



**CALIFORNIA HEAD START STATE
COLLABORATION OFFICE**

ANNUAL REPORT

2021-22

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Message from the CHSSCO Director

Stephanie Myers, Director
California Head Start State Collaboration Office
California Department of Social Services



Moving forward—that’s what we are all trying our best to do after over two years of uncertainty, heartache, and a forever changed early childhood landscape. As we look to what the future holds, and how we move forward – the focus is on supporting our children and families. It is now more important than ever to collaborate and work together for all children and families. It’s time to be innovative and courageous, engaging in conversations and finding new and better ways to support each other. The work I have engaged in this year with many Head Start grantees and their staff, state and federal leaders and collaborators across the nation has taught me so much! I truly look forward to our

ongoing work together and all the new possibilities this year.

Stephanie

Head Start At-A-Glance

Head Start is a national program administered by the Office of Head Start (OHS) within the Administration for Children and Families (ACF), Department of Health and Human Services (HHS). Head Start programs provide developmental services for low-income children from birth to entry into elementary school. Head Start is a direct federal-to-local program designed and administered by locally based public or private agency grantees across the country.

Head Start is a comprehensive, child-centered, family- focused and community-based program designed to address developmental goals for children, employment and self-sufficiency goals for adults, and support for parents in their work and child-caring roles.

California’s Head Start program is the largest in the nation, accounting for 10% of all children served and approximately 13% of the total funding. In the fiscal year 2021, over 140 grantees operated more than 300 Head Start programs with over 5,000 classrooms. Statewide, these programs served over 82,300 of California’s children, including over 7,300 children experiencing homelessness.

Head Start employed over 26,800 staff in 2021. Of these, over 2,300 staff left their positions during the program year and just under half (48%) of those positions were filled. Just over 1,100 positions were not filled. Staff recruitment and retention remain a critical challenge, and this seems to be consistent with the larger early childhood care and education field in California. [See the PIR data posted on the Early Childhood Learning and Knowledge Center website, [here.](#)]

In California, nearly 70% of the Head Start grantees use both Head Start funding and California federal and state early education funding to provide a full year and full day of services for children and families who qualify.

Head Start programs in California are operated by a variety of agencies including:

58 Non-Profit Organizations
37 School Districts
15 County Offices of Education
13 Tribal Nations
12 Community Action agencies
5 Government Agencies

Total number of classrooms	5,081
Total Cumulative child enrollment	82,359
Under 1 year	6,012
1 year old	9,100
2 years old	15,149
3 years old	23,041
4 years old	28,147
5 years and older	910

Total number of staff [regardless of funding source for their salary or number of hours worked]	26,858
Total number of staff who left during the program year	2,312
Of these, the number who were replaced	1,124
Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	492

California's Head Start Collaboration Office

Why are there Collaboration Offices?

Head Start is a federal-to-local funded program and because of the funding stream, Head Start programs were not often included in policy and implementation discussions at the state level. The Administration for Children and Families recognized the important role of states in the development and implementation of policy decisions that affect low-income families and their children. As a result, Collaboration Office grants were developed creating a visible presence for Head Start at the state level and to assist in the development of multi-agency and partnerships among Head Start and other interested stakeholders. You can find more information about state collaboration offices on the [Head Start Early Learning & Knowledge Center \(ECLKC\) website](#).

In 1990, the ACF funded the first wave of collaboration grants in 12 states. California was first awarded a grant in 1992 to the CDE, and the California Head Start State Collaboration Office (CHSSCO) was created. The program was expanded in 1992, 1996, and 1997, and now all states participate. Each state is awarded between \$125,000 and \$225,000 yearly (with a 25 percent state match) for a five-year period. The CHSSCO works closely with a wide range of early childhood stakeholders at the federal state level. (See Part 4: Partners and resources).

What does the CHSSCO do?

The purpose of the Head Start State Collaboration Office (CHSSCO) is to facilitate coordination among Head Start agencies and entities that carry out activities designed to benefit low-income children from birth to school entry, and their families. They provide a structure and a process for OHS to work and partner with state agencies and local entities to leverage their common interests around young children and their families to formulate, implement, and improve state and local policy and practices

The CHSSCO collaborates with state agencies to support the voice of Head Start programs and to partner with state agencies to help resolve or mitigate state conflicts. For example, the CHSSCO works closely with the Department of Social Services Community Care Licensing (CCL) division regarding licensing, vaccinations, consolidated billing, and more. The CHSSCO also proactively works with CCL to ensure licensing staff are aware of Head Start standards.

Every year the CHSSCO, in collaboration with the HSC, surveys Head Start programs on their needs and challenges related to the priorities of the CHSSCO. The work of the following year then focuses on the respondent's answers and comments. The Director looks at the needs of the field and how the Collaboration Office can best support the programs while working with state agencies and organizations.

The Head Start California Landscape

Early Childhood Staffing Crisis

FY 21-22 saw the escalation of the staffing challenges that Head Start programs continue to face. While this has become a national conversation, California programs face three inter-related challenges. The rising minimum wage in California has resulted in entry level retail jobs paying equal to or better than entry level Head Start teaching positions. In March 2022, CHSSCO surveyed programs on their most critical challenges. Twenty-seven programs had over 500 unfilled vacancies, and three large grantees each reported over 100 vacant positions, for a total of over 800 staff vacancies in just 20% of programs.

Transitional Kindergarten Expansion in California



The rapid expansion of transitional kindergarten (TK) in California’s school districts is widely expected to impact the enrollment and staffing of the early childhood mixed delivery system. First, it will create a growing need for teachers among a diminishing pool of applicants as districts open new TK classrooms and recruit teachers with the higher wages that districts can provide.

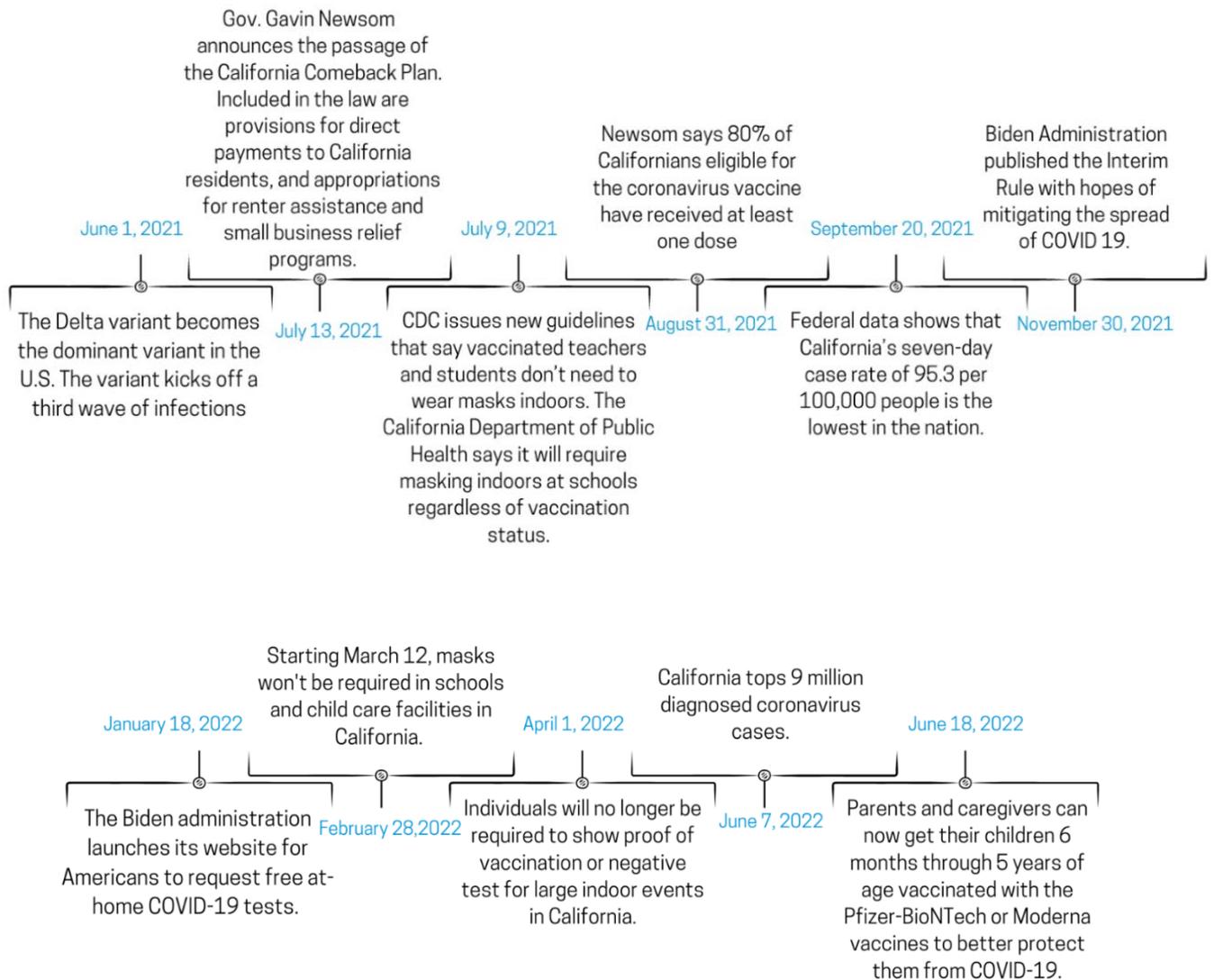
TK expansion may also create enrollment challenges. Because only school districts can offer TK programs, non-LEA based Head Start and other non-LEA based providers are uncertain how to predict the number of four-year-old children they can expect to enroll as TK expands over the next four years. Fewer four-year-old children may require these agencies to pivot to serve younger children, including children aged 0-2. These age groups have smaller teacher-child ratios which will further exacerbate the staffing crisis.

The TK expansion is elevating the strategy among some programs to pivot to serve younger children. But serving families with children aged 0-2 will mean lower teacher-to-child ratios, putting more pressure on the challenge of recruiting teachers.

The COVID-19 Pandemic

The COVID 19 pandemic, now in its third year, has resulted in approximately 90,000 COVID 19 deaths in California (CDPH). Based on information provided by NHSA, the challenges of the pandemic, compounded by unprecedented staffing shortages, have resulted in many classroom closures. Nationwide, 7% of programs report that less than half of their slots were filled and 28% of programs report that between 51 and 75% of slots were filled. In short, more than one third of programs are operating at less than 75% capacity (Office of Head Start, July 2022).

COVID-19: Impact Timeline



From July 2020 through December 2020, the worsening pandemic required programs to continue virtual services and educational opportunities. The state of California continued to regularly revise its public health

orders and predictions. The Office of Head Start continued its support of programs with an array of ongoing flexibility. Many Head Start programs continued modified service delivery practices, including:

- organizing staff to work from home to support families and children remotely
- distributing food, formula, and diapers to families, as well as digital devices for accessing the internet.

In cooperation with HSC, CHSSCO began organizing input and information from:

- Responses to grantees requests for guidance clarification.
- COVID-19 web resources for grantees, hosted by HSC, from multiple sources:
- Federal: including congressional legislation, and guidance from OHS and OMB
- State: including executive orders of the governor, state legislation, and guidance from the California Departments of Education (CDE), Social Services (DSS), in Public Health (CDPH).
- International organizations including the World Health Organization and the Center for Disease Control.



Interim Rule

On November 30, 2021, the Administration for Children and Families published an Interim Rule with hopes of mitigating the spread of COVID 19. The rule required:

- Universal masking for all individuals two years of age and older, with some noted exceptions.
- All federal contractors, including Head Start grantees, whose activities involve contact with or providing direct services to children and families, and volunteers working in classrooms or directly with children to be vaccinated for COVID-19 by January 31, 2022.

This posed significant challenges to Head Start programs and the families they serve. A survey conducted by the National Head Start Association (NHSA) at the release of the rule found that 50% of respondents reported at least some classroom closures because of the mandate. NHSA projected more than 1,300 classrooms would close.

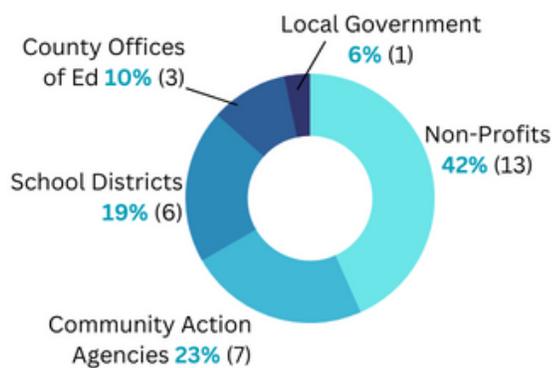
Vaccination Sites for Children

Between early February and late March 2022, in collaboration with Head Start California, the CHSSCO worked with the California Department of Public Health (CDPH) to raise awareness among Head Start programs and to survey their interest in potentially hosting vaccination events sites for children aged 0-5 in anticipation of the vaccine's FDA authorization. The CDPH messaging was sent to all Head Start programs through CHSSCO and HSC channels including the April 2022 Directors update. There were 24 respondents and at least 35% of the sites represented by those respondents were amenable to hosting a COVID-19 vaccine event.

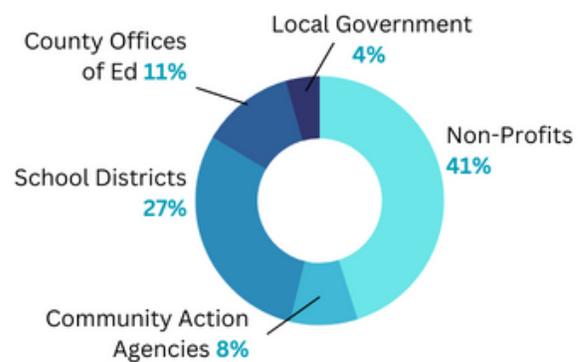
CHSSCO Needs Assessment Results

As a grantee, the CHSSCO creates and submits to the OHS Region IX a final report including a needs assessment of the state. The Collaboration Office partners with Head Start California to conduct the needs assessment including designing the needs assessment, collecting information from Head Start programs, analyzing results and drafting the report. For the year 2021-22, the Needs Assessment was conducted March 1 -15, 2022. Thirty-one (31) agencies completed the assessment representing 21.6 % of all Head Start programs in California, with a 100% completion rate and an average response time of just under 13 minutes. The response rates are comparable to the 2021 results. While they are still lower than pre-pandemic averages, the survey is still equitably representative of the field. By agency type, respondents included:

Respondents by Agency Type



% of Head Start Grantees by Agency Type



Timing and Design of CHSSCO Needs Assessment

The 2021-22 Needs Assessment was conducted after Head Start programs had been operating under COVID-19 conditions for two years. Many program directors report anecdotally to ‘being overwhelmed by very demanding operational challenges and an intense increase in communication and requests for information.’ To be sensitive to these challenges, this needs assessment was designed to be extremely brief, and focused on only the most important issues facing Head Start Grantees: 1) low enrollment, 2) staffing challenges and 3) the expansion of Transitional Kindergarten to serve younger children beginning in FY 22-23, and 4) the immediate future.

Executive Summary

Programs reported the greatest challenges to re-opening as:

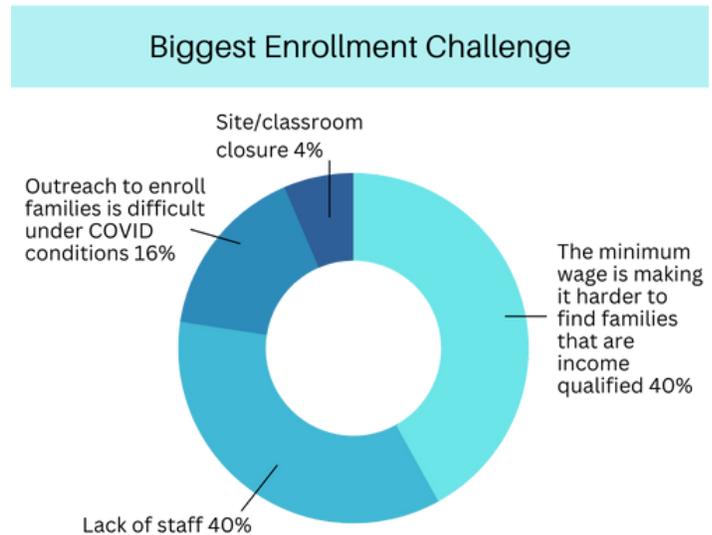
- *Managing COVID-19 guidance and exposure*—including responding to positive cases, parent understanding and compliance with safety measures, parent and staff fear, and evolving guidance from various entities including the CDC, State/local Health departments, and Community care licensing.

- *Staffing challenges*—including staff fear of infection, staff who have young children who have no care options with schools closed, and staff with health challenges.
- *Facilities*—including access to LEA-based sites, ventilation costs, safety distance protocols, cleaning costs, and class sizes and ratio limits.
- *Enrollment*—the inability to meet funded enrollment targets for reasons including the inability to conduct normal outreach activities, children aging out, the changing needs of families during the pandemic, and parent fears about exposure and infection.

Enrollment

Across the Country and including California, Head Start program struggles to identify income eligible families based on the Federal Poverty guidelines and how those guidelines work for a state like California.

Question: During this program year, what has been the biggest challenge for enrolling new families?

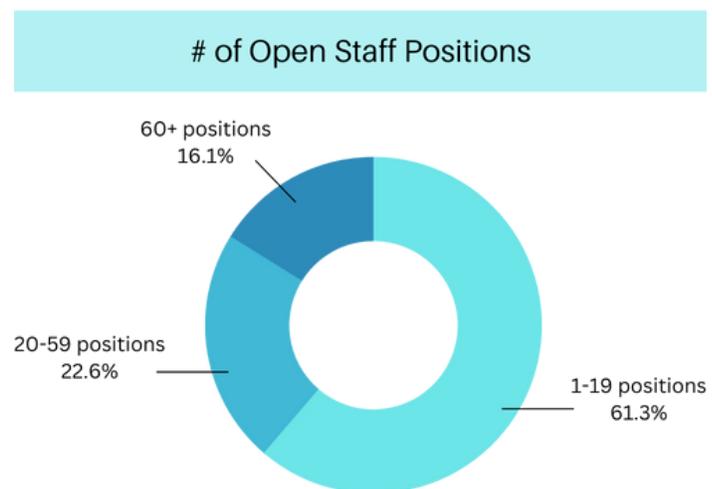


Staff Challenges

More funding is desperately needed. Head Start programs compete with school districts who pay higher salaries and with national retail chains who pay the same or more with far fewer requirements, responsibilities, and paperwork.

Question: How many staff positions that serve children directly do you have open right now?

Head Start directors of just 19 agencies with between 1-19 openings reported 164 unfilled positions. Nine additional agencies reported another 338 open positions, and three large programs each reported over 100 vacancies. In total, 31 responding agencies—21% of California grantees—had over 800 vacant staff positions.



Expansion of Transitional Kindergarten

FY 2021-22 was a year of planning for Local Education Agencies (LEAs) to begin Transitional Kindergarten expansion in FY 22-23. Districts were encouraged in the state budget Trailer Bill language to partner with Head Start programs but were not required to do so. Outreach from LEAs or local planning councils was inconsistent at that time.

Question: Has your Head Start program been contacted regarding planning for expansion of TK by a LEA or Local Planning Council?

NON-LEAs (N=22)			
Have you been contacted by:	SD	COE	LPC
Yes	7 (32%)	12 (55%)	12 (55%)
No	13 (59%)	9 (41%)	10 (45%)
Did not answer	2 (9%)	1 (4%)	

As California expands its preschool and Transitional Kindergarten to younger children, Head Start directors have shared:

- They may need to convert their programs to Early Head Start which requires significant investments in workforce, facilities, and outreach.
- Programs need flexibility to align standards and ratios to match state systems so Head Start can continue to be a part of the mixed delivery system and much like partnerships with California State Preschool Program and Infant/Toddler care make the options possible.

The Immediate Future

Question: What program needs and challenges should the CHSSCO and HSC elevate with state and federal stakeholders?

Common themes for staff retention and recruitment:

Addressing wages, minimum wage created challenges in competing with not only community partners but others like fast food companies as well as wage compression issues.

ECE wages are not too competitive in the job market. Teachers with bachelor's degrees are leaving for district elementary school jobs.

Common themes for income - eligibility guidelines:

Increase income guidelines. Just because parents make \$15 per hour does NOT put them out of poverty in California.

In California, we must address the income guidelines as many families in need are not being able to be served in Head Start. Either lower income guidelines or increase the near low-income bracket to 150% PLUS.

CHSSCO Priorities, Goals, Activities & Outcomes

Priorities for Head Start State Collaboration Offices

The OHS establishes priorities for the state collaboration office to guide its work. The priorities are to:

1. Partner with state childcare systems emphasizing the Early Head Start-Childcare Partnership Initiatives.
2. Work with state efforts to collect data regarding early childhood programs and child outcomes.
3. Support the expansion and access of high-quality workforce and career development opportunities for staff.
4. Collaborate with State Quality Rating Improvement Systems (QRIS).
5. Work with State school systems to ensure continuity between Head Start and Kindergarten Entrance Assessment (KEA).

California Head Start State Collaboration Office Goals 2017-21

Goal 1: Improve/increase the opportunities for Head Start/Early Head Start programs to participate in activities and provide input at the state level.

California Health and Human Services Early Childhood Policy Council (ECPC)

The Collaboration Director has the responsibility to work at the state level on behalf of Head Start grantees, families, and children. The Collaboration Director participates on the Early Childhood Policy Council (ECPC) and the ECPC Workforce subcommittee and the Parent Committee, both of which have parents and staff from Head Start agencies.

The Council met several times in the year 2021-22 and the report shares the meeting ideas, plans and outcomes.

California Establishes a Joint Labor Management Committee (JLMC)

California has a mixed childcare and development delivery system, designed to provide parents the flexibility to select the type of subsidized care that works best for their family in either childcare center or home settings. However, the state's system for reimbursing center-based and home-based care is fragmented. Home-based childcare providers who meet Title 22 standards, those who are exempt from licensure such as Family, Friend and Neighbor Providers, and some center-based programs are reimbursed using a Regional Market Rate (RMR) method, which accounts for geographic cost factors. State-contracted childcare programs that must meet Title 5 and Title 22 standards are reimbursed at a flat Standard Reimbursement Rate (SRR), which does not account for geographic cost factors.

Pursuant to the Agreement reached between CCPU and the State of California, which was codified via Assembly Bill (AB) 131 (Chapter 116, Statutes of 2021), signed by the Governor on July 23, 2021, and

ratified by CCPU on July 26, 2021, the State and CCPU have established a Joint Labor Management Committee (JLMC) to develop recommendations for a single reimbursement rate structure to present to the Department of Finance (DOF) no later than November 15, 2022. The CDSS, in consultation with CDE, is responsible for convening a working group to assess the methodology for establishing reimbursement rates and existing quality standards for childcare and development programs and preschool programs. The working group includes, but is not limited to, representatives from CCPU, teacher and administrator representatives of state-funded center-based contractors, childcare and development experts, parent representatives, a Head Start representative, an alternative payment program agency representative and representatives from the administration. The working group was tasked with providing recommendations relating to specified topics to the JLMC, the Department of Finance (DOF), and the Joint Legislative Budget Committee no later than August 15, 2022. The report was released and can be found [here](#).

The CHSSCO Director provided input to the Department leads and shared information to the field on recommendations.

Goal 2: Participate and provide input and feedback to state and federal partners on professional development and higher education on behalf of Head Start programs.

During the 2021-22 year the CHSSCO focused on efforts to specifically look at professional development, workforce and amplify conversations about quality regarding staff field and work experience—recognizing the work of the field is a critical element of success for our workforce. In addition, with the completion of formal education, many early learning and care teachers and providers have years of experience with young children, and it needs to be recognized. Grantees, programs, and other Community Based Organizations are working locally on apprenticeships and building and growing their workforce through various local coordinated efforts.

The CHSSCO worked with a State Systems Specialist, Region 9 Head Start Association, and Head Start California to take a deeper surveillance of the Head Start workforce in relation to f experience and training and professional development inclusive of local workforce planning and development and teacher retention and substitute support.

Rate Reform

To maximize program quality and stabilize California's childcare and development system, prior recommendations for rate reform have recognized that California needs a single, regionalized reimbursement rate structure that addresses the cost of providing high quality childcare. These recommendations have highlighted that a regionalized rate system should achieve the following vision:

- Compensate all teachers and childcare providers for the true cost of providing care by reimbursing them at rates that reflect the economic diversity of California;
- Recognize the costs of meeting varying quality standards and regulations, and
- Strengthen the ability of the state's mixed delivery system to provide quality options

The State Systems Specialist worked with the CHSSCO to identify and expand an equity-focused career development opportunities for teachers and staff that have significant experience and skills in the workforce. This work began late in Spring 2022 and will continue into the 22-23 program year.

The rationale of this discussion with the State Systems Specialist provided a jumping off point to 1) conduct research on Early Head Start Professional Development and, 2) share information on a platform for substitutes and retention of staff through SubStart.

Early Head Start Staff Professional Development Strategies and Retention Report and Findings

The Collaboration Office worked with Region 9 Head Start Association to survey the Region 9 Early Head Start Staff Professional Development Strategies.

The final report, [Early Head Start Workforce at a Crossroads](#), focuses on staff retention pain points, proposed solutions by program staff, and staff retention strategies some programs are implementing to reduce turnover.

More specifically, the purpose in conducting these surveys is to examine the link between staff retention and professional development and assist agencies in offering the best, most effective professional development for staff now, and throughout their careers.

The explicit interests of the research with program leaders included:

- Strategies agencies utilize to meet the requirements of licensing agencies, Office of Head Start and other related parties.
- Strategies that increase the capacity of individuals and groups to provide high-quality services to children and families.
- Detailed examples of strategies program leaders believe result in staff retention.

The explicit interests of the research with program staff included:

- Strategies for effective professional development.
- Strategies agencies use for staff to be more effective in their role.
- Strategies and efforts agencies use to increase employee happiness and have a positive impact on employment longevity.

Results of this research will be shared with region 9 program leaders and used to guide professional development recommendations to agencies within region 9, which includes Arizona, California, Hawaii, and Nevada.

In the report on of the survey questions focused on asking Program staff: “What would need to occur to reconsider resigning?” In the answers, the following category trends emerged, with many of these woven together and linked with each other.

Compensation pain points included:

- lack of raises (outside of COLA's)
- low wages that cannot accommodate the increasing cost of living
- low salaries that do not match the increased responsibilities and workloads or level of education staff have obtained.

Solutions included wage and salary increases in addition to COLA's; removing salary caps; reducing workloads; better benefits; tuition and student loan support; stipends, and incentives.

Culture and leadership pain points included:

- disrespect from management
- lack of recognition and appreciation
- not feeling valued
- poor communication
- not enough support
- favoritism

Solutions included: listening to staff without judgment; clear communication between management and staff; advocating for staff; transparent and ethical leadership; and strengths-based leadership.

Workload pain points included:

- short staffing
- unreasonable workloads
- additional responsibilities without compensation
- added stress
- lack of support

Solutions included: re-evaluating current job responsibilities; reducing workloads; hiring more staff; providing mental health support for staff; and offering more support in the classroom.

Growth opportunity pain points included:

- limited opportunity for advancement
- needing more positions that match advanced education
- not having enough growth and professional development offerings

Solutions included: more room for advancement; education opportunities; more workshop or training opportunities; better support for employee growth and continuous advancement; and having a different process for employees to apply and grow within the company in comparison to outside applicants.

Work-life balance pain points included:

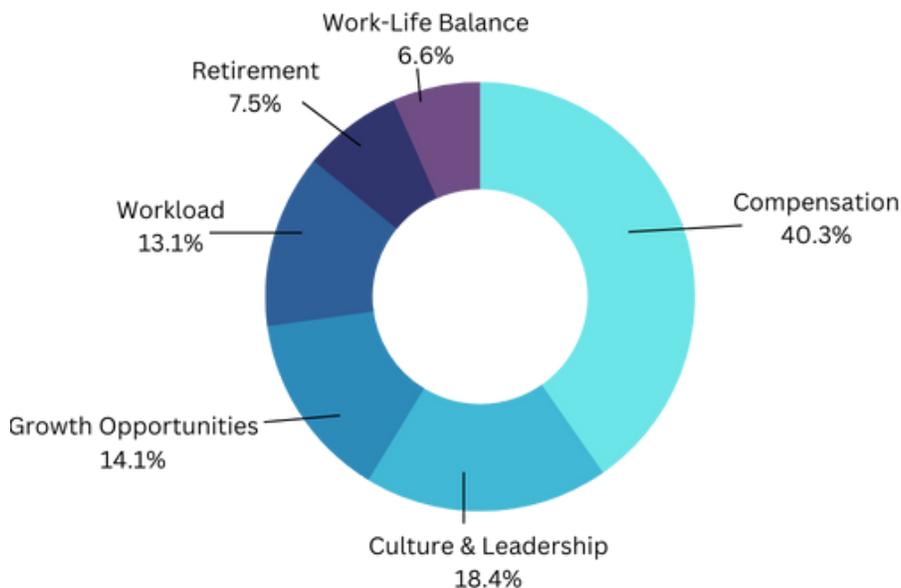
- year-round work
- long hours
- commute times

Solutions included: offering more flexibility through remote work opportunities; options to work less hours, work part time, or part year; and to support staff requests for time off.

I wouldn't leave because work recognizes the need for work life balance and is switching to 32-hour work weeks and I love it!!!!

Additionally, noted in the report, 24 program staff noted upcoming retirement within the next few years as their reason for most likely leaving.

What would need to occur in order to reconsider resigning?



This survey and the focus of the work has amplified the fact that Early Head Start staff professional development strategies and retention are linked together, and the finding resulting from this survey suggest they are also nuanced and interwoven. Future focus group discussions may be powerful in obtaining more qualitative data and anecdotes from leaders and staff on further strategies and supports.

“Head Start has a requirement to find a teacher with a degree (AA or BA) and State Preschool teachers need a state permit. We often must assist our teachers to apply for a state permit. EHS teachers also need to have infant and toddler units. We are not getting many applicants for teachers that would like to work with infants and toddlers.”

SubStart Pilot Project

The California Head Start State Collaboration Office, with support from Head Start California, collaborated with Kai Ming to conduct a year-long pilot to test the utility of the software platform and the interest and capacity of Head Start programs to use the SubStart platform.

Kai Ming, Inc, a Head Start grantee, developed the Substitute Teacher Empowerment & Placement program (STEP): a shared service model using a web-based application to simplify the recruitment, selection, training, and assignment of substitute teachers.

- In 2018, STEP was established with a one-time seeding fund from the San Francisco Office of Early Care and Education to explore a local solution. Their vision was to support childcare providers with a substitute teacher placement system.
- During the 12-month implementation before the pandemic, STEP recruited 82 Subs to serve 16 partner agencies. In total, 33,300 hours of services were provided, and 5 sub teachers were hired to become full-time teachers by 4 partner agencies.
- In 2019, Head Start California offered to support and partner with Kai Ming to share STEP's core technology system: SubStart, with other Head Start programs.

Pilot Project Goal

In FY 21-22, Kai Ming will make the web-based app available to California Head Start grantees to test the system and get feedback from the field to improve the web-based application.

Specifically, up to twenty (20) Head Start Grantees will have access to the web-based system at no cost for 12 months. In return, they agree to:

- Use the app to schedule substitute teachers.
- Participate in a pre- and post-evaluation.
- Provide Kai Ming feedback on the web-based app.

To support the project, Head Start California will:

- Lead recruitment of 20 Head Start programs
- Lead development of pre- and post-evaluations to measure impact.
- Share results with Kai Ming and CHSSCO.

Barriers

The project faced two significant barriers.

1. *COVID19*. The impact of the pandemic on Head Start programs has been profound. Head start programs faced with significant challenges including site closures required to comply with state or county health official directives; developing new policies and procedures for reopening under pandemic conditions; enforcing vaccination requirements set by the Office of Head Start.

2. *Staffing crisis*. The entire early-childhood workforce remains under enormous strain. Low wages have made it difficult to recruit and retain Head Start Staff, especially classroom teachers.

These barriers dramatically reduced the capacity of most Head Start programs to consider any organizational change that wasn't required. So, while programs may have been interested in the potential of the SubStart platform, most agencies we approached declined because they simply could not manage an additional project under current conditions.

Sub Start
The better way to book a sub

Supported By

Head Start CALIFORNIA

CDSS
California Head Start State Collaboration Office

THE NEW WAY TO BOOK YOUR SUBS

Sub Start, an all-in-one platform for booking and managing your own substitute teachers easily.

We are partnering with Head Start California and California Head Start State Collaboration Office to introduce Sub Start platform to Head Start Programs. We hope to improve the system through a 1-year pilot program.

Who is most likely to benefit from the pilot?

- Programs with multiple sites
- Programs with at least 5 substitute teachers
- Programs with regular use of substitute teachers
- Ability to participate in pre and post user study

CONTACT US

www.SubStart.com
hello@substart.com
(415) 606-0802

Goal 3: Strategically work with state systems on behalf of Head Start programs to educate, inform, and align the work of the field with the state. Contribute to systems at the state level and locally that enhance services for children and their families.

Guardian and Trustline

As part of the DSS Guardian and Trustline internal workgroup, the CHSSCO Director provides any updates or issues from the field. In addition, the group engages in ongoing dialogue about best practices, works through current issues and talks through any concerns. This collaboration exists to support statewide discussion points and connects to support the field.



Goal 4: Work in partnership with State entities on major health initiatives.

Joint State Health Committee

In the late Spring of 2022, the Collaboration Office met with partners from the California Department of Public Health Home Visiting, Child Care and Adult Food Program and Women, Infant and Children's program and the Child Care and Development Fund (CCDF) staff. This state work is geared to look at the possibilities of ongoing shared efforts as a State Health Advisory Committee. The Committee will engage in conversation and share information not only with each other's agencies but also with the field. The work of the group will create a letter of commitment for ongoing meetings and to share resources and support activities that will help partnerships at the local level. The activities and the shared work will be shared with the field on an ongoing basis and will be reported in the 22-23 CHSSCO final report.

Tribal Head Start Collaboration

The CHSSCO Director sits as a part of the American Indian/Alaska Native Collaboration Office Advisory Committee. The AI/AN Committee supports the AI/AN Collaboration Director by providing information from states and participates in opportunities to best support Tribal communities in their respective states.



Infant Early Childhood Mental Health

In an ongoing effort to support mental health outreach for the state with Tribal programs the CHSSCO has been working throughout the year on the possible opportunities for Infant Early Childhood Mental Health Consultation with WestEd and Georgetown University staff. The planning for this work is underway for 22-23.

Goal 5: Create and improve opportunities for better alignment and transition for children and families between Head Start and TK-12. The provisions of this goal also encompass federal requirements under Head Start Performance Standards within Every Student Succeeds Act (ESSA) and Title I.

CA P-3 Alignment and Universal Pre-Kindergarten

The CHSSCO Director participates and supports the CDE on webinars for the P-3 Alignment. As created and described the CDE, the webinars are designed to support local educational agencies, community based-organization and their partners to understand strategies and support to benefit children and families in the P-3 grades. These webinars feature presentations by subject matter experts inclusive of state agency partners, collaboration with the field and participation from parents.



In addition, the Collaboration Director participates and provides information to the CDE Universal Pre-Kindergarten Constellation Approach. The work of the Committee is to provide help in the development of activities and strategies that support the field with the UPK work. In 21-22 the group focused on developing the UPK LEA Planning and Implementation Template, the County Office of Education Planning and Implementation Template and the recommendations for quality standards for the California State Preschool Program. More information about UPK can be found [here](#).

Head Start and Transitional Kindergarten Workgroup

In collaboration with an outstanding workgroup the Collaboration Director leads the Head Start and Transitional Kindergarten workgroup. This workgroup is designed to create and through an online Toolkit share resources and documents that will support collaboration efforts at the local level between Head Start programs and districts and schools.

Currently the Toolkit there is a video of Head Start Alumni, a PowerPoint, a letter for introduction and coordinated efforts and a side by side that includes the requirements and regulations for HS, TK and CSPP.

In the 22-23 year the workgroup will continue its' effort and add to the Toolkit a document that provides concrete examples and user-friendly information for the options and opportunities for HS and TK to partner. The partner document will also include a definitions page of regularly used terminology and will have a HS planning document. The Toolkit is live and can be found [here](#).

Transition of Programs

The CDSS team welcomes the staff from CDE to CDSS on July 1, 2021. The transition was part of the Budget Act of Fiscal Year 20-21 and transferred many programs over from CDE to CDSS. The Collaboration Office was one of those programs. A full list of programs can be found [here](#).

With the transition of the programs and the staff there has been a lot of meetings and planning for coordination and collaboration as we begin the 22-23 program year.

Partners and Resources

Federal Resources

Office of Head Start

<https://www.acf.hhs.gov/ohs>

OHS manages grant funding and oversees local agencies providing Head Start services. Head Start promotes school readiness of children under 5 from low-income families through education, health, social and other services.

Head Start Early Learning & Knowledge Center

<https://eclkc.ohs.acf.hhs.gov/>

The Federal Administration for Children and Families (ACF) originally established the ECLKC website to serve Head Start. ACF and the programs that ACF funds have expanded the content to encompass information useful to all types of childcare.

National Center for Children in Poverty

<https://www.nccp.org/>

NCCP identifies and promote strategies that reduce the number of young children living in poverty in the United States and that improve the life chances of the millions of children under age 6 who are growing up poor.

Zero to Three

<https://www.zerotothree.org/>

Supports the healthy development and well-being of infants, toddlers, and their families.

State of California Resources

Department of Social Services (CDSS)

<https://cdss.ca.gov>

Community Care Licensing (CCL)

<https://cdss.ca.gov/inforesources/child-care-licensing>

California Department of Education

Early Learning and Care Division

<https://www.cde.ca.gov/re/di/or/cdd.asp>

Special Education Division

<https://cde.ca.gov/sp/se/>

Homeless Education

<https://cde.ca.gov/sp/hs/>

Department of Public Health (CDPH)

<https://www.cdph.ca.gov/Programs/CFH/DMCAH/CHVP/Pages/Sites.aspx>

Other Early Childhood Care Resources

California Childcare Health Program

cchp.ucsf.edu/

The CCHP offers resources to improve health and safety in early childhood programs.

California Childcare Resource & Referral Network

<https://rrnetwork.org/>

The R&R Network promotes affordable, accessible quality care through research, education, policy, and advocacy.

Head Start California

headstartca.org/

Head Start California is a 501c3 non-profit membership association that supports Head Start grantees in California.

Region 9 Head Start Association

<https://www.region9hsa.org/>

Region 9 Head Start Association provides education, training, tools and resources to improve the lives of vulnerable children and their families.

APPENDIX: CHSSCO State Partner Activities

California Head Start State Collaboration Office Advisory Committee

The CHSSCO Director leads and directs the work of this committee. The committee is comprised of Head Start Directors and other partner agencies. The partner agencies provide updates and share information with the committee. Head Start Directors share what the needs of the field are and what's working, needs and successes. In addition, this committee provides feedback and consideration regarding the work of the CHSSCO.

California Department of Education – Early Education Division

The CHSSCO works with the CDE-EED Director and staff. Input and collaborative efforts to improve coordination with state programs by (examples):

- Universal Prekindergarten (UPK) workgroups
- Inclusive Early Education State team member
- Department support and liaison for Head Start programs
- Participate in the Quality Counts CA Consortium

California Department of Social Services – Child Care and Development Division

The CHSSCO partners with CDSS within the CCDD and throughout the Division

- Department support and liaison for Head Start programs
- Support and participate in Contractor meetings
- Support CCDD policy review and interpretation

Early Childhood Policy Council

As a state representative for Head Start the CHSSCO Director is a member of the Early Childhood Policy Council. The efforts of the council are to:

- Elevate the needs of young children and their families
- Advise the Governor, Legislature and the Superintendent of Public Instruction on statewide early learning, care, and child development
- Provide recommendations on all aspects of the state's early childhood system, including support for the demographic, geographic and economic diversity of the state's children and families

California Head Start State Collaboration Office Licensing Workgroup

The CHSSCO Director plans and leads this workgroup. The workgroup is comprised of DSS Community Care Licensing state staff, DSS CCL Advocates, Head Start Directors and CHSA. This group focuses on statewide system work between Head Start programs/agencies and licensing.

- Meetings are held 2-3 times per year
- Information sharing and continuous discussion regarding partnering and working to benefit programs and families

California Department of Public Health Home Visiting State Interagency Team

The CDPH Home Visiting (HV) State Interagency Team (SIT) Workgroup's purpose is to support and promote the coordination, effectiveness, and alignment of high-quality, evidence-based, and culturally competent home visiting services to California families.

- Participate in four face-to-face meetings and/or conference calls per year
- Inform the respective agency or organization leadership on the implementation of home visiting programs, and linking home visiting activities to their agency's goals and activities
- Provide quarterly updates from their respective agency or organization on home visiting activities, links to programs and their agency's goals
- Review outcome measures and provide input on program implementation, using available data, for continuous quality improvement
- Provide input on training, technical assistance, and material development as appropriate within their area of expertise
- Disseminate home visiting information and materials within their agency Advise on strategies to address potential roadblocks to services including implementation of models, linkages and additional services and referral networks

Project HOPE Cross Sector State Team

California Project HOPE Leadership team moved on with two other states. Phase three of Project HOPE will focus on access and equity for all Tribal programs that are funded both through state and federal programs providing early learning and care.

- These programs include Tribally funded programs, Tribal Head Start programs and Tribal Childcare programs
- Participate as a lead in the Project HOPE work
- Tribal Childcare Association meetings quarterly Head Start representative
- Project HOPE state team member

Quality Counts California (Quality Improvement Rating System)

To strengthen and advance the quality of early learning and care services to California's children and families. Quality Counts California (QCC) initiative was created. The plan and team support the implementation of this initiative to focus on quality improvements, rating, and improvement assessment structure, and integrating systems development.

- State meetings (quarterly) attend, participate and present QCC 3 Year Plan team member

Head Start California Board

Attends and presents at Head Start California Board meetings. Provides updates and information and listens to needs of the field to inform policy and practice.

- State Liaison

State and Federal Coordinator and Liaison

Coordinates efforts and meetings between various California State Departments and the Office of Head Start Region IX and the American Indian/Alaska Native Region XI Head Start Collaboration Office Director.

Native American/American Indian Advisory Council Member

Attends, presents, and participates as a member of the Advisory Council. This meeting is held bi-annually with the AI/AN Collaboration Director.