

# Child Development Programs

Early Head Start  
Head Start



## ANNUAL REPORT 2024 - 2025



# Child Development Program Vision

The El Dorado County Office of Education Child Development Programs are dedicated to providing quality early education experiences that engage parents in the growth and development of their children to support school readiness and lifelong success.

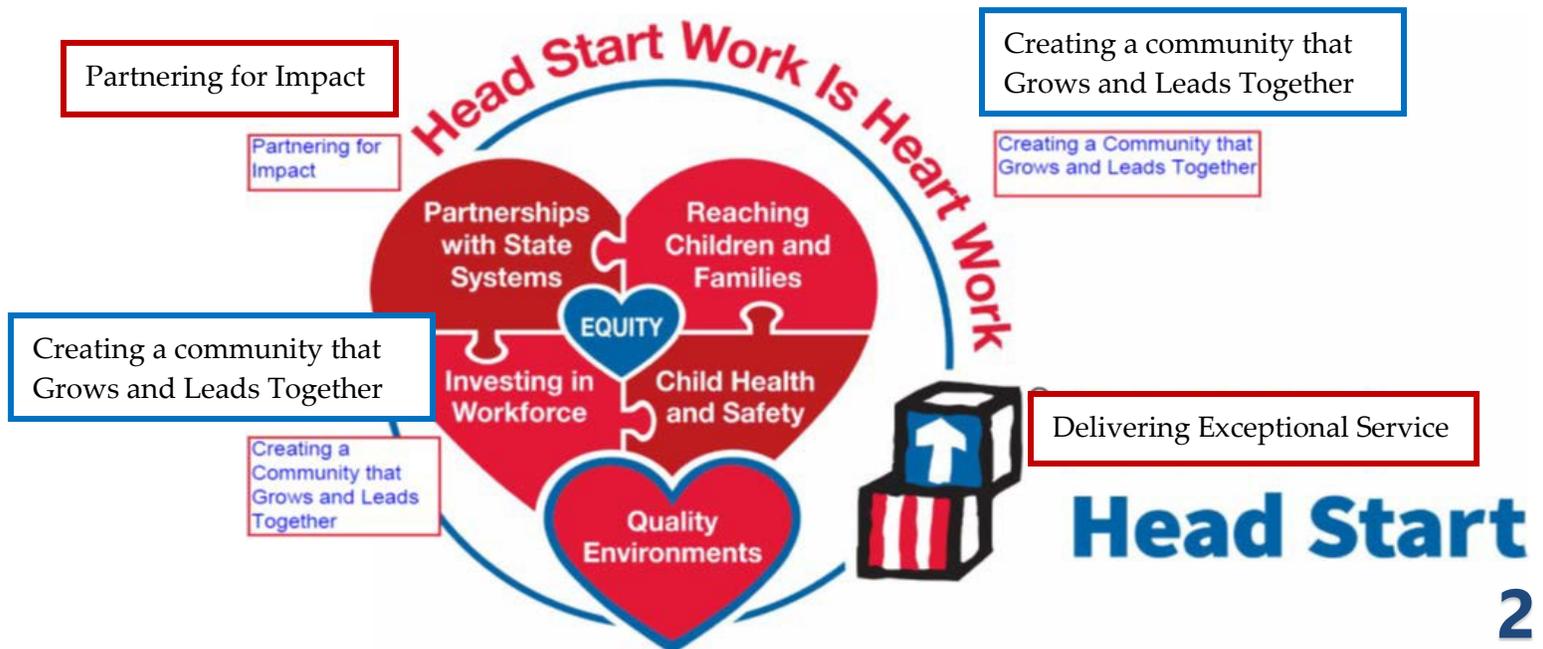
## Our Mission

Our mission is to provide quality educational programs in environments conducive to learning with highly qualified staff, committed to educational excellence, that promotes the idea that the child comes first.

## EDCOE Core Values

Integrity- Service - Relationships - Equity -Innovation

## Birth to Five Program Goals





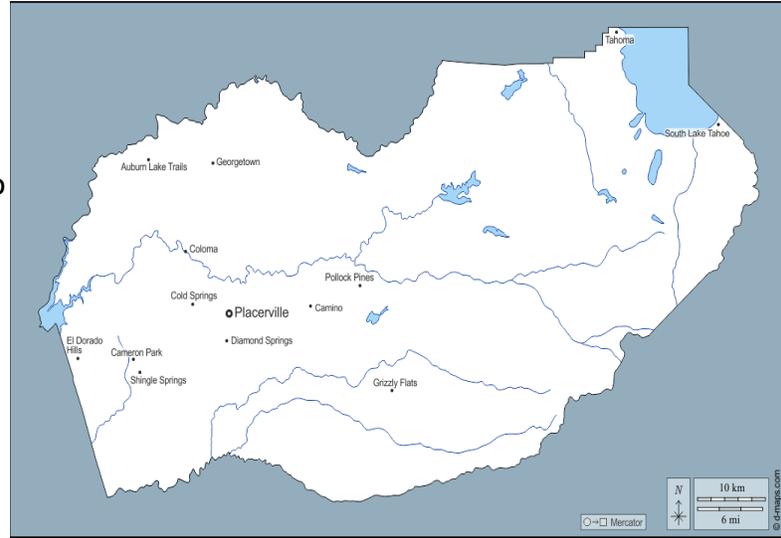
# HEAD START BIRTH TO FIVE

## Overview

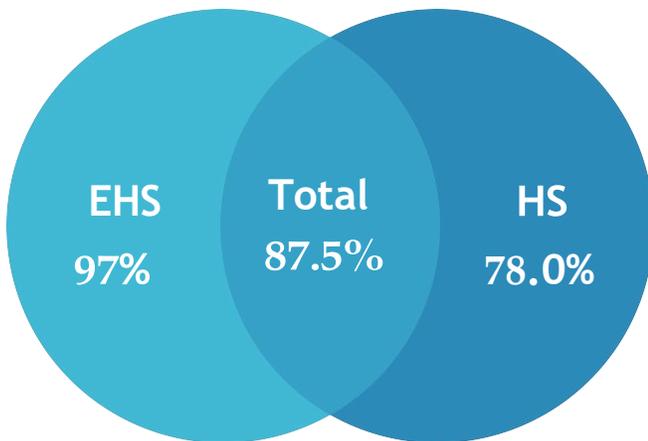
The EDCOE Child Development Programs promote the school readiness of children birth to five by providing comprehensive programs and services that support their development across the developmental domains of approaches to learning, cognitive, social- emotional, language, literacy, and physical development.

The Early Head Start (EHS) program serves pregnant women, infants, toddlers, and their families in a home-based setting. The Head Start (HS) and State Preschool (SP) programs serve preschool children (ages 3-5) and their families in center-based programs.

Our Child Development Programs emphasize the parent’s role as the child’s first and most important teacher and build strong relationships with the child’s parents and family as partners in helping all children to reach their greatest potential.



### Average Monthly Enrollment



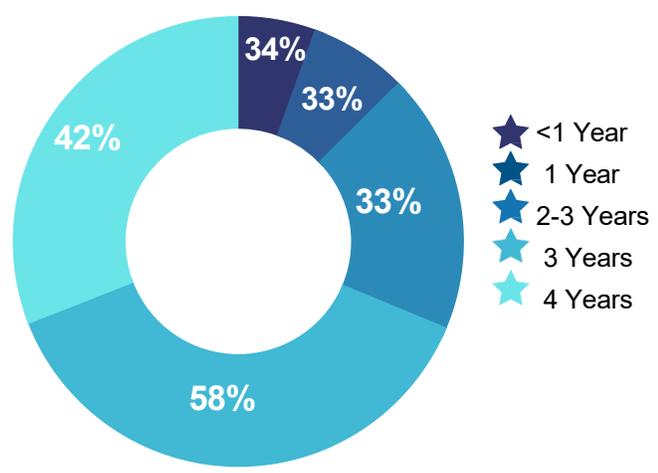
- June 2, 2025, EHS completed full enrollment plan
- January 5, 2026, Head Start entered final 6-month full enrollment campaign



# ENROLLMENT

		<i>Funded</i>	<i>Served</i>
EHS Expecting Families/Children 0-3		154	205
HS Children	3-5	200	231
SP Children:	3-5	308	358
<b>TOTAL:</b>		<b>662</b>	<b>794</b>

**Birth to Five Children by Age**  
(at time of enrollment)



**EHS 51% 48**

**Hispanic/Latino(a)**



**Dual Language Learners**

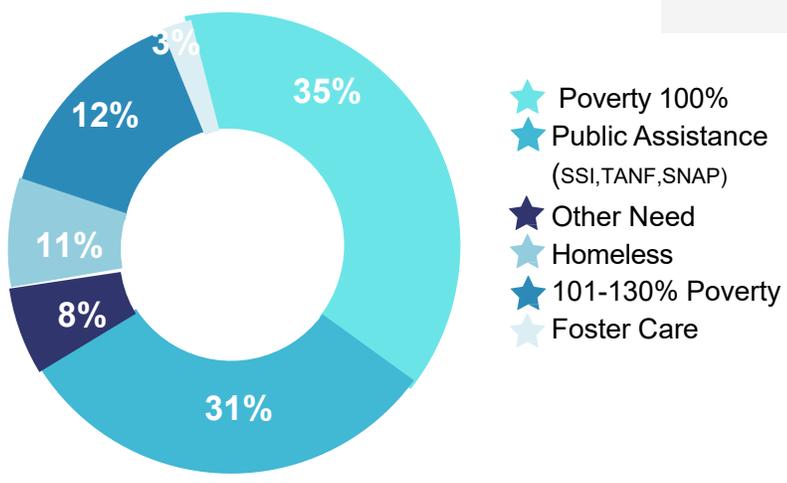


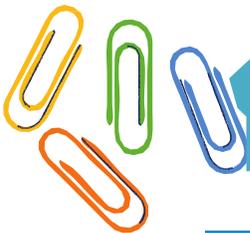
**EHS/HS Enrolled in Prior Year(s)**



**EHS/HS Primary Eligibility**

(at time of enrollment)



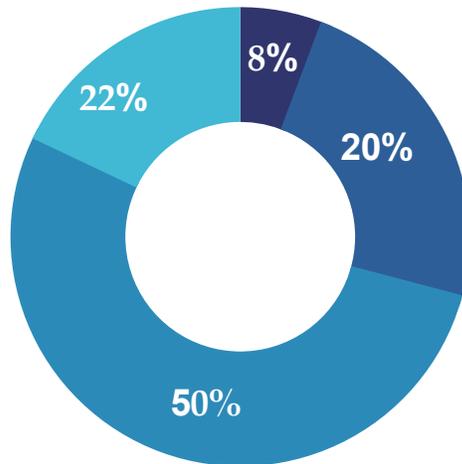


# EHS/HS FAMILY DEMOGRAPHICS

• Families Served	393
• Two Parent/Guardian	59%
• Single Parent/Guardian	41%
• English- Primary Language at Home	68%



## Educational Attainment



- ★ Advanced degree or baccalaureate degree
- ★ Associate degree, vocational school or some college
- ★ High school graduate or GED
- ★ Less than high school graduate

## Employment, Job Training, & School (At start & end of year)



At least one parent/guardian is employed, in job training, or in school at enrollment.

58.5%



At least one parent/guardian is employed, in job training, or in school at the end of year.

68.5%





# HEALTH AND WELL-BEING

## Overview

All children receive health and development screenings, time for physical activity, nutritious meals, oral health, and mental health support. Health services include hearing and vision screenings, monitoring of height and weight, and ensuring all children are up to date on their well-child health and oral health schedule. To help meet the nutritional needs of the children, the program provides approved nutritious meals and snacks.

For children identified with a disability, the program coordinates in-class strategies and referrals to Early Childhood Intervention agencies and local education agencies. Mental health services are available to help staff and families by providing assessments, consultations, and information on effective behavioral strategies for implementation in the classroom and at home.

## Health Management

At the end of program participation, children with...		EHS	HS
<b>Healthcare</b> 	◇ Health insurance	100%	100%
	◇ An ongoing source of continuous, accessible health care	99%	99%
	◇ Identified with chronic condition and receiving medical care.	100%	97%
<b>Dental</b> 	◇ Continuous, accessible dental care provided by a dentist	86%	89%
	◇ Received oral health/preventative care &/or treatment.	57%	89%
	◇ Expectant Mom Oral Health Assessment	71%	N/A
<b>Immunizations</b> 	◇ Up to date as possible immunizations	86%	98%

## At the end of program participation, pregnant women with...



○ Health insurance	86%
○ An ongoing source of continuous, accessible health care	86%
○ Prenatal care during their pregnancy	100%
○ Education on breast feeding, nutrition, fetal development, risks of alcohol/drugs/smoking	100%

## Disabilities

Identifying young children with unique developmental needs, ensuring children receive appropriate and timely services and helping families navigate eligibility guidelines is essential to the Head Start Birth to Five Program. The Office of Head Start requires 10% of total funded enrollment to include children with special needs.

## Mental Health

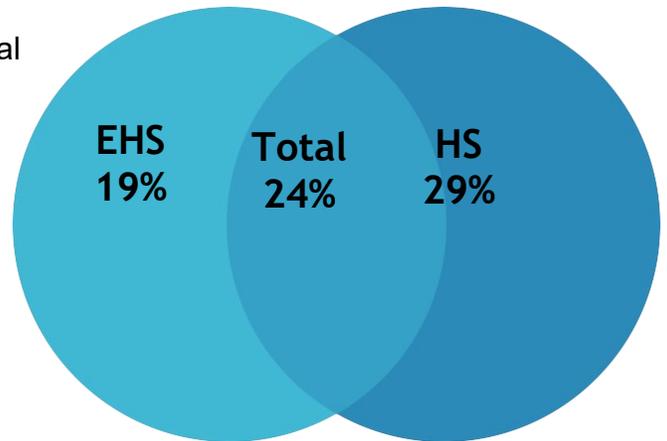
The Devereux Early Childhood Assessment

(DECA) Preschool Program, 2nd Edition is used to provide teachers and families with a strength-based assessment and planning system designed to promote resilience in young children by recognizing and building protective factors which include. Initiative, Self-Regulation, Attachment/Relationships. 100% of children and families completed the DECA in the first 45 days.

Mental Health support for staff included: Weekly individual Reflective Supervision and Monthly group reflective for Home Visitors. Mental Health classroom consultations/follow up and bi-annual mental-health facilitated group reflection were provided for Preschool Teachers. Regular reflective supervision facilitated by Licensed mental health Professionals were available for preschool teachers and site supervisors as requested.

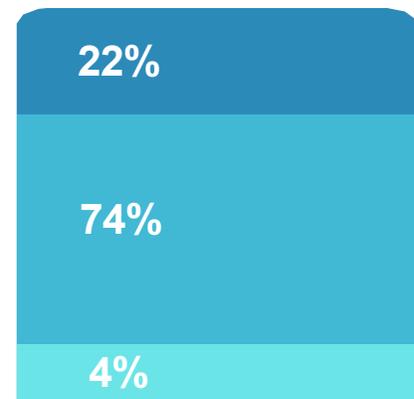
## Nutrition

Nutrition is important to a child's health, growth, and development. Nutrition services include nutrition assessments, approved nutritious meals with modifications for children with special dietary needs, and education to empower parents to help them make healthy choices for themselves and their children.



## Preschoolers Protective Factors

(DECA Assessment)



45 Day Screening

● Strength ● Typical ● Need

# 127,194



Breakfasts, lunches, and snacks served



# PARENT AND FAMILY INVOLVEMENT

## Engaging Families in School Readiness

As parents are their children’s first and most important teachers, our programs focus on supporting and strengthening parent-child relationships and strive to engage families in their child’s learning and development. Parents and family members are encouraged to volunteer in the classroom, program activities, and attend program and community engagement events. This year, 74% of the 69 volunteers were current or former Early Head Start/Head Start parents.

### *Parent/Family Member Attendance*



## Engaging Fathers

Engaging fathers and male role models, whether they live with the child or not, contributes to the well-being of children and families. During the 2024-2025 school year, over 150 father and/or male figures participated in program activities with their child. Fathers attended the Teaching Pyramid for family’s parent curriculum, and the Parent Leadership training course offered by community partners. We worked with fathers and male figures to find meaningful and engaging ways for them to volunteer in their child’s classroom and support Early Head Start Socials.



# Goal Setting, Needs, & Referrals

EDCOE's Head Start Birth to Five Program also assists families in determining their needs and supports them in achieving their own goals, such as continued education, steady employment, financial security, and housing stability. Throughout the year, families receive services and referrals to community resources for emergency crisis assistance, housing/utility assistance, mental health, ESL classes, GED classes, job training, child abuse, health/medical care, relationship/marriage education, parenting education, and asset building services.

233

Families receiving emergency/crisis intervention

Families receiving mental health services

70



392

Families receiving information from a research-based parenting curriculum



277

Families receiving transition support between programs.

Families receiving preventative medical and oral health services

292

83

Families receiving service on post-partum care

45

Families receiving ESL services

Families receiving housing services

72





# TRANSITIONS

Program activities are in place to help children, and their families transition between environments in the early childhood years, including transitions as expectant families to EHS child enrollment, EHS Toddlers to preschool and/or other childcare settings and preschoolers to kindergarten. We partner with parents, early intervention agencies and local school districts to support successful transitions for children with disabilities and together throughout the transition process.



All children received Summer Activity packets to support ongoing growth and development over the summer. Children entering Kindergarten received additional materials/activities to support successful transitions.



# SCHOOL READINESS OUTCOMES

Children's school readiness is fostered through learning experiences that help children grow intellectually, socially, and emotionally. EDCOE has shown progress in promoting school readiness through the implementation of research-based curricula to fidelity and best practices.

The Head Start program uses the Desired Results Developmental Profile (DRDP-2015) to assess the children at the beginning, middle and end of each program year. Staff observe all children and assess their development using the DRDP and the Head Start Framework.

Target percentages are set in each Domain for Kindergarten eligible students to reach the Building and Integrating levels by the end of their preschool years, as a general indicator of school readiness. The target set for three-year-old students is to reach an average developmental level of Building in each Domain by spring of each year.

School Readiness activities are planned daily and supported by intentional learning environments, well trained and highly educated teachers, and staff. Developmentally appropriate activities allow children to learn across all domains and develop in the areas of language and literacy, math, social/emotional and physical development. A dedicated teaching staff, who promote excellence through evidence-based teaching practices, are the foundation for quality in the Head Start and Early Head Start Programs. Teachers have many options to participate in ongoing professional development.

## Developmental Progress: 3 Year Olds Desired Results Developmental Profile (DRDP)



*\*Data may include children not captured in each assessment period.*

## Developmental Progress: 4- & 5-Year Olds Desired Results Developmental Profile (DRDP)





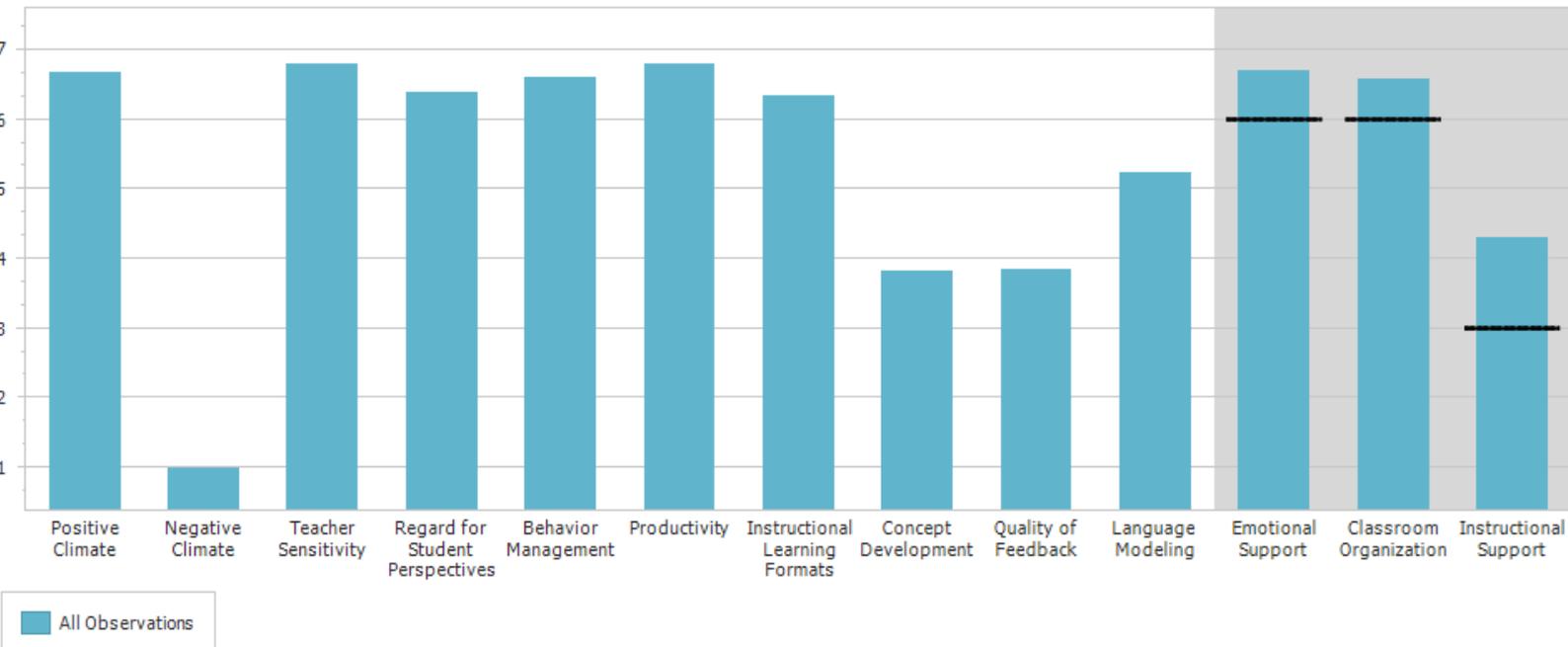
# CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS) SCORES

Teacher effectiveness is one of the most important factors impacting the quality of early education programs. The program uses the Classroom Assessment Scoring System (CLASS) tool to help ensure the highest quality of care in preschool classrooms to promote development, school readiness, and positive child outcomes. EDCOE CDP completed CLASS observations in the fall and spring. Informal and formal CLASS observations were conducted by CLASS reliable staff in partnership with local Quality Rating Improvement System (QRIS) activities.

CLASS is an observation instrument that assesses interactions on a seven-point scale (seven being the highest) between children and teachers in three broad domains: Emotional Support, Classroom Organization, and Instructional Support. Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through everyday interactions. Classroom Organization assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom. Instructional Support assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

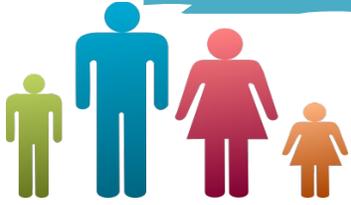


## Class Scores



	PC	NC	TS	RSP	BM	PD	ILF	CD	QF	LM	ES	CO	IS
All Observations	6.67	1.01	6.79	6.38	6.6	6.79	6.33	3.82	3.85	5.24	6.71	6.57	4.31

# 2025 Child Development Parent Survey

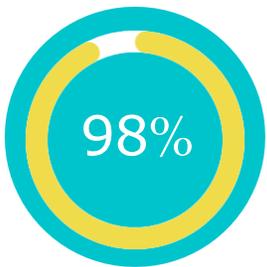


Thank you to all the parents who took the time to fill out the survey as well as all the teachers who shared and collected the surveys and encouraged parents to complete it. Your opinions and needs are important to us, and we want to continue to make improvements to make sure families get the best services possible to help meet their needs. Over the summer, program management will be looking at all the information provided in the survey to help make changes for the upcoming school year.

**230**  
Families  
Responded to  
the survey

## TOP 5 needs

1. Transportation Services
2. Child Care Services
3. CPR/First Aid
4. Budgeting/Buying a House
5. Stress Management



satisfied with the **background and education of staff**



satisfied that the **Languages spoken** by staff in the classroom

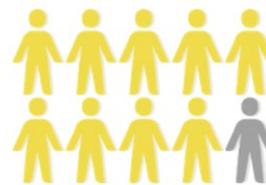


satisfied with the interaction **between staff and children**



Satisfied how the program promotes **child's learning and development**

**98%** of the centers **LOCATION** is convenient for their family



**9 out of 10 Parents** felt the program was helpful in preparing their child to start kindergarten.



**98%** Families satisfied with program **LOCATION and CLASS SCHEDULE**

**98%**

Of parents would refer a friend or family member to EDCOE Early Head Start/Head Start Program

# AUDITS, MONITORING & ASSESSMENTS

## Federal Program Monitoring

No federal monitoring visits occurred during this reporting period; however, (ACF) / Office of Head Start (OHS) conducted a Focus Area One (FA1) monitoring review December 16-20, 2019, which evaluated the program's performance and compliance with Head Start Program Performance Standards (HSPPS), Public Law 110-134, Improving the Head Start for School Readiness Act of 2007, and other applicable regulations. The program met 100% of the compliance measures.

OHS completed an on-site CLASS® review in preschool classrooms in the Spring of 2016 with scores in all three domains exceeding the minimum threshold ratings as seen below. Emotional Support- 6.3359, Classroom Organization- 6.2708 and Instructional Support-3.8958. Program has continued to grow in each of the Class Domains with scores well above the current National Averages as shown earlier in this document.

## Self-Assessment

The annual self-assessment is a tool used to monitor progress toward program goals, compliance with Head Start regulations, and effectiveness in promoting school readiness. The data gives the program a chance to identify and make appropriate course corrections. The self-assessment team meets quarterly and includes representatives across all content areas and feedback from Birth to Five staff and families. The results are approved by the Policy Council and shared with the County Superintendent who serves as the Board of One.

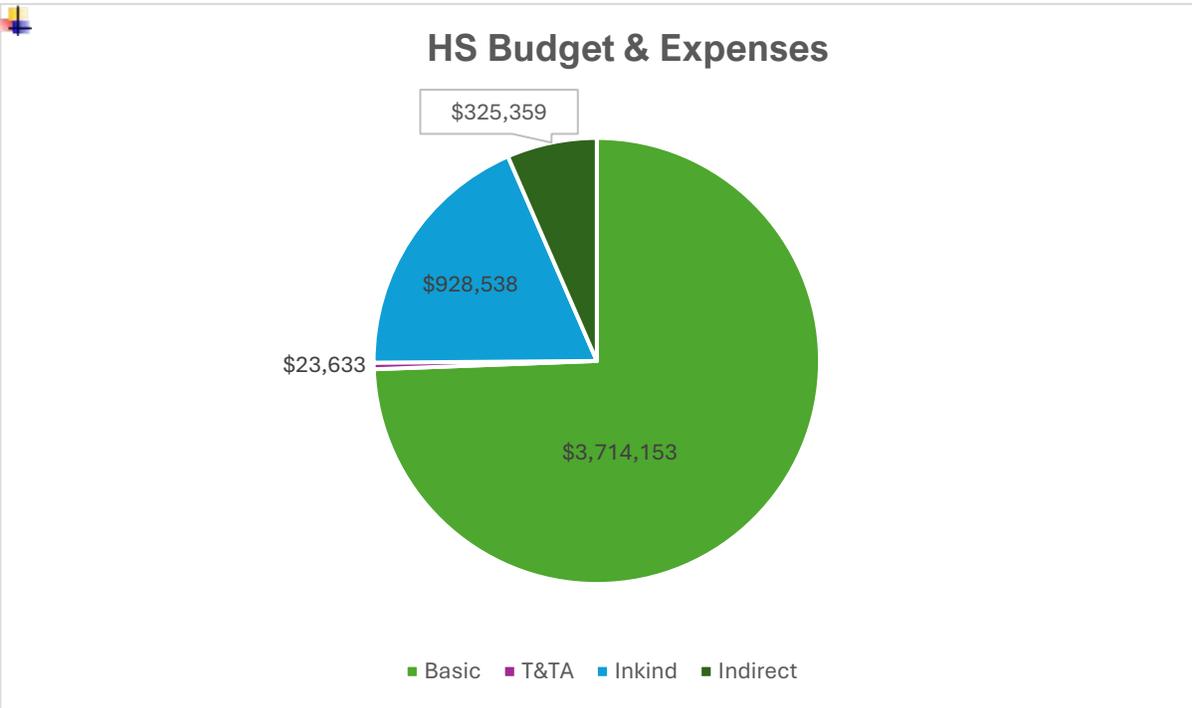
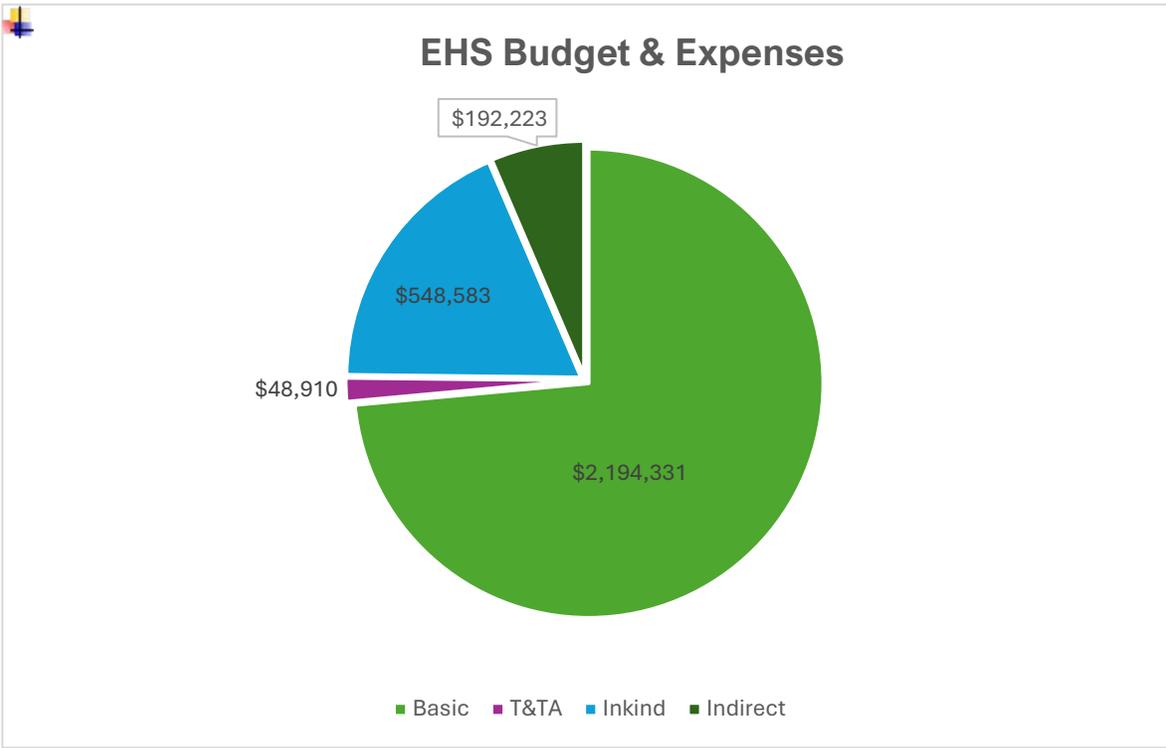
## Community Needs Assessment

The agency completes a comprehensive community needs assessment every three years with annual updates. The needs assessment along with other program data informs program decision making for current and future services. Head Start Birth to Five staff and families provided input through focus groups and surveys; 164 survey respondents indicated they accessed Head Start services. Families indicate high cost of living (71%) and need for Mental Health support (57%) as the top two stressors and need for support.

## Results of the Most Recent Financial Audit

An annual independent audit is conducted in compliance with the requirements described in section 644(a)(2) of the Head Start Act. The most recent audit found that the El Dorado County Early Head Start/Head Start Programs complied with requirements for each of its programs for the 2024-2025 Program year.

# Program Budget and Expenses



Non-Federal Share Match: A statutory requirement of the Head Start Act stating that the grantee must provide 20% of the total costs of the Head Start program. This share can be in the form of in-kind donations or cash matches received from third parties or contributed by the agency. In-Kind Match is defined as property, goods, or services that benefit a grant-supported project or program and are contributed by non-federal third parties without charge to the grantee.