

Program Goals and Objectives Updates

| Year 5 Goals & Objectives | | Progress Updates |
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| Revised Goal 1: Ensure a culture that includes standardized practices for safe environments, safe transitions, Children’s Personal Rights, standards of conduct, child supervision, and classroom monitoring. | Objective 1. All Head Start staff, including but not limited to key administrative staff, site supervisors, teaching staff, and support staff, and including both grantee operated and delegate/partner operated sites, will receive annual reinforcement health and safety training and refresher trainings as needed if policy non-compliance is identified. | Teaching staff, site staff, and management staff received multiple trainings on safe environments and supporting Children’s Personal Rights. Two Knowledge Assessments were conducted: one in September 2022 and one in January 2023. As a result of Knowledge Assessment data analysis, follow-up and a refresher training was provided in November 2022 wherein teaching teams and Site Supervisors met in small groups to review the Community Care Licensing videos on Active Supervision and Children’s Personal Rights. |
| | Objective 2. Continue to implement and monitor the effectiveness of the multi-layered ongoing monitoring approach launched during the 2022 Quality Improvement Plan (QIP) to ensure continued compliance across all service areas. | On February 9, 2023, deficiencies in the area of Monitoring and Implementing Quality Health Services (1302.47(b)(5)(iii) and 1302.90(c)) were corrected. The full implementation of the QIP was completed on July 14, 2023. CSB continues to follow it's robust, multi-layered Ongoing Monitoring Plan. Monitoring data is shared monthly with Policy Council and the Board of Supervisors. |

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| | <p>Objective 3. Enhance CLOUDS and other technology systems for staff and client communication and monitoring. This will include but not be limited to utilizing CLOUDS to support communication between kitchens in both grantee operated and delegate/partner operates sites, and each child development center, by a) documenting all child allergies or other food restriction, and b) kitchen posting of bi-weekly menus that are approved by each site for each child.</p> | <p>Due to vacancies in the Food Operation Supervisor and Comprehensive Services Manager- Nutrition, timelines for this objective have been extended to 2024. The current acting Nutritionist attended the National Child Adult Care Food Program conference in April 2023 to develop an understanding of current models used by various agencies.</p> |
| <p>Revised Goal 2: Adapt to the shift in community need for infant and toddler services and in light of the California implementation of Transitional Kindergarten.</p> | <p>Objective 1. Beginning in January, 2023, implement a plan developed in October – December 2022 to shift resources from Head Start to Early Head Start as articulated in the revised slots allocation included with this grant application.</p> | <p>The Year 5 Continuation grant award approved a phases slot conversion. Phase 1 conversion became effective January 1, 2023 and has been completed through creation of transition rooms at YMCA's Fairgrounds and Kid's Castle centers. Phase 2 conversion, with EHS slot increase effective July 1, 2023, is in-progress as CSB is converting a classroom at Los Nogales and Lavonia Allen from preschool to toddler services. Impacted staff have been notified and provided transfer opportunities. Minor renovation supported by previously approved carryover funding are in-progress to make physical space appropriate for toddlers.</p> |

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| <p>Revised Goal 3: Implement innovative approaches to hiring, developing, and retaining a robust teaching, support and management staff for grantee operated and delegate/partner operated sites.</p> | <p>Objective 1. Conduct a class and compensation study for early childhood educator classifications. Upon Board of Supervisors approval and if financially feasible, implement salary increases.</p> | <p>CSB has completed a survey of Head Start recipients with service areas within the 6 CA Counties recognized as comparable to Contra Costa County for salary studies. Data analysis and planning is currently in-progress, including Board engagement. As a more immediate strategy, CSB is proposing to use 2022 carryover funding for recruitment and retention stipends.</p> |
| | <p>Objective 2. For existing staff, continue to support the completion of the Early Childhood Education (ECE) Work Study program and transitions to higher level classifications.</p> | <p>CSB's contract with Diablo Valley College (DVC) has been renewed to continue work study program's provision of core requirements for enrolled Teacher Assistant Trainees to acquire permit and transition into an Associate Teacher position. The DVC campus improves accessibility of classes for those who live in central and eastern portions of the County as the existing partner, Contra Costa College is located in west county.</p> |
| | <p>Objective 3. Teaching staff and all program staff will participate in hands-on training about mindfulness and how to incorporate it in daily self-care and daily classroom activities.</p> | <p>CSB held a training for teachers and site supervisors on mindfulness practices for children and adults on May 10, 2023, facilitated by Lisa Lewis-Cogswell. This event also included staff appreciation activities.</p> |

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| | <p>Objective 4. Managers and supervisors will receive the Psychological First Aid training to enhance skills in supporting the psychological safety of staff as part of our trauma-responsive initiatives.</p> | <p>Psychological First Aid was drafted and assessed by key focus groups, the Trauma Informed Care (TIC) Team and Trauma Support Team (TST). Incorporation of recommended revisions is in-progress. The finalized PFA will become an extensive hard-copy resource for staff, and from this, a streamlined training module is being developed. Final training to be completed by Fall 2023 and will begin with presentations with managers and supervisors.</p> |
| <p>New Goal 4: Continue to execute, and then monitor the effectiveness of, the integration of administrative functions into the Employment & Human Services Department which was started with fiscal functions as part of the 2022 Quality Improvement Plan.</p> | <p>Objective 1. Finalize the full integration of facility management, purchasing, and information technology.</p> | <p>Full integration of the fiscal unit is complete. Additional planning is in progress to fully integrate information management.</p> |
| <p>New Goal 5: Increase enrollment and attendance levels for grantee operated and delegate/partner operated centers as we continue to emerge from the impacts of the pandemic.</p> | <p>Objective 1. Coordinate with the Workforce Services Bureau of EHSD to share information with all relevant CalFresh family applicants and recipients about Head Start eligibility and enrollment opportunities including a) during application determination, b) continuing eligibility determination, c) semi-annual income reporting, d) outreach events.</p> | <p>CSB is collaborating with Workforce Services Bureau and in the process of putting in place a system for referrals. In the meantime, Head Start recruitment materials have been mailed to all families receiving CalFresh through EHSD.</p> |

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| | <p>Objective 2. Expand families partnerships to enhance family connection to centers and thus improve attendance by utilizing the Parent Family Community Engagement Framework.</p> | <p>CSB's Family Engagement Focus Group designed a new hybrid-model for family development opportunities in the 2023-2024 program year. The Family Newsletter distributed to all families in February included an article to reinforce the importance of regular child attendance, "Attendance Matters."</p> |
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| Goals | Objective and Expected Outcomes | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcomes Framework and DRDP Domain: Approaches to Learning (ATL-REG)</p> <p>School Readiness</p> <p>Goal:</p> <p>Engagement and Persistence ATL 6</p> <p>Children increasingly persists in understanding or mastering activities, even if they are challenging or difficult</p> | <p>By June 2023, 70% of preschool children will achieve the Building Earlier level and above on the DRDP measure</p> <p>Engagement and Persistence</p> <p>By June 2023, 70% of pre-kindergarten children will achieve at the Building Later level and above in the DRDP measure</p> <p>Engagement and Persistence</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other teaching and classroom strategies to promote each child’s development in this area.</p> <p>Teaching staff will use Creative Curriculum strategies, daily resources, and other best-practice resources to individualize small and large group activities to support children’s learning of new concepts and ideas Teaching staff will revisit program-wide expectation to incorporate Creative Curriculum and Teaching Pyramid strategies, including the following statements : We are safe and healthy; We are respectful; We are friendly and Kind</p> <p>Teaching staff will incorporate parents/families input and feedback on weekly lesson plans</p> <p>Resources</p> <ul style="list-style-type: none"> <i>Intentional Teaching Cards: Jumping Beans (LL05), Rhyming Chart (LL10), Counting & Comparing (M02), Seek & Find (M03), Dribbling a Ball (P18)</i> <i>Volume six: Objectives for Development & Learning, pages 67-74</i> | <p>Preschool:</p> <p>At mid-year, 65.7% of preschool children not entering kindergarten collectively scored at the developmental level of Building Earlier and Above.</p> <p>Based on the achievement level at the mid-year assessment, it was determined to maintain the year-end goal of preschool children of 70% for this measure.</p> <p>Pre-Kindergarten:</p> <p>At mid-year, 72.4% of children entering kindergarten collectively scored at the developmental level of Building Later and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of pre-kindergarten children to 80% for this measure.</p> | <p>Preschool:</p> <p>At year-end, 72.9% of all preschool children reached the developmental level of Building Earlier and above for this measure.</p> <p>Children improved by 31.7% from the baseline to year-end results. We exceeded the expected goal of 70% for this measure.</p> <p>Pre-Kindergarten:</p> <p>At year-end, 85.5% of all pre-kindergarten children reached the developmental level of Building Later and above.</p> <p>Children improved by 42.9% from the baseline to year-end results. We exceeded the expected goal of 80% for this measure.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> |

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| <p>Head Start Early Learning Outcome and DRDP Domain: Social Emotional Development (SED)</p> <p>School Readiness Goal:</p> <p>Social and Emotional Understanding SED 2</p> <p>Children show developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p> | <p>By June 2023, 70% of preschool children will achieve the Building Earlier level and above on the DRDP measure Social and Emotional Understanding</p> <p>By June 2023, 70% of pre-kindergarten children will achieve at the Building Later level and above in the DRDP measure Social and Emotional Understanding</p> | <p>Teaching staff will receive a School Readiness goal training that will provide them with a greater understanding of the measure, strategies they can use in the classroom to promote growth, and resources available to them</p> <p>Teaching staff will continue to implement Second Step curriculum activities and strategies in the classroom. Second Step introductory letter and home-link activities will be sent home to families.</p> <p>Teaching staff will use Creative Curriculum strategies and daily resources; Teaching Pyramid and other best-practice resources to individualize small and large group activities to support children’s understanding of people’s behaviors, feelings, thoughts, and individual characteristics. Teaching staff will incorporate parents/families input and feedback on weekly lesson plans</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Intentional Teaching Cards: Character Feelings (SE05), Talk About Feelings (SE06), “I” Statements (SE16, Friendship & Love Cards (SE19)</i> • <i>Mighty Minutes: Come Play with Me (42), Find the Letter Sound (57), Hello Friends (78)</i> • <i>Volume one; The Foundation, Page 147-156</i> • <i>Volume six: Objectives for Development & Learning, pages 20-21</i> | <p>Preschool: At mid-year, 72.7% of preschool children not entering kindergarten collectively scored at the developmental level of Building Earlier and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of preschool children to 75% for this measure.</p> <p>Pre-Kindergarten: At mid-year, 75.0% of children entering kindergarten collectively scored at the developmental level of Building Later and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of pre-kindergarten children to 80% for this measure.</p> | <p>Preschool: At year-end, 79.5% of all preschool children reached the developmental level of Building Earlier and above. Children improved by 32% from the baseline to year-end results. We exceeded the expected goal of 75%.</p> <p>Pre-Kindergarten: At year-end, 86.9% of all pre-kindergarten children reached the developmental level of Building Later and above. Children improved by 41.2% from the baseline to year-end results. We exceeded the expected goal of 80%.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> |
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| Goals | Objective and Anticipated Outcomes | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcomes and DRDP domain: Language and Literacy Development</p> <p><u>School Readiness Goal:</u></p> <p>Emergent Writing LLD 10 Children show increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p> | <p>By June 2023, 70% of preschool children will achieve at the Building Earlier and above on the DRDP measure Emergent Writing</p> <p>By June 2023, 70% of pre-kindergarten children will achieve at the Building Later level and above in the DRDP measure Emergent Writing</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other teaching and classroom strategies to promote each child’s ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p> <p>Teaching staff will use Creative Curriculum strategies and daily resources; and other best-practice resources to individualize small and large group activities to support children’s learning of new concepts and ideas.</p> <p>Teaching staff will incorporate parents/families input and feedback on weekly lesson plans</p> <p>Resources</p> <ul style="list-style-type: none"> <i>Intentional Teaching Cards: Describing Art (LL32), My daily Journal (LL39), What was for Breakfast? (LL40), daily Sign-In (LL42)</i> <i>Volume six: Objectives for Development & Learning, pages 111-115</i> | <p><u>Preschool:</u> At mid-year, 69.6% of preschool children not entering kindergarten collectively scored at the developmental level of Building Earlier and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of preschool children to 75% for this measure.</p> <p><u>Pre-Kindergarten:</u> At mid-year, 72.1% of children entering kindergarten collectively scored at the developmental level of Building Later and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of pre-kindergarten children to 80% for this measure.</p> | <p><u>Preschool:</u> At year-end, 74.9% of all preschool children reached the developmental level of Building Earlier and above.</p> <p>Children improved by 30.4% from the baseline to year-end results. However, we did not meet the expected goal of 75%.</p> <p><u>Pre-Kindergarten:</u> At year-end, 84.4% of all pre-kindergarten children reached the developmental level of Building Later and above</p> <p>Children improved by 42.1% from the baseline to year-end results. We exceeded the expected goal of 80%.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> |

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| <p><u>English Language Development Goal:</u></p> <p>Symbol, Letter, and Print Knowledge in English ELD 4</p> <p>Children show an increasing understanding that print in English carries meaning</p> | <p>By June 2022, 70% of preschool and pre-kindergarten children who are dual language learners will achieve at the Building English level or above on the assessment measure:</p> <p>Symbol, Letter and Print Knowledge in English</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the measure, the developmental levels, use of the Creative Curriculum resources to implement best teaching and learning practices to support children’s learning</p> <p>Teaching staff will use bi-lingual books with children who are dual language learners to support their interest and understanding that print in English carries meaning</p> | <p><u>Preschool:</u></p> <p>At mid-year, 75.1% of preschool children not entering kindergarten collectively scored at the developmental level of Building Earlier and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of preschool children to 80% for this measure.</p> <p><u>Pre-Kindergarten:</u></p> <p>At mid-year, 69.1% of children entering kindergarten collectively scored at the developmental level of Building Later and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of pre-kindergarten children to 75% for this measure.</p> | <p><u>Preschool:</u></p> <p>At year-end, 81.6% of all preschool children reached the developmental level of Building Earlier and above.</p> <p>Children improved by 29.7% from the baseline to year-end results. We exceeded the expected goal of 80%.</p> <p><u>Pre-Kindergarten:</u></p> <p>At year-end, 81.4% of all pre-kindergarten children reached the developmental level of Building Later and above.</p> <p>Children improved by 34.2% from the baseline to year-end results. We exceeded the expected goal of 75%.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> <p>CSB will survey dual language families in regard to their needs for additional language supports.</p> |
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| Goal | Objectives Anticipated Outcome | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcome and DRDP domain: Cognition including Math and Science (COG)</p> <p>School Readiness Goal: Patterning COG 6. Children show an increasing ability to recognize, reproduce, and create patterns of varying complexity.</p> | <p>By June 2023, 70% of preschool children will achieve at the levels of Building Earlier and above in DRDP measure Patterning</p> <p>By June 2023, 70% of pre-kindergarten children will achieve at the levels of Building Later and above in the DRDP measure Patterning</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other teaching and classroom strategies to promote each child’s development in this area.</p> <p>Teaching staff will use Creative Curriculum strategies and daily resources; and other best-practice resources to individualize small and large group activities to support children’s learning of new concepts and ideas.</p> <p>Teaching staff will incorporate parents/families input and feedback on weekly lesson plans</p> <p>Resources</p> <ul style="list-style-type: none"> <i>Intentional Teaching Cards: Patterns (M14), Action Patterns (M35), Patterns Under Cover (M38), Cube Trains (M40), Picture Patterns (M45), Pots & pans Band (M80), Perler Patterns (M85)</i> <i>Volume six: Objectives for Development & Learning, pages 137-139</i> | <p><u>Preschool:</u> At mid-year, 66.2% of preschool children not entering kindergarten collectively scored at the developmental level of Building Earlier and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of preschool children to 75% for this measure.</p> <p><u>Pre-Kindergarten:</u> At mid-year, 70.9% of children entering kindergarten collectively scored at the developmental level of Building Later and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of pre-</p> | <p><u>Preschool:</u> At year-end, 75% of all preschool children reached the developmental level of Building Earlier and above.</p> <p>Children improved by 33.7% from the baseline to year-end results. We met the expected goal of 75%.</p> <p><u>Pre-Kindergarten:</u> At year-end, 85.2% of all pre-kindergarten children reached the developmental level of Building Later and above.</p> <p>Children improved by 42.2% from the baseline to year-end results. We exceeded the expected goal of 80%.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> |

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| <p>Head Start Early Learning Outcomes Framework and DRDP Domain: Physical Development and Health (PH-HLTH)</p> <p><u>School Readiness Goal:</u></p> <p>Nutrition PD-HLTH 10 Children demonstrate increasing knowledge about nutrition and healthful food choices</p> | <p>By June 2023, 70% of preschool children will achieve at the levels of Building Earlier and above on the DRDP measure Nutrition</p> <p>By June 2023, 70% of pre-kindergarten children will achieve at the levels of Building Later and above on the DRDP measure Nutrition</p> | <p>Teaching staff will receive a School Readiness goal training that will provide them with a greater understanding of the measure, strategies they can use in the classroom to promote children’s knowledge about nutrition and healthful food choices</p> <p>Teaching staff will use Creative Curriculum strategies and daily resources; and other best-practice resources to individualize small and large group activities to support children’s learning of new concepts and ideas.</p> <p>Teaching staff will incorporate parents/families input and feedback on weekly lesson plans</p> <p>Resources</p> <p><i>Intentional Teaching Cards Roll-Ups (LL37), Hummus (LL38), Vegetable Soup (LL49), Pizza (LL51), Matzo balls (M24), Apple Sauce (M28), Fruit Smoothie(M67)</i></p> | <p><u>Preschool:</u> At mid-year, 77.3% of preschool children not entering kindergarten collectively scored at the developmental level of Building Earlier and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of preschool children to 80% for this measure.</p> <p><u>Pre-Kindergarten:</u> At mid-year, 81.3% of children entering kindergarten collectively scored at the developmental level of Building Later and Above.</p> <p>Based on the high achievement level at the mid-year assessment, it was determined to increase the year-end goal of pre-kindergarten children to 85% for this measure</p> | <p><u>Preschool:</u> At year-end, 85.1% of all preschool children reached the developmental level of Building Earlier and above.</p> <p>Children improved by 21.4% from the baseline to year-end results. We exceeded the expected goal of 80%.</p> <p><u>Pre-Kindergarten:</u> At year-end, 92% of all pre-kindergarten children reached the developmental level of Building Later and above.</p> <p>Children improved by 30.1% from the baseline to year-end results. We exceeded the expected goal of 85%.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> |
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| <p><u>Related PFCE Outcome:</u> <i>Parents as Lifelong Educators</i> Families will increase their ability to support their children’s knowledge about nutrition and healthful food choices</p> | <p>By June 2023, 65% of all preschool and pre-kindergarten families will have an increased comfort level in supporting their children’s knowledge about nutrition and healthful food choices</p> | <p>Families will complete pre and post implementation survey to gather data on their ability to support their children’s knowledge about nutrition and healthful food choices</p> <p>Child development literature on Nutrition would be provided to preschool and pre-kindergarten families</p> <p>Families will receive take home activities that promote children’s knowledge about nutrition and healthful food choices</p> | <p>Pre-implementation surveys were taken by families at all centers and results are as follows: In response to their comfort level in supporting their child’s development in feeding themselves, and learning about nutrition and healthy food choices, 1.24% felt uncomfortable; 7.79% felt somewhat comfortable, 28.04 felt comfortable and 62.93% very comfortable</p> <p>In response to how often they will talk with their child about feeding themselves, nutrition and healthy food choices at home, .31% stated they never; 12.89% said they sometimes did; 22.01 stated they often and 64.47% said very often</p> | <p>Post-survey implementation results showed that after receiving educational guidance and take home activities, 69% of the families felt very comfortable, 25% felt comfortable and 6% somewhat comfortable in supporting their child’s development in feeding themselves, and learning about nutrition and healthy food choices,</p> <p>In addition, 90% of families reported they often and very often talk with their child about feeding themselves, nutrition and healthy food choices at home, These results indicate that the implementation of hands-on materials and written guidance over the past year increased family’s comfortability to support their children learn feeding themselves, nutrition and healthy food choices at home,</p> | <p>CSB recognizes parents as lifelong educators and involving them in their children’s learning is viable to their success in school and complete wellbeing. CSB will continue to send school take home activities and educational guidance for parents to support their children’s development in a variety of activities.</p> |
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| Goal | Objective and Anticipated Outcome & First Assessment Result | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcome and DRDP Domain: Approaches to Learning (ATL)</p> <p>School Readiness Goal: ATL 5. Children will increasingly develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.</p> | <p>By June 2023, 70% of children birth to 35 months will achieve at the Exploring Earlier level or above on the assessment measure: Self Control of Feelings and Behaviors</p> <p>First assessment results indicate that 37.2 % of infants and toddlers achieved at the Exploring Earlier level or above on this measure.</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other teaching and classroom strategies to promote each child’s development in this area.</p> <p>Teaching staff implement Creative Curriculum Intentional Teaching Card (ITC) activities that focus on this goal for example;</p> <p>SE 02 Let’s try this Instead/Intentemos Esto SE 03 Good-Byes/Despedidas SE 05 Take Care of Baby/Cuidar al Bebé SE08 Playful Interactions/Interacciones SE10 Hellos and Good-Byes/Los Saludos SE12 Playful Routines/Rutinas de Juego SE17 Calm Down Place/Un lugar Para Tranquilizarse SE22 Hello Activities/Actividades de Bienvenida SE23 Encouragement/Motivación SE24 Stop!/¡Para! SE25 Sleep Routines/Las Rutinas del Sueño</p> <p>Teaching staff will implement Teaching Pyramid language strategies to support children in this goal. For example; If a child is upset at the goodbye begin by “validating” the child’s feelings, e.g., “I can see you are upset. You weren’t ready to say goodbye to Mommy. It looks as if made you feel sad” and then “reassure”. “Did you hear Mommy.</p> | <p>Second assessment results indicate that 51.1% of infants and toddlers achieved at the Exploring Earlier level or above on this measure.</p> | <p>Year-end assessment results indicate that 55.6% of infants and toddlers achieved at the exploring earlier level and above.</p> <p>Even though we did not meet the expected goal of 70%, children improved by 13.5% from the baseline to year-end results.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> <p>CSB will look at separating infant and toddler data.</p> |

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| | | <p>She said she would be back after nap. She loves you so much. Mommy always comes back.”</p> <p>We also want to help the child to become more aware of “what helped” to calm them down so the teacher narrates the process, “You want me to hold you,” the child points to family pictures. “You want to get your family picture to hold.” The child gets her picture and begins to settle, the teacher says, “You asked your teacher for a hug and got your family picture and it looks as if that is helping you to feel better. You are calming yourself down.”</p> | | | |
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| Goal | Objective & Anticipated Outcome & First Assessment Result | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcome and DRDP Domain: Social Emotional Development (SED)</p> <p>School Readiness Goal: SED 2. Children will show a developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.</p> | <p>By June 2023, 70% of children birth to 35 months will achieve at the Exploring Earlier level or above on the assessment measure: Social and Emotional Understanding</p> <p>First assessment results indicate that 40.5 % of infants and toddlers achieved at the Exploring Earlier level or above on this measure.</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other teaching and classroom strategies to promote each child’s development in this area.</p> <p>Teaching staff will implement ITC activities that focus on this goal including:</p> <p>SE 02 Let’s try this Instead/Intentemos Esto SE 03 Good-Byes/Despedidas SE 05 Take Care of Baby/Cuidar al Bebé SE08 Playful Interactions/Interacciones SE10 Build It Up, Knock It Down/Constrúyelo y Derríbalo SE10 Hellos and Good-Byes/Los Saludos SE12 Playful Routines/Rutinas de Juego SE17 Calm Down Place/Un lugar Para Tranquilizarse SE18 Picture Help/Ayuda Visual SE22 Hello Activities/Actividades de Bienvenida SE23 Encouragement/Motivación SE24 Stop!/¡Para!</p> <p>Teaching staff will implement Teaching Pyramid language strategies to support children in this goal. For example; When a child takes care of a toy animal or doll, include PDA such as “You are being so kind and taking such good care of the baby when you cover it with the blanket.” When a child serves</p> | <p>Second assessment results indicate that 53.3% of infants and toddlers achieved at the Exploring Earlier level or above on this measure.</p> | <p>Year-end assessment results indicate that 59.7% of infants and toddlers achieved at the exploring earlier level and above.</p> <p>Even though we did not meet the expected goal of 70%, children improved by 15.6% from the baseline to year-end results.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> <p>CSB will look at separating infant and toddler data.</p> |

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| | | another child or teacher pretend food or drink say; “You are bringing me a cup of milk, that’s so kind of you.” | | | |
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| Goal | Objective & Anticipated Outcome & First Assessment Result | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcome and DRDP Domain: Language and Literacy Development (LLD)</p> <p>School Readiness Goal: LLD 4. Child engages in back and forth communication that develops into increasingly extended conversations.</p> | <p>By June 2023, 70% of children birth to 35 months will achieve at the Exploring Later level or above on the assessment measure: Reciprocal Communication and Conversation</p> <p>First assessment results indicate that 54.5% of infants and toddlers achieve at the Exploring Earlier level or above on this measure.</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other teaching and classroom strategies to promote each child’s development in this area.</p> <p>Teaching staff will implement ITC activities that focus on this goal including;</p> <p>LL05 The “Me Book/El Libro Sobre “Mi” LL07 Pretend Phone Calls/Llamadas Imaginarias LL11 Let’s Talk/Hablemos LL12 What’s in the Picture/¿Que hay in la imagen? LL10 Yummy Food/Alimentos Sabrosos LL13 Lift the Flap and See Who’s Here/Levantemos la solapa y veamos quién esta Aquí LL21 Will you Read To Me/¿Me lo Lees? LL23 Bathing Babies/Dar un Bano LL29 Describing Food/Describir la Comida</p> <p>Teaching staff will implement Teaching Pyramid strategies to support children in this area. Closely observe the children at play and narrate what they are doing using PDA and PDA ++ to increase the complexity of the interaction. For example, “You are picking up the red block and</p> | <p>Second assessment results indicate that 60.4% of infants and toddlers achieved at the Exploring Earlier level or above on this measure.</p> | <p>Year-end assessment results indicate that 64.9% of infants and toddlers achieved at the exploring earlier level and above.</p> <p>Even though we did not meet the expected goal of 70%, children improved by 14.3% from the baseline to year-end results.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> <p>CSB will look at separating infant and toddler data.</p> |

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| | | giving it to Sonya. You are being so friendly. Look she is smiling and you are smiling too.” | | | |
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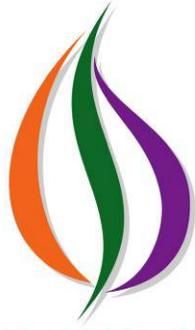
| Goal | Objective & Anticipated Outcome & First Assessment Result | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcome and DRDP Domain: Cognition, including Math and Science (COG)</p> <p>School Readiness Goal: COG 9. Child observes, explores, and investigates objects (living and non-living things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.</p> | <p>By June 2023, 70% of children birth to 35 months will achieve at the Exploring Earlier level or above on the DRDP assessment measure: Inquiry through Observation and Investigation</p> <p>First assessment results indicate that 43.5% of infants and toddlers achieve at the exploring earlier level or above.</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other strategies to promote each child’s development in this area.</p> <p>Teaching staff will implement ITC activities that focus on this goal including;</p> <p>M02 Dig It!/¿A Cavar! M05 Sink or Float?/¿Se Hunda o Flota? M07 Peek-a-Boo Box/¿Donde esta el Nino? MM11 Garden Party/Fiesta en el Jardin M12 Ramp Experiments/Experimentos con Rampas MM18 Rock Collection/Collección de piedras M20 Where’s the Water/¿Donde esta el Agua? MM27 Buried Shapes/Figuras Enterradas LL 22 Neighborhood Walk LL32 Observing Insect Life LL57 Waterworks</p> <p>Teaching staff will implement Teaching Pyramid strategies to support children in this developmental area. For example, use PDAs and PDA+ to describe children’s interactions with the living world. E.g., The teacher says, “You are watering the plant. You are taking such good care of the plant.” “You are picking up the leaves and putting them in your bucket.</p> | <p>Second assessment results indicate that 47.6% of infants and toddlers achieved at the Exploring Earlier level or above on this measure.</p> | <p>Year-end assessment results indicate that 56.9% of infants and toddlers achieved at the exploring earlier level and above.</p> <p>Though we did not meet the expected goal of 70%, children however improved by 13.9% from the baseline to year-end results.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> <p>CSB will look at separating infant and toddler data.</p> |

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| | | You are such a hard worker” “You are looking very closely at the worm. You are really investigating how it moves.” | | | |
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| Goal | Objective & Anticipated Outcome & First Assessment Result | Action Plan Strategies | Mid-Year Update | Year-End Update | Continuous Improvement |
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| <p>Head Start Early Learning Outcome and DRDP Domain: Physical Development and Health (PD-HLTH)</p> <p>School Readiness Goal: PD-HLTH 7 Child responds to feeding and feeds self with increasing proficiency.</p> | <p>By June 2023, 70% of children birth to 35 months will achieve at the Exploring Earlier level or above on the DRDP assessment measure; Personal Care Routines: Feeding</p> <p>First assessment results indicate that 64.2% of infants and toddlers achieve at the exploring earlier level or above.</p> | <p>Teaching staff will receive a school readiness goals training with a focus on understanding the assessment measure, the developmental levels, implementing the Creative Curriculum to support the measure, and other strategies to promote each child’s development in this area.</p> <p>Teaching staff will implement ITC activities and strategies from the Creative Curriculum Volume 2 Chapter 8 Eating and Mealtimes for example; LL29 Describing Food/Describir la Comida Supporting Development and Learning during Mealtimes (pg. 216) Creating an Environment for Eating and Mealtimes (pg. 217) Caring and Teaching during Mealtimes (pgs. 218, 219, 220) Keeping Children Safe and Healthy at Mealtimes (pgs. 220-221) Responding to What Children Need at Mealtimes (pgs. 221-225) Working in Partnership with Families (pg. 226)</p> <p>Teaching staff will implement Teaching Pyramid strategies to support children in this developmental area. For example use PDA and PDA +. PDA "You are holding your spoon." "You are wrapping your fingers around the handle and holding it tight"</p> | <p>Second assessment results indicate that 65.4% of infants and toddlers achieved at the Exploring Earlier level or above on this measure.</p> | <p>Year-end assessment results indicate that 72% of infants and toddlers achieved at the exploring earlier level and above.</p> <p>Children improved by 11.6% from the baseline to year-end results. We exceeded the expected goal of 70%.</p> | <p>CSB teaching staff will receive continual trainings on the use of the Creative Curriculum Alignment document and other resources to plan and implement activities that best supports the children’s individual developments.</p> <p>CSB teaching teams will receive annual training on the data-driven school readiness goals to include new materials and resources that support teaching strategies related to selected measures.</p> <p>CSB teaching teams will receive DRDP training with focused attention on rating accuracy.</p> <p>CSB will continue to purchase age and developmentally appropriate materials and books for all classrooms to enhance children’s cognitive development.</p> |

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| | | <p>"You are scooping the rice onto your spoon." PDA +-"You are holding the spoon all by yourself. You are so independent." "You are pouring the milk into your cup. You are being so careful."</p> | | | |
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| <p><u>Related Parent Family and Community Engagement Outcome:</u> <i>Parents as Lifelong Educators;</i> Families will increase their ability to support their child to feed self (healthy foods) with increasing proficiency.</p> | <p>By June 2023, 70% of all infant and toddler families will indicate an increased ability to support their child to feed self with increasing proficiency.</p> | <p>In December 2022, families of infants and toddlers will complete a pre-survey to determine their knowledge about supporting their child to feed self (healthy foods) with increasing proficiency.</p> <p>Families will receive the Creative Curriculum letter “Sharing Thoughts about Eating and Mealtimes” in English and Spanish.</p> <p>Families will receive nutrition and food related activities, information, and books, to support their child’ ability to feed self (healthy foods) with increasing proficiency.</p> <p>In June 2023, families of infants and toddlers will complete a post-survey to determine their knowledge about supporting their child to feed self (healthy foods) with increasing proficiency.</p> | <p>Pre-implementation surveys were taken by families at all centers and results are as follows:</p> <p>In response to their comfort level in supporting their child’s development in feeding themselves, and learning about nutrition and healthy food choices, 1.24% felt uncomfortable; 7.79% felt somewhat comfortable, 28.04 felt comfortable and 62.93% very comfortable</p> <p>In response to how often they will talk with their child about feeding themselves, nutrition and healthy food choices at home, .31% stated they never; 12.89% said they sometimes did; 22.01 stated they often and 64.47% said very often</p> | <p>Post-survey implementation results showed that after receiving educational guidance and take home activities, 69% of the families felt very comfortable, 25% felt comfortable and 6% somewhat comfortable in supporting their child’s development in feeding themselves, and learning about nutrition and healthy food choices,</p> <p>In addition, 90% of families reported they often and very often talk with their child about feeding themselves, nutrition and healthy food choices at home,</p> <p>These results indicate that the implementation of hands-on materials and written guidance over the past year increased family’s comfortability to support their children learn feeding themselves, nutrition, and healthy food choices at home.</p> | <p>CSB recognizes parents as lifelong educators and involving them in their children’s learning is viable to their success in school and complete wellbeing.</p> <p>CSB will continue to send school take home activities and educational guidance for parents to support their children’s development in a variety of activities.</p> |
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CONTRA COSTA COUNTY
COMMUNITY SERVICES
BUREAU

2023 – 2025
COMMUNITY ASSESSMENT
EXECUTIVE SUMMARY



Contra Costa County
Employment and Human Services Department
Community Services Bureau

Revised 5/2023

Prepared by Diane Godard, Research and Evaluation Consultant

EXECUTIVE SUMMARY

Purpose and Objectives

In 2022-23, the Community Services Bureau of Contra Costa County receives state funding to provide educational support and development services to 1,342 families with 1,442 children eligible for the Early Head Start and Head Start programs. CSB staff are deeply involved in community engagement activities that ensure appropriate representation of child and family interests and provide a consistent forum for the discussion of child and family needs. Examples of CSB's commitment and engagement include serving on the county's First 5 Commission, collaborating with community-based organizations on efforts such as Building Blocks for Kids, a Harlem Children's Zone inspired project in the Iron Triangle of Richmond, and data collection that includes the County Office of Education, the Contra Costa Local Planning Council, and First 5 Contra Costa.

As part of its mission, the CSB conducts an annual Community Assessment to provide a current profile of the health, economic, educational and safety status of the estimated 78,586 children age 0-5 living in Contra Costa County. The Community Assessment is a multi-phase, ongoing process of data collection and analysis that describes community strengths, needs and resources, and integrally involves the Head Start Policy Council, the Contra Costa County Board of Supervisors and active parents. Staff and engaged parents use the findings to identify emerging needs and factors that impact the well-being of Head Start eligible children and families, as well as the community assets, opportunities and strengths available to address these needs. Findings inform programmatic approaches, optimize and coordinate service delivery across resources, and guide the Policy Council. The CSB also uses the Community Assessment to provide reports to the County Administrator to keep the Board of Supervisors updated on the program's responsiveness to the community.

Methodology

The Community Assessment process involves a highly collaborative assimilation of input from and engagement with numerous sources, stakeholders, community members and County staff. CSB Assistant Directors work with program managers and active parents to revise or refine the process, develop and implement surveys to identify emerging needs and issues, and compile and maintain demographic and referral information about CSB enrollment. The Policy Council participates in the assessment process throughout the year providing input through regular meetings, reviewing planning data in the context of shared governance and engaging in many other outreach and dialog opportunities. Each spring, the Policy Council receives a full presentation of the Community Assessment and exercises its mandate to evaluate, discuss and pose questions about its findings. Then in August, the Policy Council approves the current Community Assessment.

A wide variety of data techniques and sources are used to conduct the Community Assessment. Federal and state agencies, such as the U.S. Census and the Departments of Finance, Education, and Employment Development, provide reliable and regularly updated estimates of residents and conditions that may be compared over time. Internal data sources include parent and family partnership data, parent planning sessions and self-assessment surveys. Program Information Reports (PIR) and data compiled by program managers throughout the year provide a profile of the demographics and needs of Head Start families and children. Local committees, commissions and community-based entities that serve low income and at-risk children and families, such as First 5 Contra Costa, the United Way, CalWORKs, the County Health Department, Contra Costa County Local Planning Council for Child Care, and the County Office of Education, also maintain on-the-ground utilization data. Community Care Licensing reports provides information about the demand for and utilization of childcare, as well as the number and location of licensed providers and childcare slots available. In collaboration with McKinney-Vento Local Education Agency Liaisons, the assessment process also helps identify the number and location of age-eligible children experiencing homelessness.

Through this compilation of community knowledge, the assessment process helps identify and communicate the emerging needs and interests of community members. It helps determine the population of eligible children and where their families live, and it describes eligible children and families by age, race and ethnicity, primary language, income, family size, social service needs, educational attainment, employment status, work and job training needs, health factors, nutritional needs, special educational needs, foster care status and housing needs. The assessment process also helps program planners recognize and integrate other community strengths and resources. The following presents findings of the 2023–2025 Community Needs Assessment.

Population Profile

- Contra Costa County has grown 11% to 1,161,643 since 2010, compared to 6% in the state, with much faster growth in Bayview (up 61%), Pacheco (up 39%), Contra Costa Centre (up 26%), Brentwood (up 24%), El Sobrante (up 22%) and Oakley (up 21%). The county added 13,855 residents since 2020 (up 1%), with much higher growth in Pacheco (up 7%), Crockett (up 6%), Pittsburg (up 6%), San Ramon (up 5%), Bethel Island (up 5%), Richmond (up 5%), Vine Hill (up 5%) and El Sobrante (up 5%). Rodeo (down 5%), Clayton (down 4%), East Richmond Heights (down 3%), Danville (down 3%), Martinez (down 3%) and Concord (down 3%) saw the largest declines. Since 2010, growth among Asian (up 55,449 or 37%) and Latino (up 48,761 or 19%) residents has outpaced other groups. The county's proportion of Black (9%) and Asian (18%) residents remains higher than California overall, while its proportion of Latino residents (26%) remains much lower than the state (40%). In 2021, 75% (871,672) of Contra Costa County residents are U.S. born, 11% (123,494) are non-citizens, and 1% of non-citizens are 0-4 year olds.
- In 2021, 23% of all residents are 0-17 year olds in both the state and county. About 30% (78,586) of all 263,508 county children are under 6 and 14% (37,778) are under 3. About 64,322 of all county children are age 0-4, and 26,544 are age 3-4. Blackhawk (up 90), Discovery Bay (up 94), Oakley (up 160), Pinole (up 105), Richmond (up 669) and San Pablo (up 125) saw the largest gains in 0-4 year olds, while Brentwood (down 345), Clayton (down 99), Concord (down 439) and Danville (down 430) saw the largest declines.
- Since 2020, county households rose 2% or 6,807 to 405,106, while families rose 2% or 4,777 to 291,088. Families headed by single females saw the largest gains, up 3% or 1,265 families to 49,044, followed by married-couple families, up 1% or 3,057 to 221,647. The county (32%) continues to exceed the state (30%) in its share of families with children. Since 2020, married couples with children rose 1% (up 817), and single-female headed families with children rose 4% (up 955). In 2021, 53,210 children age 0-5 live in married-couple families in the county, 4,063 live in single male-headed families, and 9,717 live in single female-headed families.

Economic Profile

- At \$95,971, median income for California families rose 7% since 2020, while family income in the county (\$127,279) rose 6%. Of householders with children age 0-5, 64% in the state and 66% (50,555) in the county live in families in which all parents work. In 2021, 86% of county workers commute, down 4% or 18,499 workers, and the average commute time fell to 37.8 minutes. Countywide, 46% (217,277) of commuters are female.
- In 2021, 65% (605,752) of Contra Costa's 16 and over residents participate in the civilian labor force, up 9,273 (2%) since 2020, with notably gains in Antioch (up 3%), Pittsburg (up 5%), Richmond (up 7%) and San Ramon (up 5%). EDD data indicates the county has 555,800 civilian workers in January 2023, up 12,800 workers or 2% since January 2022. Contra Costa has 21,800 residents unemployed in January 2023, down 1,100 or 5% from January 2022. The unemployment rate in Contra Costa (3.9%) continues lower than the state (4.3%) with both significantly improved since January 2022. About 62% of married and 72% of unmarried women with births work, and 70% (19,244) of women with 0-5 year olds work in 2021, down 14,812 or 44% since 2020. About 50% (226,381) of Contra Costa males worked full time in 2021, up 1%, compared to 35% (164,593) of females, up 2%.
- In Contra Costa, 8% (94,523) of residents live below the FPL, up 2% or 1,502. About 26,509 children live below the FPL in 2021, up 5% or 1,222 children in poverty. About 12% (9,097) of children less than 6 live below FPL, up 9% or 742. About 6% of families and 9% of families with children live below the FPL. The number of 60-84 year olds in poverty rose 4% to 15,217. About 8% of all county residents, 8% of native-born, 6% of naturalized citizens and 14% of non-citizens lived below the FPL. About 33% (2,282) of married couples below FPL have children less than 5, up 30% or 531 since 2020. About 31% (566) of single male-headed families below FPL have children less than 5. About 37% (3,085) of single female-headed families below FPL have children less than 5, up 4% or 114.
- CalWORKs cases rose 6% in the county, with 5,944 cash grant cases involving 11,013 children in July 2022. In 2021, 20,056 (5%) county households rely on SSI (down 3%), 10,746 (3%) receive cash PA (up 19%), and 27,449 (7%) receive SNAP (up 13%). About 43,947 (17%) of all county children live in PA households (up 3%), with 48% (21,276) in married-couple families, 43% (18,874) in single female-headed families, and 8% (3,423) in single male-headed families. About 6,396 (2%) of women age 15-50 receive PA in the county, including 969 women with births.
- In 2022, 15% of county homes are affordable to a median income household, down more than 9 points from 24% in 2021. The 2023 median monthly rent for a 2-bedroom unit in the county rose 6% or \$131 to \$2,405. Monthly owner-occupied housing costs also rose 6% to \$2,396, with 80,133 (29%) units unaffordable in the county. Monthly renter housing costs rose 7% or \$133 to \$2,061, with 68,092 (51%) rental units unaffordable in the county. In 2021, 9,119 people of 6,816 households, including 31% with children, accessed homeless-related services from CoC

providers, down 7% since 2020. In 2020-21, 1,889 county students are homeless, with 38% of these attending West Contra Costa Unified schools.

Health and Safety Profile

- In Contra Costa, 5% (54,756) of residents are uninsured, compared to 7% statewide, with county rates improved since 2020. However, 3% (7,989) of county children are uninsured, up 6% or 445 since 2020. About 2% (1,792) of 0-5 year olds remain uninsured in 2021. Medicaid-only coverage among county children rose 3% or 1,945 to 27% (69,031), compared to 42% in the state. The rate of uninsured among foreign-born (9%) is about 3 times higher than that of native-born (3%) residents. Rates of uninsured among non-citizens (16%) are 5 times higher than among naturalized citizens (3%). Whites (97%) are much more likely than Latinos (90%) and American Indian or Native Alaskans (88%) to have health insurance.
- About 17,468 children and 84,451 adults with asthma are at risk from poor air quality in the county in 2022, 11% of county residents age 1-17 have ever been diagnosed with asthma, and 14.2 per 10,000 children in the county have had an asthma-related hospitalization in 2020. Chlamydia rates fell 7% to 483.9 per 100,000 in the county, but gonorrhea rates rose 11% to 379.4 for females and 5% to 480.1 for males. HIV/AIDS diagnoses (279.9 per 100,000 or 2,718 cases) still compare favorably to the state (411.4), but cases rose 2% since 2021. The county has 201.7 drug-induced deaths (16.6 per 100,000), up 3.2 points from 13.4 in 2021. Countywide, opioid deaths rose 27% since 2020 to 183 deaths, 498,097 opioid prescriptions were written (349.6 per 1,000), and 341 ER visits (31.2 per 100,000) involved opioid overdoses.
- In 2019, 27% of Contra Costa seventh graders, 34% of ninth graders and 39% of eleventh graders report they did not eat breakfast on the morning surveyed. About 30% of low income 0-5 year olds in the county had a recent dental visit in 2023, compared to 31% in the prior year and 34% in California. Infant mortality in the county rose to 3.6 per 1,000 in 2022, compared to 3.9 in the state. About 7% of county and state births are low birthweight in 2022, 90% of pregnant women in the county receive first trimester prenatal care, but 26% of women with live births had inadequate weight gain during pregnancy, up from 25% in the prior year. About 14% of Contra Costa women with births experienced food insecurity during pregnancy, up from 13%.
- A total of 11,196,109 COVID cases and 101,193 deaths (1%) have been confirmed in California, with 274,856 cases and 1,571 deaths (0.6%) in Contra Costa as of April 02, 2023. The county has administered 4,533,680 COVID tests with a 5% positivity rate. About 84% of vaccine-eligible residents in the county have received a primary series of vaccines, compared to 73% statewide. In 2021, 20,120 tests were administered to 5,899 homeless individuals in the county, including 1,025 children, with 621 positive cases and 6 deaths among the homeless.
- Since 2020, arrests among California adults are down 2% for felonies and down 9% for violent offenses. Adult felony arrests in Contra Costa rose 3% or 200 to 7,084 in 2021, with drug offenses up 31%. However, arrests for violent offenses fell 14%, property offenses fell 8%, and sex offenses fell 10% since 2020. California's death by homicide rate is 5.2 per 100,000, compared to 5.9 in Contra Costa, with both rates increased. California's firearm-related death rate is 7.8 per 100,000 in both the state and county. In 2015, males in the county have an incarceration rate of 328.0 per 100,000, compared to 45.0 among females. From 2010 to 2015, incarceration rates rose 16% for males and 20% for females, yet the Contra Costa inmate population remains 86% male. In 2015, the county's 1,198 jails have an average daily population of 928 inmates.
- Domestic violence calls from county residents fell 13% or 419 calls to 2,771 in 2021. The county's 2022 rate of substantiated child abuse cases at 6% continues lower than 12% statewide, with both improved, and the county saw a 32% reduction of 240 cases to 509. In 2022, 26% of all 9,082 child abuse allegations involve children age 0-5, with 5% (468) infants less than 1, 8% (719) children age 1-2, and 13% (1,197) children age 3-5. The county had 385 juvenile arrests in 2021, down 25% or 129 since 2020, with 174 (45%) for felonies and 77 (20%) for violent offenses.

Profile of Children and Families

- In 2021, 14,853 women gave birth in Contra Costa, up 7% or 1,022 since 2020, for a birth rate of 54.7 per 1,000. The teen birth rate per 1,000 is 7.6 in the county and 11.4 in the state. About 9,538 native-born women in the county had births, up 4%, and 5,315 foreign-born women had births, up 14%. About 33% (3,182) of native-born women with births are unmarried, compared to 18% (948) of foreign-born women with births. Countywide, 1,185 (11%) married and 1,325 (32%) unmarried women with births live below FPL in 2021, up 277 married and 119 unmarried women with births.

- As of January 2023, the county has 555 children in foster care, up 3% or 14, with 223 first entries. Foster children age 0-5 now represent 30% of all Contra Costa children in care, down from 31%. Infants less than 1 month old comprise 18% (40) of first entries, those age 1-11 months comprise 9% (21), and 1-2 year olds comprise 11% (25). In all, children age 0-5 represent 50% (111) of all first entries in 2022, down from 57% in 2021. Contra Costa schools enrolled 768 foster students in 2020-21, down 11% or 95 since 2019-20.
- COVID-19 impacted the availability of childcare, with California losing 14% or 3,635 childcare homes and 33% or 4,873 centers between January 2020 and January 2021, and the industry is still recovering. In April 2023, Contra Costa has 19,580 daycare slots and 2,182 infant slots in licensed centers, a 2% increase in daycare slots since 2022. Contra Costa also has 409 licensed family homes that serve at least 9 children with 5,682 slots, with capacity down 1% since 2022. Licensed childcare is available to 33% of Contra Costa children age 0-12 whose parents work, and 85% seeking childcare in the county did so because parents work, up from 76% in 2019. Since 2019, full-time care for infants costs 7% to 18% more, and full-time daycare costs 9% to 10% more.

Educational Profile

- Public school enrollment in the county (169,225) is unchanged since 2021. Martinez Unified (down 107 or 3%), Pittsburg Unified (down 128 or 1%), San Ramon Valley Unified (down 388 or 1%) and West Contra Costa Unified (down 399 students or 1%) saw the largest declines. The county's student population in 2022 is 39% Latino, 27% White, 14% Asian, 8% Black, 7% multi-racial and 4% Filipino, with declines in Black (down 4%) and White (down 7%) students. Of residents 3 and older in school, 17,322 (6%) attend preschool, down 5% or 892, and 46% of preschoolers attend public schools, compared to 56% statewide. About 13,770 (52%) of county 3-4 year olds attend school, down 818 or 6% since 2020. The number of all county enrollees who attend college is 80,548 in 2021, including 36,963 (46%) males and 43,585 (54%) females. Countywide, 11% (41,867) of males and 10% (40,697) of females age 25 and over have less than a high school diploma, up 4% for males and up 2% for females since 2020. About 1,474 Contra Costa residents below the FPL attend preschool in 2021, down 6% since 2020.
- About 58% of California students and 36% (60,513) of county students are eligible for free or reduced price meals, with both improved since 2021. West Contra Costa Unified (down 6,378 or 31%), Pittsburg Unified (down 1,079 or 13%), Antioch Unified (down 723 or 6%), Oakley Union Elementary (down 379 or 19%) and Liberty Union High (down 200 or 10%) saw the largest declines, while Mt. Diablo Unified (up 2,016 or 17%), Martinez Unified (up 550 or 57%), Contra Costa County Office of Education (up 162 or 6%), San Ramon Valley Unified (up 121 or 8%), and Knightsen Elementary (up 86 students or 57%) saw the largest increases.
- In 2021, TK enrollment in the county fell 10% to 2,300, compared to a 12% decline in the state. Of all TK enrollees in the county, 536 (23%) are English Learners (EL) and 860 (37%) are Socioeconomically Disadvantaged (SED), and both figures fell slightly since 2019-20. In 2023, EL students of all ages in California rose to 19%, while the county EL enrollment also rose to 16% (27,724). Since 2020, California children in linguistically isolated households fell 5%, while the county saw a 2% drop to 12,288, with large declines in Antioch (down 229 or 14%), San Pablo (down 223 or 19%), Concord (down 190 or 8%) and Oakley (down 156 or 48%). About 66% (8,151) of Contra Costa children in limited-English households speak Spanish, down 10% since 2020.
- In Contra Costa in 2021-22, 51% students meet or exceed the English Language Arts standard, compared to 47% in the state, while 39% of Contra Costa students meet or exceed the Mathematics standard, compared to 33% in the state. In 2022, the countywide chronic absenteeism rate rose to 27%, with higher rates in Contra Costa County Office of Education (55%), Pittsburg Unified (41%), Antioch Unified (40%), West Contra Costa Unified (40%), John Swett Unified (36%) and Oakley Union Elementary (36%). In 2022, county graduation rates rose 1.0 point to 91%.

Communities Served by Head Start

About 8,316 0-2 year olds (including 2,510 pregnant women) and 6,272 3-5 year olds in Contra Costa may be income-eligible for Early Head Start or Head Start services in 2023-24. Income-eligible 0-2 year olds rose 6% or 488, with eligible pregnant women up 19% or 396. Income-eligible 3-5 year olds rose 2% or 104. Income-eligible Early Head Start children and mothers rose notably in Richmond (up 356), Concord (up 178) and Pittsburg (up 93) but fell in Rodeo (down 81), Discovery Bay (down 52) and San Pablo (down 37). Income-eligible Head Start children rose notably in Concord (up 59), Brentwood (up 48) and Pinole (up 46) but fell in San Pablo (down 50), Richmond (down 47) and Discovery Bay (down 34).

In 2021-22, the county's Early Head Start program served 550 children, while Head Start served 892. About 47% (256) of Early Head Start enrollees are less than 1, including at least 39 unborn babies. Another 24% (132) are 2 year olds. Of Head Start enrollees, 8% (67) are 5 or older and 47% (416) are 4 year olds. Latino children make up 75% (387) of Early Head Start and 66% (593) of Head Start enrollees, and Spanish is the primary language of 52% (271) of Early Head Start and 43% (387) of Head

Start enrollees. White children make up 74% (383) of Early Head Start and 66% (587) of Head Start enrollment, African Americans make up 18% (95) of Early Head Start and 21% (188) of Head Start enrollment, while 1% (6) of Early Head Start and 5% (40) of Head Start enrollees are Asian. Single-parent families represent 71% (351) of Early Head Start families and 78% (654) of Head Start families. The majority of Early Head Start (73%) and Head Start (50%) families are eligible based on income.

The Community Assessment reports on the conditions of children and families in the zip codes and census places listed below to assess the need for Head Start program services.

| City or CDP | Zip code | City or CDP | Zip code |
|-------------------------|----------|---|----------|
| Byron / Discovery Bay | 94505 | Knightsen | 94548 |
| Danville / Blackhawk | 94506 | Lafayette | 94549 |
| Alamo | 94507 | Martinez / Briones / Pacheco / Vine Hill | 94553 |
| Antioch | 94509 | Moraga | 94556 |
| Bethel Island | 94511 | Oakley | 94561 |
| Brentwood | 94513 | Orinda | 94563 |
| Byron / Discovery Bay | 94514 | Pinole | 94564 |
| Canyon | 94516 | Pittsburg / Bay Point / Port Chicago | 94565 |
| Clayton | 94517 | Port Costa | 94569 |
| Concord | 94518 | Rodeo | 94572 |
| Concord | 94519 | San Ramon | 94582 |
| Concord / Clyde | 94520 | San Ramon | 94583 |
| Concord | 94521 | Walnut Creek | 94595 |
| Concord / Pleasant Hill | 94523 | Walnut Creek / Lafayette | 94596 |
| Contra Costa Centre | 94597 | Walnut Creek | 94597 |
| Crockett | 94525 | Walnut Creek | 94598 |
| Danville | 94526 | Point Richmond / Richmond / No. Richmond | 94801 |
| Diablo | 94528 | Richmond / San Pablo / El Sobrante | 94803 |
| El Cerrito | 94530 | Richmond | 94804 |
| Antioch | 94531 | Richmond / East Richmond Heights | 94805 |
| Hercules / Rodeo | 94547 | Richmond / Bayview / San Pablo / Tara Hills | 94806 |

Community Assets and Resources for Head Start Children

No single agency would be capable of eliminating the myriad causes and effects of poverty. Collaborations of the private sector, government agencies, community-based and faith-based organizations play a crucial role as they join forces, multiply individual efforts and leverage resources. The CSB recognizes that the Head Start, Early Head Start, CDD and CSBG programs accessed by many residents are more effective in reducing or eliminating poverty's impact on children and families when they operate in unison through comprehensive partnerships with other local organizations committed to transforming individuals, families, neighborhoods and entire communities. With this perspective, the CSB continues its successful history of merging Head Start and Child Development programs into a unified Child Start program which offers more families full-day, year-round services such as high-quality education; health and dental services; job skills training support for family members in CalWORKs; and family advocacy services. In 2022-23, 189 Early Head Start and 552 Head Start families received family services or referrals. Services accessed most by Early Head Start families include involvement in the child's screening and assessment (138) and education on preventive medical and oral health (90). Services accessed most by Head Start families include involvement in the child's screening and assessment (494), education on preventive medical and oral health (418) and emergency or crisis intervention for families in immediate need of food, clothing, or shelter (110).

Contra Costa County sponsors its own health care system, the Contra Costa Health Services (CCHS), which offers a wide range of health services to residents. The CCHS uses a broad provider network to support individual, family and community health through primary, specialty, and inpatient medical care, mental health services, substance abuse treatment, public health programs, environmental health protection, hazardous materials response and inspection, and emergency medical services. CCHS operates the Contra Costa Health Plan (CCHP) which offers care from 40 facilities and mobile clinics and over 5,000 primary care physicians, specialists, pharmacies, hospitals and ancillary providers. CCHP offers Medi-Cal Managed Care coverage, serves Medicare beneficiaries, provides quality care to county employees, businesses, individuals, and families, and implements the ACA Medi-Cal expansion to those with incomes below 138% of the FPL. This CCHS system provides a safety net of quality health care and medical services not otherwise available to low-income residents.

The following classrooms are included in the Program Schedule on the Head Start Enterprise System.

1. Class Size Waiver: Class size 20 in primarily 3 year-old rooms, 12 centers

| Center | Classroom Name(s) |
|-------------------|--------------------------|
| Balboa | Rooms 5am, 5pm |
| Crescent Park | Room 1 |
| George Miller | Rooms 5am, 5pm |
| George Miller III | Rooms 8am, 8pm |
| Marsh Creek | AM and PM classes |
| Verde | Rooms 1am, 1pm |
| YMCA Belshaw | Rooms 1am, 1pm |
| YMCA East Leland | Room 3 |
| YMCA Fairgrounds | Rooms C1, C2 |
| YMCA Kids Castle | Room 1 |
| YMCA Lido Square | AM and PM classes |
| YMCA Lone Tree | Rooms 1, 2 |

2. Class Size Waiver: Class size 24 in primarily 4 year-old rooms, 6 centers

| Center | Classroom Name(s) |
|----------------------|--------------------------|
| KinderCare Lone Tree | Rooms 3, 6* |
| Tiny Toes | Room 2 |
| YMCA Richmond CDC | Rooms 3, 4 |
| YMCA 8th St. | Rooms 2, 6 |
| YMCA Kids Castle | Rooms 2, 3 |
| YMCA Fairgrounds | Rooms B1, B2 |

3. Class Size Waiver: Transition rooms to serve up to 8 Early Head Start and 8 Head Start children in a classroom, 4 centers

| Center | Classroom Name(s) |
|---------------------------------|-------------------|
| YMCA Richmond CDC | Room 5 |
| YMCA 8 th Street CDC | Room 4 |
| YMCA Fairgrounds | Room B3 |
| YMCA Kid's Castle | Room 4 |

4. Waiver to serve under 1,380 hours for Early Head Start: Crossroad High School (teen program), 28 Slots.

| Center | Classroom Name(s) |
|-----------------------|--------------------------------------|
| Crossroad High School | Little Angels, Jungle, Under the Sea |

*Denotes newly added classrooms

Head Start:

| Center | Operation | Location | 2023 Slots | 2023 LDO Class- Capacity |
|-----------------------|---|----------------|------------|---|
| Balboa | Directly Operated, Special Day, Full Inclusion | Richmond | 116 | 2 Classes- 20 ¹ |
| Bayo Vista | Directly Operated | Rodeo | 16 | N/A |
| CC College* | Partner | San Pablo | 6 | 1 Class- 24 ² |
| Crescent Park | Directly Operated | Richmond | 20 | 1 Class- 20 ¹ |
| George Miller Concord | Directly Operated, Full Inclusion | Concord | 88 | 2 Classes- 20 ¹ |
| George Miller III | Directly Operated, Full Inclusion | Richmond | 184 | 2 Classes- 20 ¹ |
| KinderCare Lone Tree* | Partner | Antioch | 24 | 2 Classes- 24 ^{2**} |
| KinderCare Mahogany | Partner | Antioch | 8 | N/A |
| Lavonia Allen | Directly Operated | Bay Point | 16 | N/A |
| Los Arboles | Directly Operated | Oakley | 16 | N/A |
| Los Nogales | Directly Operated | Brentwood | 16 | N/A |
| Marsh Creek | Directly Operated | Brentwood | 40 | 2 Classes- 20 ¹ |
| Riverview | Directly Operated | Bay Point | 32 | N/A |
| Tiny Toes | Partner | Brentwood | 24 | 1 Class- 24 ² |
| Verde | Directly Operated | North Richmond | 56 | 2 Classes- 20 ¹ |
| YMCA 8th St. CDC | Partner | Richmond | 52 | 2 Classes- 24 ² 1 Class- 8 ³ |
| YMCA Giant Rd. CDC | Partner | San Pablo | 16 | N/A |
| YMCA Richmond CDC | Partner | Richmond | 48 | 2 Classes- 24 ² 1 Class- 8 ³ |
| YMCA Rodeo CDC | Partner | Rodeo | 20 | N/A |
| YMCA Belshaw | Delegate, Partner | Antioch | 72 | 2 Classes- 20 ¹ |

| | | | | |
|------------------------|----------|-----------|-----------------------|--|
| YMCA East Leland Court | Partner | Pittsburg | 20 | 1 Class- 20 ¹ |
| YMCA Fairgrounds | Partner | Antioch | 96 | 2 Classes- 20 ¹ 2 Classes- 24 ² 1 Class- 8 ^{3**} |
| YMCA Lido Square | Delegate | Pittsburg | 40 | 2 Classes- 20 ¹ |
| YMCA Lone Tree | Delegate | Antioch | 40 | 2 Classes- 20 ¹ |
| YMCA Kid's Castle | Delegate | Pittsburg | 76 | 1 Class- 20 ¹ 2 Classes- 24 ² 1 Class- 8 ^{3**} |
| New Partnership (TBD)* | Partner | TBD | 7 | N/A |
| | | | Total: 1149 | LDO Capacity: 9 Classes- 24 ² 21 Classes- 20 ¹ 4 Classes- 8 ³ |

Early Head Start:

| Center | Operation | Location | 2023 Slots | 2023 LDO- Capacity |
|-------------------------|-------------------|-------------|------------|-----------------------|
| Ambrose | Directly Operated | Bay Point | 22 | N/A |
| Aspiranet | Partner | County-wide | 149 | N/A |
| Balboa | Directly Operated | Richmond | 32 | N/A |
| Bayo Vista | Directly Operated | Rodeo | 16 | N/A |
| Contra Costa College* | Partner | San Pablo | 3 | N/A |
| Crescent Park | Directly Operated | Richmond | 27 | N/A |
| Crossroads | Partner | Concord | 28 | 28 Slots ⁴ |
| George Miller Concord | Directly Operated | Concord | 28 | N/A |
| KinderCare East Antioch | Partner | Antioch | 20 | N/A |
| KinderCare Mahogany | Partner | Antioch | 32 | N/A |
| KinderCare Lone Tree* | Partner | Antioch | 16 | N/A |

| | | | | |
|------------------------|-------------------|-----------|-------------------|---|
| YMCA Kid's Castle | Partner | Pittsburg | 28 | 1 Class- 8 ^{3**} |
| Lavonia Allen | Directly Operated | Bay Point | 16 | N/A |
| Lone Tree | Partner | Antioch | 8 | N/A |
| Los Nogales | Directly Operated | Brentwood | 16 | N/A |
| Los Arboles | Directly Operated | Oakley | 16 | N/A |
| Tiny Toes | Partner | Brentwood | 8 | N/A |
| YMCA 8th St. CDC | Partner | Richmond | 55 | 1 Class- 8 ³ |
| YMCA East Leland Court | Partner | Pittsburg | 24 | N/A |
| YMCA Fairgrounds | Partner | Antioch | 29 | 1 Class- 8 ^{3**} |
| New Partnership (TBD)* | Partner | TBD | 50 | N/A |
| | | | Total: 623 | LDO Capacity: Duration waiver- 28⁴ 3 Classes- 8³ |

Early Head Start-Child Care Partnership:

*Denotes newly added site

** Denotes newly added classroom to LDO

As represented above, CSB has been approved for the 2019-2023 program period for the following Locally Designed Options:

1. Class size waiver: Enroll up to 20 children in Head Start classrooms primarily serving 3 year-olds
2. Class size waiver: Enroll up to 24 children in Head Start classrooms primarily serving 4 year-olds
3. Class size waiver: Transition rooms to serve up to 8 Early Head Start and 8 Head Start children in a classroom
4. Duration waiver: Serve under 1,380 hours for Early Head Start at Crossroads High School

Underenrollment Plan Template for Head Start Recipients

(USE OF THIS TEMPLATE IS OPTIONAL)

Full Enrollment Initiative 2023

12- Month Underenrollment Plan

As with all Head Start services, data is critical for understanding needs, making decisions, evaluating services, and planning for continuous improvement. Enrollment services should be informed by community and program-level data and included in planning and evaluation systems. The ability to respond to changing community, family, and child needs is a key factor in maintaining full enrollment and should be considered as strategies to increase enrollment are identified and implemented throughout the 12-month plan period.

This underenrollment plan and timetable for reducing or eliminating underenrollment in Head Start and Early Head Start programs has been developed in accordance with Section 641A(H)(3)(B) of the Head Start Act.

Plan Development and Submission

Grant recipients who receive ‘underenrollment letters’ will meet with the Regional Office within 30 days of receiving the letter. A working plan to reduce underenrollment **must be submitted to the Regional Office within 30 days following the meeting**. Please note, the Regional Office does not formally approve plans; requiring submission of the plan facilitates collaboration and ongoing communication throughout the 12-month period.

Please include name, position, and program of staff and leadership that participated in the development, review, and implementation of the plan in the table below. These individuals should be included in ongoing discussions throughout the 12-month plan period. A point-person(s) should be identified and tasked with submitting documentation of progress on a quarterly basis (or more frequently if appropriate).

| Individual Name | Position / Role | Program |
|-----------------|--|--|
| Sung Kim | Interim Bureau Director | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |
| Amy Wells | Division Manager / Center Operations, Professional Development | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |
| Christina Reich | Division Manager / Comprehensive Services, SIA Team | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |
| Tracy Lewis | Administrative Services Assistant II / ERSEA | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |
| Sarah Reich | Administrative Services Assistant III / ERSEA | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |
| Deborah Drake | Comprehensive Services Manager/ Partnerships, DEI | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |

| | | |
|--------------------|--|--|
| Julia Kittle-White | Administrative Services Assistant II/Partnerships, Contracts, SIA Team | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |
| Monica De Vera | Administrative Services Assistant III / Professional Development, SIA Team | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS |

Underenrollment Plan Template for Head Start Recipients

| Recipient Name: Contra Costa County Community Services Bureau | | | |
|---|--|-------------------------------|-------------------------------|
| Grant Number | Program | Plan Start Date* | Plan End Date |
| 09CH010862 | <input checked="" type="checkbox"/> EHS <input checked="" type="checkbox"/> HS | 4/3/2023 | 4/3/2024 |
| | <input type="checkbox"/> EHS <input type="checkbox"/> HS | Click or tap to enter a date. | Click or tap to enter a date. |
| | <input type="checkbox"/> EHS <input type="checkbox"/> HS | Click or tap to enter a date. | Click or tap to enter a date. |

*Plan start date / 12-month period begins 10 days from the date the 'Underenrollment Letter' is sent to recipients.

Underenrollment Overview

Complete the tables on the next page by identifying and describing factors contributing to underenrollment. This 'Underenrollment Overview' table does not need to be updated throughout the 12-month plan period but should be used to inform strategies to increase total funded program enrollment.

Once a factor is selected from the drop-down box, specify/explain with additional text as needed. Factors listed in the drop-down box include:

1. Service Area: Families have relocated to other parts of service area, not enough families in service area
2. Saturation of Service Area for Options of Care: (Proliferation of Pre-K slots)
3. Facilities
4. Language Barriers: Challenges communicating with families
5. Workforce: Shortage of qualified staff / inadequate staffing to open classrooms, challenges in staff recruitment and retention
6. Budgeting
7. Family Need: Do the available program options meet the needs of families?
8. Community Involvement: Do program partnerships support recruitment and program services
9. Transportation: Lack of family transportation, program transportation services
10. Temporary Factors: Construction / renovations in progress
11. Non-implemented Expansion / Child Care Partnership Issues
12. Other: Please describe

EXAMPLE: Factor: Not enough children in service area

Service Area (Select "Service Area")

Service Area – Not enough children in service area (Specify with additional text if needed)

Underenrollment Plan Template for Head Start Recipients

Factors Contributing to Underenrollment

Factor # 1

Workforce

Causes / Reasons:

- Shortage of interested qualified teachers
- ECE course accessibility limitations
- Non-competitive compensation for teaching positions
- Long-time teachers are retiring
- Stressors impacting staff retention

Effect on Underenrollment:

- Inability to enroll due to classroom closures
- Reduced class sizes in order to meet required ratios and ensure appropriate active supervision & safety practices

Factor # 2

Community Involvement

Causes / Reasons:

- Existing HS/EHS partners need recruitment support for children and staff
- Discontinued partnerships resulting in unallocation of slots
- Timeline for RFI and contracting process

Effect on Underenrollment:

- Partners who layer childcare subsidy with EHS are facing challenges recruiting subsidy children
- Unable to enroll children in un-housed HS/EHS slots
- Partner agencies are experiencing staffing shortages limiting enrollment

Factor # 3

Non-implemented Expansion/Child Care

Causes / Reasons:

- Delays in implementing slot conversion (HS to EHS)
- Timeline for facility needs: creating toddler – appropriate spaces
- Staffing shortage with existing I/T classrooms

Effect on Underenrollment:

- Unable to enroll into expanded EHS slots until conversion of physical space is complete and qualified I/T teachers are hired

Underenrollment Plan Template for Head Start Recipients

Action Plan

The action plan tables below should be updated by program leadership on a quarterly / as needed basis over the course of the 12-month period to document progress towards reaching full enrollment

Action # 1:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Expected Date of Completion |
|--|------------------------------|------------------------|--------------------------------|-----------------------------|
| Regular communication with EHSD Personnel Unit | Workforce: Staff recruitment | Sung Kim, Amy Wells | EHSD Personnel Unit, County HR | 4/3/2024 |
| | | | | Status |
| | | | | In Progress |

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

CSB will meet bi-weekly with EHSD's Personnel unit to ensure teaching staff positions are prioritized for hire.

- Strategize ways to expedite the hiring process for essential positions.
- By June 2023, convene a teacher hiring workgroup to guide collaborative efforts with CSB and Personnel.

Action # 2:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Completion Date |
|---|--|---|--|-----------------|
| Integration of hiring and retention stipends into compensation for teaching staff | Workforce: Staff recruitment and retention | Sung Kim, in partnership with: Donn Matsuzaki, Tamina Alon | HS/EHS QI Funding, EHSD Admin., Board of Supervisors | 12/31/2023 |
| | | | | Status |
| | | | | In Progress |

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

CSB has applied for FY 23 quality improvement (QI) funding and upon approval will integrate financial incentives funded by QI into its compensation structure for teaching staff positions. CSB will also utilize funding in carryover funds.

- CSB will engage fiscal and personnel unit in the stipend issuance plan.
- Engage union and labor in stipends issuance planning.
- Present stipend issuance plan to Policy Council.
- Engage Board of Supervisors in approval.
- Determine issuance method.

Action # 3:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Expected Date of Completion |
|---|--|---|---|------------------------------|
| Revitalize CSB’s ECE Work Study program | Workforce: Staff recruitment and retention | Monica De Vera, in partnership with: Amy Wells, Tamia Brown, Tamina Alon | Community Colleges, Contracts Unit, Workforce Development Board, EHSD Personnel | 12/31/2023 |
| | | | | Status In Progress |

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

CSB will recruit new participants and continue to support staff completion of the ECE Work Study program while providing staff the opportunity for growth through transitions to higher level classifications.

- By July 2023, partnership contract with Diablo Valley College will be renewed to continue work study program’s provision of core requirements for enrolled TATs to acquire permit and transition into AT positions.
- In partnership with the WDB, engage community colleges to strategize ways to increase accessibility of core courses (virtual, evenings, weekends).
 - CSB will explore opportunities for partnership with the Community College in east county, Los Medanos College.
- In partnership with EHSD Personnel, CSB will revise the Teacher Associate Trainee (TAT) program, exploring reintroduction of commitment agreements and time-bound promotion requirements for ECE work study program completion.

Action # 4:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Expected Date of Completion |
|--|----------------------------|---|--|-----------------------------|
| Further CSB’s staff wellness initiatives | Workforce: Staff retention | Christina Reich, in partnership with: Monica De Vera, Julia Kittle-White | SIA Team, HS/EHS Carryover funding, Staff satisfaction survey data | 4/3/2024 |
| | | | | Status |
| | | | | In Progress |

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

CSB is revitalizing its wellness initiatives as lead by the “SIA” team which is a consolidation of CSB’s SHIP Team, Trauma Support Team, and Trauma Informed Care Team. SIA stands for Simple, Impactful, and Actionable and in old Norse means “victory.” Their goal is to put wellness at the forefront of our efforts by simplifying it.

- By spring 2023, site staff will have received mindfulness training that provides actionable steps to integrate in their self-care at work and in the classroom.
- By December 2023, CSB's Psychological First Aid will be presented to all staff at their meetings.
- As of January 2023 and on an ongoing basis, CSB’s SIA team will meet monthly to develop and implement wellness initiatives within the focus areas: mindfulness and continuing Trauma-Informed Care (TIC) and systems.

Action # 5:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Expected Date of Completion |
|--|--|--|---|-----------------------------|
| Employ targeted child recruitment activities | Community Involvement/ child recruitment | Tracy Lewis, in partnership with: Deborah Drake, Sarah Reich, Workforce Services Bureau | Recruitment Plan, Alternative Payment Program, T/TA, OHS ERSEA Webinars | 10/30/2023 |
| | | | | Status |
| | | | | In Progress |

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

Working within the Recruitment Plan, CSB will identify and conduct activities to target recruitment of children who meet categorical eligibility and strategies to meet unique needs of its partner agencies, including:

- By March 2023 and on an ongoing basis, discussing recruitment as a standing discussion item in monthly meetings with partner agencies.
- By July 2023, coordinating recruitment activities and referrals with CSB’s Stage 2/ Alternative Payment Program to promote enrollment into EHS provider programs.
- By May 2023, revitalize marketing materials to recruit families receiving CalFresh (SNAP).
- By September 2023, coordinate with the Workforce Services Bureau of EHSD to share information with all relevant CalFresh family applicants and recipients about Head Start eligibility and enrollment opportunities including during a) application determination, b) continuing eligibility determination, c) semi-annual income reporting, d) outreach events.
- By March 2023 and ongoing, engage parents including Policy Council in recruitment efforts.
- By September 2023, integrate use of recruitment materials translated in additional languages in recruitment plan activities.

Action # 6:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Expected Date of Completion |
|---|-----------------------|--|-------------------|-----------------------------|
| Engage community agencies in new partnerships | Community Involvement | Sung Kim Julia Kittle-White, Deborah Drake | | 12/29/2023 |
| | | | | Status |
| | | | | In Progress |

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

CSB has worked within County policy to publish an RFI. One agency responded and CSB will now move to the next phase within its processes for contract start-up.

- By September 2023, work with Child Care Council to communicate with providers about partnership opportunities.
- By September 2023, work with Stage 2 and CAPP staff to generate interest in those providers.

- By August 2023, CSB will schedule a meeting with the RFI responder, Contra Costa College, to initiate contract negotiations.
- By March 2023 and ongoing, continue engagement with existing partnerships to identify capacity for Head Start/ Early Head Start slot expansion.

Action # 7:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Expected Date of Completion |
|---|------------------------------|---|--|------------------------------|
| Employ marketing strategies to recruit teachers | Workforce: Staff recruitment | Sung Kim and Amy Wells, in partnership with: Tamina Alon, Monica De Vera | EHSD Personnel, HS/EHS Carryover Funding, T/TA | 10/13/2023 |
| | | | | Status In Progress |

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

CSB will employ multiple strategies to increase recruitment efforts resulting in an increase in applicants for teaching positions. Strategies include:

- Marketing materials that highlight benefits including advertising financial incentives.
- By March 2023 and ongoing, advertise ECE Work Study Program: Increase recruitment activities at high schools and community colleges.
- By March 2023 and ongoing, advertise CSB employment opportunities at community colleges to increase applicants who meet teacher qualifications.
- By March 2023 and ongoing, attend job and career fairs throughout the Bay Area.
- By September 2023, host a hiring event.
- By August 2023, reestablish social media as marketing strategy for staff recruitment.

Action # 8:

| Action | Issue(s) Addressed | Responsible Individual | Resources Needed* | Expected Date of Completion |
|-----------------------------|---|-----------------------------------|---------------------------|-----------------------------|
| Convert two classrooms from | Non-implemented expansion: Slot conversion to EHS | Sung Kim, Amy Wells, Sarah Reich, | HS/EHS Carryover Funding, | 10/30/2023 |
| | | | | Status |

| | | | | |
|----------------------|--|--|--|-------------|
| preschool to toddler | | in partnership with: Jay Rivera, EHSD Facilities, Public Works | Public Works Dept., EHSD Personnel | In Progress |
|----------------------|--|--|--|-------------|

*Resources needed can include additional T/TA, etc.

Briefly describe objectives, implementation, oversight strategies, and/or related logistics to completing action.

CSB will work within its project plan for conversion of two directly operated classrooms from preschool to toddler, resulting in the ability to increase EHS services by 32 slots (slot conversion previously approved by ACF).

- CSB will ensure the union and impacted staff are appropriately notified of the conversion (resulting in converted positions). Note: Employment will be maintained for all staff.
- CSB will work closely with Public Works to complete minor renovation projects making the outdoor and indoor spaces appropriate for toddler services.
- CSB will recruit and onboard I/T teaching staff to open the converted classrooms.
- CSB will recruit and enroll eligible toddlers to fill the 32 new EHS slots.

Plan Progress and Updates

Updates as of 8/30/23:

#1

During CSB’s meeting with EHSD Personnel Unit 6/6, it was confirmed CSB’s vacant positions are being prioritized. Personnel is also receiving all teacher classification applications from the County Human Resources Department for review of minimum qualifications.

Effective 6/7/23, a team of staff from CSB and Personnel are holding Teacher Recruitment Collaborative meetings. The group is exploring piloting a hiring event to attract applicants and expedite the hiring process for teacher staff positions.

Planning is in progress to conduct Teacher Mass Hiring events which will be two-day hiring events where we make offers on the spot. We’ve done this in EHSD now for eligibility workers and hired 53 and clerical workers when we hired 17. Our first mass hiring event for teachers will be held on October 11, 2023 in West County. A hiring event in the central or eastern portion of the County will be scheduled after an analysis of outcomes from this first event.

#2

CSB met with the Personnel and Fiscal units regarding financial incentives for retention on 6/1/23. A fiscal analysis obtained 6/6/23.

CSB proposing to issue retention and hiring stipends to teaching staff with use of 2022 carryover funding which is going to the Board for approval on 9/19/23.

#3

As of 7/11/23, the DVC contract is in its final stages of execution, with the College for signatures.

CSB attended the May 2023 Community College Advisory Committee meeting in which they shared outcomes of the college student body survey on course format and accessibility. Results concluded hybrid is more accessible, and therefore the Colleges will continue to offer hybrid courses.

The DVC contract was fully executed in time for fall classes.

#4

CSB held a training for teachers and site supervisors on mindfulness practices for children and adults on May 10, 2023, facilitated by Lisa Lewis-Cogswell. This event also included staff appreciation activities.

CSB's SIA team engaged in strategic planning and have developed a budget which is being proposed in the grant application for use of 2022 carryover funds, going for Board approval on September 19, 2023.

#5

CSB is working with Contra Costa County transit and their marketing agency, Vector, to place ads to recruit for childcare and development services on busses; The design is in-process.

Meeting held 7/11/23 with CSB's Stage 2/ Alternative Payment (AP) managers, partner unit manager, and ERSEA specialist to collaborate efforts for EHS/ AP partner recruitment. As a result, AP pre-applications have been given to partners and the recruitment flyer has been updated which will go into all AP application packets.

Special population outreach: MOU with Child Support is in the final stages, and CSB is resuming collaboration with the In-Reach Program with the goal of supporting existing Head Start children with incarcerated parents, and conducting outreach to support enrollment of eligible children of incarcerated parents.

#6

CSB engaged KinderCare with expansion opportunities on 6/14/23. The next step is to finalize expansion by 10/1/23.

#7

CSB is working with Contra Costa County transit and their marketing agency, Vector, to place ads for teaching staff on busses; The design is in-process. CSB began meeting with the Department's Community Relations/ Media team on 7/12/23.

#8

CSB completed transitions of existing preschool staff assigned to the preschool classrooms being converted. Facilities enhancements are in-progress to convert the physical spaces as appropriate for toddler services.