County Head Start, Inc. and the program is willing to adhere to these goals. The 2020-21 fiscal school year was considered year two of the five year goal. Based on the data from the child assessments for the 2020-21 school year, there are no changes with the school readiness goals for the 2021-22 fiscal school year. The school readiness goals for 2019-2024 are as follows:

Overall Goal: Children transitioning to Head Start from Early Head Start will be able to demonstrate abilities and knowledge as stated in the expectations described in the Head Start Early Learning Outcomes Framework at the Infant/Toddler level. Below are specific goals for program improvement for school readiness in the areas described: Approaches to Learning, Social and Emotional Development, Language Development, Cognitive Development, and Perceptual Motor and Physical Development. It is expected that at least 90% of the children transitioning to preschool at 36 months old will be near, at or above age expectations as specified in the California Infant Toddler Learning Foundations in all Domains and specific School Readiness Goals Measures.

Approaches to Learning Domain

<p>Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation</p> <p>Child manages feelings and emotions with support of familiar adults</p>	<p>HSELOF Goal IT-ATL 1 – By 36 months, Child looks to others for help in coping with strong feelings and emotions and uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.</p>	<p>DRDP 2015 IT ATL 2 – Self Comforting: By 36 months, child will be able to anticipate need for comfort and prepares self by asking questions, getting a special thing, or in other ways in response to distress from internal or external stimulation.</p>
<p>Child develops the ability to show persistence in actions and behavior</p>	<p>HSELOF Goal IT-ATL 4 – By 36 months, child persists in learning new skills or solving problems and continues efforts to finish a challenging activity or task with support of an adult.</p>	<p>DRDP 2015 IT ATL 1 – Attention Maintenance: By 36 months, Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials that last for extended periods of time</p>
<p><i>Social Emotional Domain</i></p>		
<p>Child shows interest in, interacts with, and develops personal relationships with other</p>	<p>HSELOF Goal IT-SE 4 – By 36 months, child shows increasing interest in interacting with other children and shows preference for</p>	<p>DRDP 2015 IT Measure SED 4 – Relationships with peer: By 36 months, child participates in brief episodes of</p>

<p>children.</p>	<p>particular playmates, such as greeting friends by name.</p>	<p>cooperative play with one or two peers, especially those with whom child regularly plays and develops friendships with several peers</p>
<p>Child uses objects or symbols to represent something else.</p>	<p>HSELOF Goal IT-C 12 – By 36 months, child uses familiar objects to represent something else; improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough; and understands that some symbols have meaning, such as a sign or a drawing.</p>	<p>DRDP 2015 IT Measure SED5 – Symbolic Play: By 36 months, Child develops the capacity to use objects to represent other objects or ideas and engages in pretend play sequences with others</p>
<p><i>Cognition Domain</i></p>		
<p>1. Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</p>	<p>HSELOF Goal IT – C 10 – By 36 months, child sorts toys or other objects by color, shape or size; orders some objects by size; and, identifies characteristics of people, such as “Mom has black hair like me.”</p>	<p>DRDP 21015 IT Measure COG 2 – Classification: By 36 months, Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes but not always</p>

		accurately.
<i>Language and Literacy Domain</i>		
Child uses increasingly complex language in conversation with others.	HSELOF Goal IT-LC 5 – By 36 months, child uses sentences of three or more words in conversation with others; asks and answers simple questions in conversations with others; and, refers to past or future events in conversation with others.	DRDP 2015 IT Measure LLD 3 - Use of Language Expressive: By 36 months, Child’s communication develops from nonverbal communication to using language with increasingly complex words using short phrases or sentences of more than two words to communicate.
Child recognizes pictures and some symbols, signs, or words.	HSELOF Goal IT-LC 11 - By 36 months, child will be able to point to and names some letters or characters in their names; recognizes familiar signs on a building or street; and attributes meaning to some symbols, such as a familiar logo or design.	DRDP 2015 IT Measure LLD 5 - Interest in Literacy: By 36 months, Child shows interest in books, songs, rhymes, stories, and other literacy activities by looking at books page by page, or participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when

		supported by an adult
<i>Perceptual Motor and Physical Development Domain</i>		
Child demonstrates healthy behaviors with increasing independence as part of everyday routines	HSELOF Goal IT-PMP 9 – By 36 months, child shows increasing independence in self-care routines with guidance from adults and puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.	DRDP 2015 IT Measure PDHLTH 6,7,8 – Personal Care Routines hygiene, feeding, dressing: By 36 months, child will demonstrate some steps of own hygiene routines, with specific adult guidance or demonstration; feeds self a wide variety of foods using a spoon, fork, and an open cup; and, puts on clothing that is simple to manipulate, sometimes with adult assistance.
Child Coordinates hand and eye movements to perform actions.	HSELOF Goal IT-PMP 6 – By 36 months, child uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes and uses hand-eye coordination in	DRDP 2015 IT Measure PDHLTH 4 - Fine Motor Manipulative skills: By 36 months, Child demonstrates increasing precision, strength, coordination and manipulates objects with one hand while

	handling books, such as turning pages, pointing to a picture, or looking for favorite page.	stabilizing the objects with other hand or with another part of body.
100 % of children will be up to date on Dental exams by transition to Head Start/Preschool.	<i>Child Plus data report</i>	

After each assessment period, the staff analyzes the assessment data to review the progress of the children. The data is grouped into two, which are (1) assessments conducted for all children enrolled and (2) the other is for children who are 2.5yrs only to determine if they have reached the level of expected outcomes. The data also informs the program if the children at “at, above, or almost” at the level of development. Due to the pandemic, parent feedback on their child’s progress was part of the home-visits conducted. Parents would share what their child was able to do during the week and provided photos or videos which were used as supporting documentation to determine the child’s level in each domain. Results from the DRDP was used to create individualized activities for the children. Parents were included in the planning of activities for the weekly home-visits.

3. Governing Body Involvement

The city of La Habra utilizes the program goals and school readiness goals that were created by the grantee. Although the goals may be the same, the outcomes are different in terms of how our program would implement strategies to reach the goals.

The governing body was involved in the approval of the program goals and school readiness goal as part of the discussion during the regular scheduled meeting and feedback was provided then.

The parent committee was also presented the program goals and school readiness during their scheduled meeting. A discussion took place regarding the focus of each goal and parent provided feedback on the expected outcomes. Approval from the parent committee was needed to ensure the program is able to implement and achieve the goals.

Subsection B: Service Delivery

1. Service and Recruitment Area

The City of La Habra, as a delegate agency, is assigned the service area of the City of La Habra for the Early Head Start home-based program option. The program will serve only residents of La Habra. As stated in the ERSEA plan, if any child will be enrolled in the EHS program who does not reside in La Habra, approval is needed from the grantee, Orange County Head Start Inc., prior to enrolling the child in the program. The priority of the program is to enroll children and/or pregnant mommies who reside in La Habra. During the 2020-21, all families served were residents of La Habra and will continue for the next school year.

The city of La Habra is in need for childcare services for infants. Based on the census data of 2019, there are 4,016 children living in the city who are 0-4yrs old and about 902 children who is living below poverty level. According to the Census' American Community Survey estimates, the median household income in the City of La Habra is \$79,325 in 2019. This is an increase from the \$72,178 in 2017. Although the median income for families in La Habra is higher than California, 1,003 (22.8%) of children under 5 years old living in La Habra us below the poverty level. Due to the pandemic, La Habra's Current Unemployment rate is 7.0%, which equates to more children possibly living in poverty. According to California's Employment

Development Department, during the first months of the pandemic, Orange County experienced the loss of 222,400 jobs, increasing the unemployment rate to 14 percent in April.² Orange County organizations who have historically provided safety net services and resources for families and children experiencing economic and health challenges, found themselves needing to mobilize and identify new ways to increase their capacity to meet the growing demand. County of Orange Social Services Agency (SSA), which receives calls for Medi-Cal public health insurance, CalFresh (aka Food Stamps)³, General Relief and CalWORKs benefits, saw an increase on average (March-August 2020) of approximately 20,000 additional calls per month about public assistance benefits versus monthly call volumes in the prior year. Of this call volume, approximately 55 to 60% of all inquiries were for CalFresh.⁴ The increase in applications for benefits from March to August 2020 compared to the same time period in 2019 were as follows: Medi-Cal applications, federally known as Medicaid, were up 10.6%; CalFresh, federally known as the Supplemental Nutrition Assistance Program (SNAP), applications were up 29.1%⁵; and Direct cash aid, known as CalWORKs, for families with children increased by 36.4%.

There is a need for Infant-Toddler program in La Habra, in particular for parents who are working. Based on the data from the 2019-20 school year, there are 4,921 slots available for infants-toddlers in child care centers. Although the program is home-based, there are still a number of families wherein one parent stays home to take care of their child. These are the parents the program targets and provides services to in a home-based setting.

Child care is needed in La Habra and the program would like to continue providing services in the home-based setting for children 0-3 years old and pregnant mommies.

2. Proposed Program Option and Funded Enrollment Slots

The City of La Habra Early Head Start program would like to continue providing services to families in the Home-Based program option. We will continue to provide and deliver services to the children in families through home-visits and socializations activities. Trainings for parents would be provided during these socialization activities. The Family Service Advocate (FSA) will continue to connect with the parents and ensure to meet the family's needs. Follow-up will also be conducted in the areas of health, nutrition, mental health, education, and social services. For those children with special needs, we will continue to follow-up and ensure the goals written on the IFSP are addressed during home-visits.

To ensure comprehensive services are provided to each child enrolled in the program, the home-educators will have a caseload of 10 families. The home-educators will provide a total of 46 home visits per year and 22 group socialization opportunities for the children and families.

The home-based program option for Early Head Start meets the needs of the children and families in La Habra because most of the families enrolled in the program consists of at least one non-working parent who is able to care for their child in the home. The Early Head Start program offers the opportunity for parents to enhance their parenting skills and provides a support system to assist a family with raising their child. Most of the parents enrolled in the program need the support system provided by the home-educators and the FSA that includes training and assistance through individualized home visits, family goal setting, and other services. In the last year, the program has utilized the services of various non-profit organizations that have provided parenting classes and other support to the parents.

Following review of the community assessment, it was determined that there were no significant changes in the community situation to warrant changes to the program operations for the early head start program. The community assessment data will continue to be used to revisit program decisions for enhanced services. In the 2017 census, there is a total of 4,560 children

ages 0-4 who reside in La Habra, out of this there are 1,027 children who are served in a childcare facility within the city of the La Habra in either a subsidized or a non-subsidized program. The remaining 3,533 children are currently not attending a pre-school/ childcare program. Below is the number of Early Head Start eligible children:

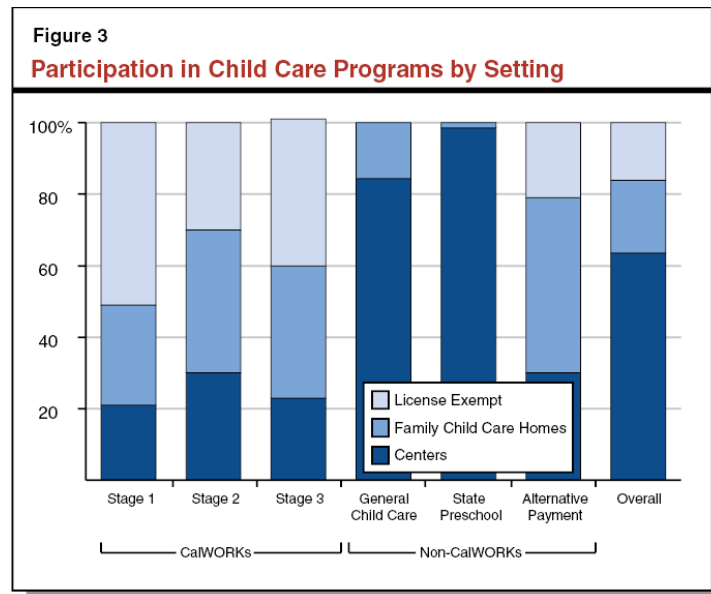
City	Poverty Level	Poverty Level	Poverty Level	Poverty Level	Poverty Level	Poverty Level
La Habra	521	501	487	646	608	1002

In 2016-17, California allocated nearly \$3.7 billion to provide 434,000 children with subsidized child care and preschool. Of these children, 12% are birth through age 2, 59% are ages 3 and 4, and 29% are age 5 or older. The funding primarily benefits children from low-income, working families. In 2017-18, there were 54,082 children served in the state’s general childcare (CCTR) grant that serves infants-toddles and school-age children; 89,070 in CalWORKs Stage 2; 53,187 in CalWORKs Stage 3; 42,732 in Alternative Payment; 119,360 in state preschool part-day; 65,118 in state preschool full-day; 3,590 in General Migrant Child Care, and 174 Severely Handicapped for a total of 400,985 children were served through a state subsidized program.

Three programs relate to California Work Opportunity and Responsibility to Kids (CalWORKs), focusing on families engaged in or transitioning out of welfare-to-work activities. The remaining programs are designed for other low-income, working families. Families participating in CalWORKs child care programs or non-CalWORKs families participating in the AP Program can choose from three types of child care settings: licensed centers, licensed family child care homes (FCCHs), and license-exempt care. Centers typically are run by community-based organizations or LEAs and often serve more children than other types of providers. The

FCCHs operate from the provider’s home, with each home typically serving 6 to 12 children. License–exempt care is provided by an individual of the family’s choosing—typically a relative, friend, or neighbor who provides care in a private home. All non–CalWORKs families participating in the General Child Care program are served in centers or in FCCHs associated with a center (referred to as childcare network homes). The federal government subsidizes childcare and preschool through Early Head Start (serving children birth through 2) and Head Start (serving children ages 3 through 5). In 2015-16, the federal government allocated roughly \$1 billion to providers in California that served 109,000 children through these programs.

Looking across all child care programs, the vast majority of children are served in licensed settings—64% of children are served in centers and 20% of children are served in FCCHs (*see figure below*). License–exempt care is most common among CalWORKs families. Whereas more than one–third of CalWORKs slots rely on license–exempt care, about one–fifth of non–CalWORKs AP slots rely on license–exempt care. The General Child Care and State Preschool programs do not allow for license–exempt care.



The overall state of preschool funding is better this year than in the past years. The state of California increased preschool funding by more than \$250 million for this upcoming fiscal year. However, there is a lack of facilities to be able to serve more pre-school children. Preschool slots increased from approximately 10,318 to 11,306 in 2014-15. The greatest need in Orange County is for Infant and Toddler programs. There is a shortage or ability to license facilities for child development programs, especially in the communities where the most eligible families are living. To address the need of serving infants and toddlers, the City of La Habra will provide services to 50 children in a home-based setting with opportunities for socialization twice a month.

3. Centers and Facilities

The Early Head Start program is a home-based program, there is no list of facilities. We utilize the child development main office training room or the Veteran's Hall as the location for socialization. For the safety of the infants and toddlers prior to welcoming the children into the room, for socialization, the room is inspected to ensure it is a safe place for the children. The Early Head Start staff are housed at the main office to complete the administrative work needed.

4. Eligibility, Recruitment, Selection, Enrollment, and Attendance

The City of La Habra will utilize the ERSEA plan and forms for enrollment of the Grantee for the 2021-22 school year. The plan is to provide services to children in the City of La Habra who have the greatest need for services. In order to reach those most in need of services, City of La Habra Early Head Start program has begun to implement a new, extensive recruiting process to reach parents and families within the community. During the Pandemic, Program staff have recruited participants at weekly food-giving programs, quarterly resource fairs, and at regularly scheduled recreation activities and we plan on continuing to increase our visibility

within the City and the schools. We have also placed an ad in the City's "Life in La Habra" magazine that will reach every mailing address within the City by June 24.

Recruitment was extremely difficult during the Pandemic as a "Stay-at-Home" Order was issued by the Governor for most of our year. We found it difficult to advertise our services and otherwise reach parents as the traditional methods of in-person recruitment were forbidden.

The City plans on implementing a new recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. Recruitment of children and families into the program is the responsibility of the Agency that includes the Board Members (Community Services Commission), Policy Committee, Community Partners, and all staff. Recruitment begins in March and continues throughout the program year. Word of mouth and high community awareness of the City of La Habra Early Head Start program helps maintain an annual waiting list of eligible children and families.

Throughout the year, City of La Habra staff will attend transition meetings and/or stay in communication with the Regional Center to make every effort to obtain applications for eligible families. Efforts will be focused on the highest need based on the Community Assessment, but will not be limited to those areas. City of La Habra Early Head Start program works cooperatively with other agencies in the community to recruit and enroll children with identified disabilities. The Child Development Manager, EHS Coordinator, and Family Service Worker will work jointly to develop and implement recruitment strategies that include; use of city media, written contacts, personal contacts, and provisions outlined in Interagency Agreements with the local school district and Regional Center. The Program maintains a list of agencies that service children with disabilities. These agencies receive a letter, phone call or personal visit from Program staff at least annually for the purposes of updating written information that the agency

may be sharing from our program (e.g. applications, brochures, etc.). These agencies include the LEA's of La Habra, Early Intervention Programs, the Regional Center, pediatric offices, and Child Care Resource and Referral agencies. All recruitment information will indicate that the Program serves children with special needs and encourages families to apply. In the last year, there has been an increase of families who are interested in the program whose income is higher than the federal poverty guidelines due to the increase in minimum wage. Although the program is allowed to enroll a certain number of families who are considered over income, the program has turned-away more families due to their income.

During the 2020-2021 school year, the program was faced with the challenge of enrolling children in the program due to the increase in minimum wage and the poverty guidelines. It is the second year the program needed to utilize the allowed 10% over-income and 35% above income guidelines to enroll children in the program. The program continues to work on recruiting and enrolling children who are within the guidelines for the program.

Once children are enrolled, the Home-Educator and parent(s) decide on a day and time for each weekly home-visit to take place, most often it is the same each week. If the parent or home-educator has to cancel the home-visit for the week, a make-up home visit is conducted either the same week or twice for the following week. Make-up home-visits are completed to the extent possible. In rare circumstances, such as the child is confined in the hospital, make-up home visits are not scheduled but the staff contacts the parent and provides support or resources, as needed.

5. Education and Child Development

In recognition that parents are the primary educators of their children, our EHS program is designed to work with families to ensure that the developmental needs of each child are met.

Through utilization of High/Scope curriculum and Partners for a Healthy Baby – Home Visiting Curriculum, the parent(s), home-educator and if age appropriate, the child together develop learning module's that support the child's learning opportunities. A core principle of the City of La Habra is that each child has an individual pattern of growth, development, and unique educational needs. The City of La Habra Early Head Start Program utilizes the High/Scope curriculum to create a child-centered environment in which students are free to grow and learn at their own pace. Integrated into the curriculum are concepts addressing a wide range of development areas to include, but not limited to social, physical, cognitive, language, creative and nutritional education. Each child's uniqueness is recognized; children are supported and encouraged at their developmental level. Materials and activities are developmentally, age and culturally appropriate. Individual student assessments, as well as, student's interests are integrated into the curriculum so that it is tailored to suit individual needs, interests, desires and capitalize on the child's strengths. Children are free to explore and experiment with equipment of their choosing and are guided in appropriate uses and safety of equipment. This process establishes a sense of responsibility, feeling of self-control and strengthens the child's sense of self-worth and independence.

The Home Educators provide individualized home tasks for parents to work with their child on a weekly basis. Parents work on these activities throughout the week. Follow-up regarding the child's progress is discussed at the next scheduled home visit.

Children enrolled in the Early Head Start program have the opportunity to participate in socialization activities which occur twice in each month. During socialization, the parent, child, and home-educators are able to participate in group activities that enhance the child's learning. Guest speakers are invited during socialization for parenting classes which are based on the interest and/or need of the parents. Socialization activities are based on the needs of the children

which are aligned with the Head Start Early Learning Outcomes Framework. Snacks that follow the USDA guidelines are also provided during socialization activities. Although these snacks are not claimed for reimbursement from the Food Program, we try to ensure the guidelines for health and nutritious snacks are followed.

All Early Head Start children receive an in-depth, individual screenings through the Ages and Stages Screening (ASQ-3, & ASQ:SE) within 45 days of entry into the program. Parents are asked to complete the ASQ-3 & ASQ: SE and staffs are able to rate and utilize the screening tool so that information gathered assists the home-educators in providing individual learning techniques for all children. The EHS Coordinator reviews the results of the screening and determines the need for follow-up, if applicable. A meeting is conducted with the parent of each child to discuss the results of the screenings and for those whose behavioral screens indicate that they may be "at risk" for behavioral difficulties an authorization for further assessment is obtained. Vision and hearing screenings for Early Head Start children are completed by their physician but they also have the opportunity to complete the screenings when Community partners schedule their visits to the program. The City of La Habra has an MOU with UCI EyeMobile wherein vision screening is provided to the children. If the child fails the screening further assessment is conducted and when it is determined that the child will need glasses, these have been provided by UCI to the child at no cost to the family. We also have a community partner, the Gary Center, which sets-up a virtual dentist office to complete dental screenings for the children. This is the fourth year that we have partnered with them to complete screenings in the main office for the children. In all the screenings and, if needed, further assessments are needed parents have been part of this process from the beginning. Parents have the opportunity to accompany their child during these assessments to assist in calming the child and immediate discussions with the parent if there is a concern that is identified during the screenings.

Home-Educators observe children on an on-going basis and these are used to complete each child's assessment, Desired Results Development Profile (2015), infant/toddler, a research-based observation tool. Once each assessment is completed for the child, the information from the assessment is used to plan for individualized activities for the children that is reflected in the lesson plans for home visits. Lesson plans are based on the children's interest observed and needs as identified through the DRDP (2015). Staffs were trained, at the beginning of the year, regarding the DRDP (2015) observation and rating procedure.

6. Health

Improving health care access for all children helps to improve prevention, early diagnosis, and treatment of medical issues. Children with health insurance are more likely to get timely prescription medications and medical or mental health care when needed, are more likely to get preventive care – including immunizations, dental care, and vision screenings; and overall have better health outcomes. With the high cost of medical care, health coverage enables families to provide essential care for their children without overstressing their budgets. Those without any coverage or with very limited coverage have substantial challenges accessing health care. There are several health coverage packages that are designed specifically to meet the needs of children, such as Kaiser Permanente Child Health Plan and California Kids; a privately sponsored program aimed at providing coverage for low-income children who do not meet all the eligibility requirements for government-subsidized programs and who have no source of private coverage. Public sector government-subsidized health care programs, which provide coverage to children, include Access for Infants and Mothers (AIM) and Healthy Families. In 2017, 6.9% of children were uninsured, which is an increase compared to 3.4% of children were uninsured in 2015.

To promote healthy development and to ensure optimal learning, the City of La Habra Early Head Start program collaborates with the parents to determine current health status, provide screening, and ensure ongoing health care that addresses each child's individual health needs. The first step in this process begins with ensuring comprehensive health services through collaboration with families during the enrollment process in which a comprehensive health history, physical history and screenings are completed.

In addition, within 90 days from the child's date of entry into the program an assessment of the families' access to ongoing health care is completed (included in the FPA assessment). If the family does not have an established medical home for both health and dental services, the staff assists families in accessing a source of health care through the utilization of the resource list. Affordable healthcare is no longer an ongoing concern for many of our families. Due to the pandemic, most children and parents had difficulty taking their child to the doctor. This made it difficult for parents to ensure the well-baby checks are certain months for their child to be completed.

Community partners, St. Jude's, Friends and Family, and the Gary Center aid and guidance for health care needs for the children and families.

Parents of children identified as either overweight or underweight receive educational information from the FSA or Nurse Consultant on nutrition and exercise. If the child is currently on well-baby care, the Home Educator visits ensure they continue to follow the recommended schedule for well-baby checks. If the child is not up-to-date with well-baby checks and/or immunizations, staff assists the family in accessing health services to bring the child current. All contacts are documented through the utilization of the ChildPlus data system.

Within the first 45 days of program service, all participants received vision, dental and hearing screening on-site through the utilization of community resources. If during the screening

process the results suggest the need for an in-depth formal evaluation, staff and consultants assist the family in the referral to a professional for formal evaluation. This will provide assessment of the child's status and determines what intervention may be needed.

A parent questionnaire is conducted to assist the staff in the development of Socialization activities. Surveys are conducted to develop monthly parent meeting agendas that address the identified areas of interest/needs. Parents, as the primary caregivers of their child, play a central role in child health services. They provide important information and are encouraged to participate in health promotion activities, well-child care, treatment for health problems with follow-up care, and in-program training and educational activities.

Social and emotional development is integrated into all areas of curriculum by creating a child-centered environment in which children are free to grow and learn at their own pace. The staff provides a warm, caring atmosphere where children feel safe to express themselves and encounter a variety of successful experiences. In providing this environment, self-worth, dignity, and cultural uniqueness of children and their family are respected and accomplished. In addition, activities promoting self-concept and self-esteem are integrated into the curriculum, especially during socialization.

Quality services are provided through the on-site Family Service Associate staff. These services begin at the time of enrollment with the in-take process and continue throughout the family's involvement in the program. Confidential meetings are arranged at either the main office or home. Individual referrals are provided as concerns are identified. The Family Service Advocate (FSA) maintain a variety of informal relationships with other agencies and individuals in the mental health community within the City. A wide variety of mental health services, including family counseling; individual counseling and therapy is available to families through the services of a contracted consultant and through partnerships with mental health services

agencies (Gary Center). Services are provided with an emphasis on wellness and prevention by focusing on education of child development and assistance in developing healthy relationships. Intervention services are also available when necessary to promote healthy change and growth. Common issues that are addressed include attachment and bonding, healthy family systems, positive discipline, child behavior concerns, healthy parental roles, separation anxiety, and social skill development. The mental health consultant is available to both staff and families through referrals or on-site visits that are scheduled on an as needed basis.

During the last school year, the grantee has assisted the program in ensuring health status is kept up-to-date utilizing the Child Plus data system to do list. The program will continue to use this system and also utilize the outlook for reminders of expiring health information 45-days prior so that parents can make the appointments to complete the physicals. This will also be used for on-going care and follow-ups, as needed. This will be monitored closely on a bi-weekly basis.

7. Family and Community Engagement

Each Program parents are treated with respect. Most of the time, the first contact of the parent in the program is with the FSA, and it is the FSA's responsibility to make the parent and child feel comfortable when they communicate regarding the program. Many of the families that reside in La Habra are Spanish speaking and the FSA is able to communicate with the parents in the language they are comfortable in. When there is a parent who speaks a different language and translation is needed, staff seek out other staff within the City who may be able to assist. If no staff speaks the language, the FSA tries their best, utilizing technology, to communicate to the parent in their home language. The program will use the Parenting Curriculum chosen by Orange County Head Start and will be requesting support and technical assistance to ensure fidelity in implementing the curriculum.

The program has two socialization opportunities each month wherein the parent works with their child to promote parent-child interaction and build their relationships. For the 2020-21 school year, the attendance for socialization was low because parents were focused on their child who was attending distance learning from the School District instead of the activities for their infant/toddler child. Staff made adjustments to the time of when socializations were conducted but this still did not increase the number of participants. When parents were asked to participate, not most had the time to do so since the focus the family well-being during the pandemic.

During socializations, activities geared towards literacy and language development are offered to the children and parent. Parents can speak to their child in the language they are most comfortable when communicating with the child. The home-educators also speaks to the parents in the language parents are comfortable in speaking. Activities during socialization are also communicated in English and Spanish.

The City of La Habra will use the Family Partnership Agreement and goal setting process chosen by OCHS. The City of La Habra requested technical assistance in ensuring the implementation of this process is meeting the expectations of the Grantee and performance standards and will continue to request assistance to ensure compliance. For the 2020-21 school year, the Grantee implemented a new process for the Family Partnership Agreement to Success Plans and the program is still working with the Grantee for technical assistance to better implement the new process of a Family Success Plan. The family success plan begins with the initial contact with the Early Head Start program with the interview and enrollment of the child. Parents are provided a comprehensive packet that includes the Parent Handbook (English/Spanish) which provides a guide to the program philosophy, goals, services and requirements. The enrollment packet contains an interest survey that is utilized by the Family Service Associate to develop the parent education component. To provide encouragement and

knowledge of program philosophy and appropriate child growth and development techniques, staff has developed an information, non-threatening volunteer training component. Parents are provided hands-on examples, informational sheets and verbal presentations on a variety of child growth and development topics. This is also discussed during the home-visits.

Family Partnership Agreements are completed with each family who expresses an interest or desire to participate. The FSA is respectful of a family's willingness to engage in the process. Although families were encouraged and the FSA would follow-up with the families, the families took a little longer in creating their Family Success Plan as their focus was to stay healthy during the pandemic.

The Success Plan includes strengths, goals and timetable individualized for each family. The FSA track and document the progress of goals outlined in Family Partnership Agreements and provide referrals on the basis of an individual's needs. The FSA connects and has informal contacts with the parents during socializations. Parents are also encouraged to contact the FSA, via calls, anytime they have any questions or concerns. Parents are also welcome to speak to the home-educator regarding concerns or assistance needed, which the home-educator shares with the FSA upon returning from the home-visit. The FSA will contact the parent to discuss and provide resources to the parent. Parents are also educated about resources in their community through family partnership plan, monthly parent meetings, resource lists and workshops provided by community representatives.

The City has been a provider of childcare in the La Habra community for over 40 years and community involvement and awareness has been a strong component of the design of the quantity and quality of services provided to participants. The City works with a variety of partners being experts in the fields such as, medicine (Friend of Family, St. Jude), dentistry (Healthy Smiles, Gary Center), mental health (Gary Center, Family Resource Centers), health

and nutrition (St. Jude, Cal State Fullerton, University of CA Irvine, La Habra Collaborative, and Move More Eat Healthy Committee) to provide trainings to staff and parents. Community resource lists are updated annually and provided to the families. Informal partnerships with local business, churches, and agencies exist within the community that provides valuable support in obtaining services for families in areas of food, clothing, and assistance with rent, ESL classes, and employment training. A formal agreement with the La Habra City School District, Mount St. Mary’s, Cal State Fullerton, University of CA Irvine, and Consultants provides partnership and enhances the services offered to the children and families.

8. Services for Children with Disabilities

Below is the information reported at the California Department of Education website regarding the number of children with special needs in each type of disability for the school year 2019-20:

<u>Age</u>	<u>Intellectual Disability</u>	<u>Hard of Hearing</u>	<u>Deaf</u>	<u>Speech or Language Impairment</u>	<u>Visual Impairment</u>	<u>Emotional Disturbance</u>	<u>Orthopedic Impairment</u>	<u>Other Health Impairment</u>	<u>Specific Learning Disability</u>	<u>Deaf-Blindness</u>	<u>Multiple Disability</u>	<u>Autism</u>	<u>Traumatic Brain Injury</u>
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	*	0	0	0	0	0	0	0	0
3	0	0	0	26	0	0	0	*	0	0	0	*	0
4	*	0	0	25	0	0	0	*	0	0	*	20	0

Based on the information that was gathered during the community assessment, the number of children diagnosed with autism in Orange County decreased from previous years. The most prevalent type of disability is speech or language impairments. It is evident that there has been a decrease in the number of children with special needs for children ages 0-2, with 0 children reported in the 2012-13 school year. There is no new data available regarding children with

special needs. There is no report on children with the following types of disability compared to the previous two years in Mental Retardation, Visual Impairment, Emotional Disturbance, Orthopedic Impairment, and Other Health Impairment.

The process of identifying children's needs begins with the initial enrollment process that includes discussion with the parent regarding their child's health history, physical history, and academic needs. Results from screenings, information from parents, and ongoing observations are used to assess the specific health and learning needs of children. If the information gathered indicates the need to individualize health/disability services, families are referred to the Regional Center for further assessment. If the family is granted an Individual Family Service Plan (IFSP), home-educators and FSA will work with the families to ensure participation in the services agreed upon in the IFSP. Home-educators will include goals indicated on the IFSP as part of the planning and individualizing for the children during home-visits and socialization activities. FSA will follow-up with the parents to provide support, if needed.

The Service Area Plan Policies and Procedures guides the service delivery to all the children. It entails procedures and activities that involves the home-educator and FSA in order to effectively include children in activities and involve their parents in the child's education. Services are extended and enhanced through agreements with community agencies to provide services to children with disabilities and their families. Children with special needs are included and participate in all socialization activities with their peers with modifications provided to accommodate their needs. Home –Educators assist children to participate in activities and gain successful experiences during their home-visits and socialization.

Ongoing communication and meetings with all staff occurs regarding the results of screenings and assessments, teacher observations, parent concerns, individualizing activities, materials, and need for referrals.

9. Transition

Early Head Start staff will work with parents and community organizations including school districts, school readiness coordinators, and other early care and education programs to ensure that every child and parent transition as smoothly as possible into early head start and out to preschool.

Transition to early head start

In order to familiarize families with the Early Head Start program, the program implements a two-step process. This process will give parents the information that they need to help their child transition smoothly into the program and assist the families in accessing any services needed. The goal of this approach is to transition the child and the family fully into the program. Each parent and child will have a home-based orientation, at their home, which will give them the chance to meet the home-educator and learn important information about the program and the services offered.

The orientation given to the parents is to familiarize the parents with the array of services available to their family through the Early Head Start Program. The Family Service Advocate and EHS Coordinator will present information on the variety of services available through the program and who to contact and how to utilize these services will be provided.

Transition from early head start to preschool

Transition of families will be based on individual need and the readiness of the child. The transition process will begin six months prior to the child's third birthday, when the parent indicates new childcare arrangements will be made or when child is at the appropriate age to move into Head Start or another preschool.

At the age of 2 years, 6 months the child will begin the transition process. There will be a transition meeting with the parents and home-educator to discuss the transition process. Goals will be established and activities for the transitioning will be developed. The Family Service Advocate will also contact the parent to assist in the enrollment process, if needed, in the program the parent decides to send their child for preschool. If needed, staff will make arrangements for the parent and child to visit the site to familiarize the child to the new program.

When the child turns three, the home-educator will work with the parents to assist the child in transitioning to the new program.

In some rare circumstances, children enrolled in the early head start program leave the program prior to the end of the program year. The Family Service Advocate will assist in the transition for the families.

10. Services to Enrolled Pregnant Women

By providing comprehensive Early Head Start services beginning in the prenatal period, there is an opportunity to have a positive impact on low-income children at risk for health and developmental problems. These services include comprehensive prenatal and post-partum health care, prenatal education and breastfeeding education.

Every pregnant woman enrolled in EHS develops a Family Partnership Agreement, which outlines and individualizes the program the family will receive during the prenatal period. This plan is driven by the parents' identification of family strengths, needs, resources, and goals. Each Family Partnership Agreement is unique. The Home-Educator and Family Service Advocate play an important role in helping expectant parents determine how their goals will be defined in measurable terms, timelines for achieving those goals, the process for how the goal will be achieved, and how it will be determined that a goal has been met. Again, collaboration with community partners is essential to EHS programs when serving pregnant women.

Subsection C: Governance, Organizational, and Management Structures

1. Governance

a. Governing Body

The governing body of for the City of La Habra Early Head Start program is the City Council. The City Council are elected officials who oversee all City business and have the overall responsibility of overseeing the La Habra Early Head Start program. Members of City Council adhere to the policies required to oversee the program based on the Performance Standards and Head Start Act.

The Governing body has established an Advisory Committee, the Community Services Commission, who oversees the program. The monthly reports are shared to the governing body, as required by the Head Start Act, by reporting monthly to the Community Services Commission. The same information is given to the Governing body as part of the minutes submitted for approval to the Council. The City Council maintains its legal and fiscal responsibilities for the Early Head Start program.

The Early Head Start program has a Policy Committee (PC), which is comprised of parents from the program and a community representative. The chair of the PC represents the program in the Grantee's Policy Council. The Policy Committee meets once a month and required information is shared with the PC during those meetings. The information that the Governing Body and Community Services Commission receives is also shared with the Policy Committee. The reports presented on a monthly basis are as follows: (1) Monthly financial statements, including credit card expenditures; (2) monthly program information summaries; (3) Program enrollment reports, including attendance reports; (4) monthly reports of meals and snacks provided through programs of the Department of Agriculture; (5) Monitoring reports; and (6) communication and guidance from the Secretary. On a yearly basis the following items are

also presented for approvals: (1) Service Area Plans, Policies, and Procedures; (2) Financial audit results; (3) Annual self-assessment, including any finding related to such assessment; (4) Communitywide strategic planning and needs assessment; (5) Continued funding application; (6) Program Goals and School Readiness Goals; (7) Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) plan with eligibility points; and (8) Program information reports. Staff are present during the Commission and PC meetings to present the information/ reports and to answer questions regarding the program and/or reports.

At the beginning of their term, PC members are provided with training regarding their roles and responsibility for the program. During this meeting, PC members are asked to sign the conflict of interest, standards or conduct, and confidentiality forms. This is discussed during the meeting and if any question should arise, they need to speak to the Child Development Manager as soon as possible. This same process is completed on a yearly basis for the Community Services Commission members. Training is also provided in the event a new commissioner is appointed within the school year. Each month, a specific training is provided to the Commissioners and PC members to assist them in learning and making decisions for the program. Some of the training topics provided this year are (a) an overview of the head start program and their role in decision making; (b) the head start management systems; (c) data and the reports received and what is the importance of these reports. An example of data that has been provided to the Commission and PC is the children's assessment report. The children's assessment report was reviewed with both groups and feedback was requested in terms of what the program can do better to improve how children can reach their school readiness goals. Another example of data that has been provided was the monitoring reports and corrective action plan, they have provided insight and support on how best to correct the items identified.

2. Human Resources Management

The Child Development Manager oversees all the grants for the Child Development Division, which includes the Early Head Start grant. The EHS Coordinator is the person responsible for overseeing the operation of the early head start program. The EHS Coordinator supervises one full-time Family Service Advocate, one part-time Family Service Advocate and five Home-Educators. The division also has a Social Worker II, who assists in the eligibility and enrollment of children in the EHS program. The Child Development Manager and EHS Coordinator monitors and generates reports needed for the program.

In collaboration with the Human Resources department of the City, any staff prior to hiring must complete an extensive background check. The date that Human Resources department staff verifies clearance is noted on the EHS staff's Personnel Action Form. This ensures the criminal record checks were completed prior to employment. Prior to hire, a potential staff person will need to complete and pass a physical, a drug test, and a TB test at a facility determined by the City. No potential staff may work in the program unless the criminal record check, immunizations, and physical with TB test is completed. Copies of the clearance for the staff are in each staff person's file and must be approved prior to hire. Once the staff hiring process is complete, the staff receives an orientation by the Child Development Manager and EHS Coordinator wherein the staff handbook, job role and responsibility, and other policies are discussed. Staff also signs the Standards of Conduct and Confidentiality forms.

At a minimum, a formal Performance Evaluation and a Professional Growth Plan will occur annually for all staff, with an additional probationary evaluation for new or reclassified staff within six months of date of hire or position reclassification. Additional evaluations may be warranted if the staff person is on a probationary status or on a Performance Improvement Plan. The overall goal of the Performance Evaluation and Professional Development policy is to

provide a positive and supportive work environment that facilitates quality services to Early Head Start children and families. The process is designed to communicate and assess the performance expectations of all positions within the Early Head Start program, performance expectations that adhere to both Federal and State Performance Standards. The process also provides support for the professional development of staff through goal setting, mentoring, training and education. The ongoing objectives for staff are to be informed of job expectations and performance levels throughout the year via routine feedback and communication. Routine assessment, review and supporting documentation will form the basis for the formalized annual performance evaluation.

Results of these evaluations are also utilized for staff development and trainings. Some of the trainings that are required to be provided on a yearly basis are completed at the beginning of the school year and other trainings based on monitoring outcomes and staff evaluations are provided throughout the school year.

Due to the limited staff in the Early Head Start program, the EHS Coordinator is also the person responsible for coaching and mentoring the Home-Educators. The program has to identify a research-based coaching strategy that would be effective for the program. The EHS Coordinator observes the Home-Educator regularly and feedback is provided after each visit. A meeting is also conducted with all Home-Educators to address and provide feedback from observations that was conducted.

3. Program Management and Quality Improvement

The Child Development Manager and EHS Coordinator are the staff person's responsible for the Program's ongoing oversight. On a monthly basis, files, home-visit observations, and progress towards goals are monitored and reviewed. On-going assessments, evaluations, and

plans for improvement are essential elements of the planning process that contribute to the overall success of the Early Head Start programs. Program planning includes the following elements: Community Needs Assessment (conducted every five years, updated yearly); Strategic Planning (conducted every five years, updated yearly); Service Area Plans/ Policies and Procedures (reviewed and approved yearly); Board and Policy Committee Orientation (Yearly); Self-Assessment (Yearly); On-Going Monitoring and Reporting (Monthly); Child Assessment Data (Three times per school year); School Readiness Goals (Three times per school year); Grant Planning, including budgets (Yearly); and Continuous communication and feedback (on-going daily). Each year, a program-planning calendar is generated to ensure items and documents are submitted within the timeframe.

In accordance with the Head Start Performance Standards, the Child Development Manager and EHS Coordinator will monitor required tasks and responsibilities to ensure that these tasks and responsibilities are completed within timelines and according to guidelines in the Performance Standards, other federal and state regulations, and City of La Habra policies and procedures. The monitoring system used will include the use of ChildPlus, the program's database to collect and record information about children and families in the program for the following purposes: Periodic reporting of this information will be provided by the Child Development Manager to appropriate staff and policy groups; annual self-assessment; collaborative review of this information will facilitate planning and future development decisions; and provide reports to the grantee.

The program will focus on monitoring within the head start systems and ensuring timely delivery of services. On a quarterly basis any key findings or areas of non-compliance or trends based on the on-going monitoring will be reported to the Board and Policy Committee.

As in prior years, the Grantee periodically conducts monitoring visits, which focuses on the head start systems and service delivery. Results of these monitoring visits are presented to the board and policy committee and, when applicable, a corrective action plan is presented for approval. The monitoring reports are also used to plan any specialized training and technical assistance that we may need from the grantee. The city of La Habra has adopted the monitoring system of the grantee wherein it assesses program services and management systems for compliance. This ensures a continuous process of oversight and correction. The City of La Habra Early Head Start program's monitoring process utilizes the monitoring tools of the Grantee, which are consistent with Head Start Performance Standards and the Head Start Act of 2007. These tools cover the areas of early childhood development, disabilities, health and safety, safe environments, family services, ERSEA, Fiscal Integrity, and Program Design and Management. Aside from this a Governance Screener and Health & Safety Screener was completed at the beginning of the school year. All measurements of compliance and quality are based on the Head Start Performance Standards and California State Licensing requirements. Findings are recorded, corrected and tracked.

The Early Head Start Program was faced with multiple long-term staff absences in the 2020-2021 school year and two new Home Educator were hired. The EHS Coordinator provided trainings regarding the curriculum that will be used when conducting the home visits and reports that needs to be completed. The new Home-Educators had the opportunity to observe another home-educator in a home-setting and during socialization. Trainings were provided for all home-educators at least once a month to discuss the curriculum and share strategies for home-visits. Last year, the home-educators also had the opportunity to participate in the three-day training provided by the Grantee regarding the Partners for a Healthy Baby curriculum and a one-day training on PIWI. These trainings have assisted the home-educators in preparing and conducting

their home-visits. Aside from the EHS Coordinator led trainings, the home-educators met with the Mental Health consultant to discuss challenging behaviors and to determine strategies in working with the parent and child. For this school year, the concern was meeting the needs of the children and families during the Pandemic. In-person visits were forbidden and virtual visits made the delivery of services very difficult to provide the tracking of health and nutritional needs of the children, in particular completing the well-baby checks at the allocated time. We have been working closely with the parents to keep their medical appointments and request the doctor to complete the needed well-baby checks. Timely follow-up is one that we are working closely and reminding the parents about this. Another concern that we faced with is the record-keeping concern with the ChildPlus data system; we have been working with the Grantee to provide technical assistance to be able to generate the appropriate reports that are needed for the monthly Program Information Summary reports. The concern regarding ChildPlus has been corrected and staff is more comfortable using the data system. Other trainings are scheduled for the other staff throughout the year, mostly on Fridays when the Home-educators do not have regularly scheduled home visits. Fridays are the days wherein supervisors are able to meet with the home educators and discuss concerns or updates needed for the program.

Section II: Budget and Budget Justification Narrative

The city of La Habra Early Head Start program will continue to provide Home-Based option with two socialization activities a month.

Below is a detailed description of the budget:

a. Personnel	\$321,600 (Basic)
b. Fringe Benefits	\$135,770 (Basic)

As with all previous budgets, the percentage of costs for the operation of the program associated with personnel are the most significant and highest percentages of the budget submittal. The budget preparations have been made with the most current rates provided to the agency. However, it is anticipated increases will occur in the city's assignment in workers compensation rates through the State of California, as well as a possible increase in the medical insurance costs. This year increases were felt in the tax and health insurance costs, and the assigned PERS rate.

Administration of the program is provided through the partial allocation of costs associated for the Division Manager and Accountant. Additional funds are allocated to the administrative services provided through the City of La Habra with the part assignment of salaries of the Deputy Director of Finance, Payroll Technician, Personnel Analyst, Account Clerk and Accountants.

The City of La Habra employees receive retirement benefits through the Public Employee Retirement System (PERS). In addition, employees may participate in a medical insurance program in which they may choose a provider of choice. The City provides a stipend towards their full medical coverage cost. Additional funds are allocated for State Unemployment Insurance, Workers Compensation, and Medicare.

c. Travel **\$0.00 (Basic)**
\$9,750 (T&TA)

This year the Agency was able to assign funds for staff and parent participation at a variety of quality training opportunities offered through both California Head Start and National Head Start. Training and Technical Assistance funds will cover the costs of trainings.

Trainings/Conference:

- National Head Start Conference (1 parent or 1 Staff)

- CA Head Start Conference (1 staff)
- NHSA Parent Engagement Conference (PC Chair, 1 Staff)

d. Equipment **\$0.00 (Basic)**

It is being anticipated that no equipment will be purchased in the 2021-2022 school year.

e. Supplies **\$18,090 (Basic)**

\$500 (T&TA)

Curriculum Materials - Classroom supplies are the consumable curriculum supplies, manipulative toys, and books for the classroom. The highest encumbrance in this category is for the classroom materials and supplies. The agency has a firm commitment to provide the highest quality of classroom educational activities for the participants, and as such has identified a higher rate than the amount required.

Training Supplies - Funds are allocated to provide resources to staff during their participation in training opportunities. Staff is provided funds to encourage and supplement their participation in a variety of training opportunities. Training is an on-going commitment in which the agency provides on-site training days, as well as, the option of staff selection of approved trainings offered through additional resources. Training and Technical Assistance budget will cover this section. This also includes materials for Home-Visits and Socialization.

Medical and Dental Supplies for Children

Replacement of current first aid supplies for the earthquake kits, purchase of toothbrushes and toothpaste for the dental care program are provided to all children.

Parent Classes

It is hoped that additional parenting classes will be available for participants at both sites.

The funds allocated are for a mileage stipend for presenter, participants and supplies.

Office supplies

Typical supplies associated with the operation of office activities, include pens, paper, clips, business cards, calendars, stationary and pencils. Additional small amounts are budgeted for postage and outside printing.

Nutrition (Socialization Supplies)

Funds will provide meal service to parent volunteers as they join the children in the meal service. Also, a small stipend has been included to allow light refreshments at the Parent Policy Board Meetings.

f. Contractual

\$12,612 (Basic)

\$1,000 (T&TA)

As stated, the agency felt the most cost-effective approach to the provision of quality services to the children and families in component areas is the utilization of contract consultants. The program's population (50) does not necessitate and the funds available are not sufficient to allow full-time personnel in component areas. Current budget proposal is a 'best estimate' of the required services. On-going monitoring will allow for adjustments and reallocation of funds if necessary.

Nutritionist

Health

Mental Health

Disabilities

Audit

Konica Lease (printer)

Speakers for training

g. Construction

There is no budget allocated for construction **\$0.00 (Basic)**

h. Other Costs **\$14,996 (Basic)**

Liability Insurance (Child)

Building Maintenance

Utilities (water/electric/sewer/gas)

Security System

Postage

Outside Printing

Pest Control

Professional Memberships

Staff local travel

Staff services (fingerprints/physicals)

CPR/1st Aid for Staff

PC Meeting - Mileage and Babysitting Fee

Total Basic Budget **\$503,068**

Training and Technical Assistance **\$11,250**

(Training and Technical Assistance Plan is provided)