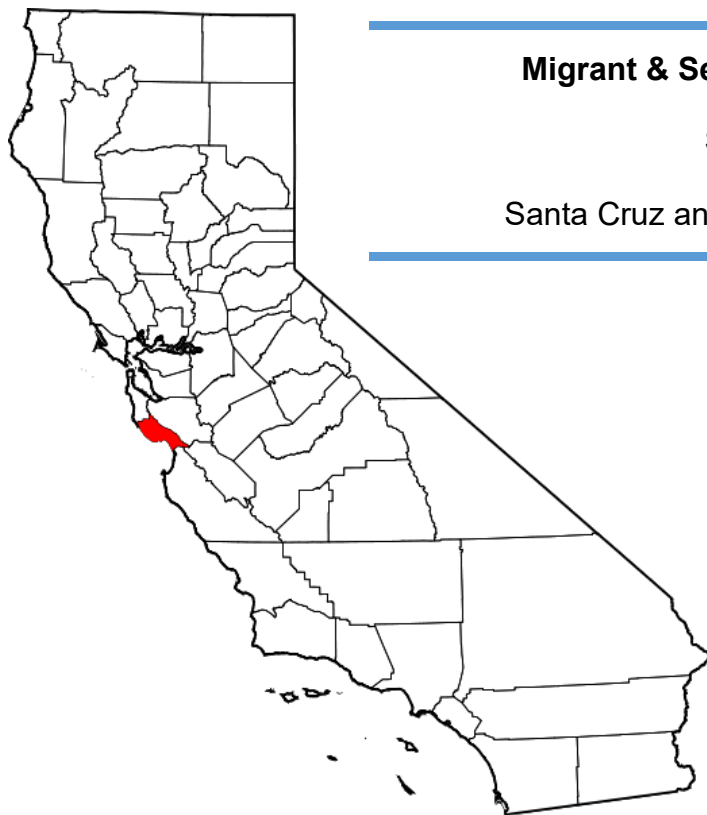




PAJARO VALLEY

UNIFIED SCHOOL DISTRICT



Migrant & Seasonal Head Start

Serving

Santa Cruz and Monterey Counties



Administrative Office:

294 Green Valley Road
Watsonville, CA 95076
(831) 728-6955

**2023 Community Assessment Report
Year One of Five-Year Grant Cycle
2024-2029**



Executive Summary

For many years, Pajaro Valley Unified School District MSHS exceeded its funded enrollment due to the high demand for Migrant & Seasonal Head Start services in the district's service area. However, for the last five years, there has been a noticeable reduction in the number of families arriving at the area. The effect of immigration policies, single men working under the H2A visa program, the high cost of living, and the unavailability of farmworker or low-income housing, are negatively affecting the flow of farm-working families into the PVUSD service area.

Despite the reduction in families arriving to the area, the percentage of families of indigenous Mexican origin served by the program increases every year. In 2023, these families comprise 52% of the total enrollment; the balance of enrolled families was of Mexican origin and were Spanish-language dominant.

The PVUSD MSHS Program serves large numbers of young siblings in licensed Family Child Care Homes in addition to the five centers located at local schools. Due to competition with other local programs, through the years, PVUSD has lost many Family Child Care Homes as other programs offer more competitive rates. Even though PVUSD receives the highest per child funding in the grantee's service area, it is not able to compete with the higher State and newer partnership-funded reimbursement rates of its competitors. Federal funds are not keeping pace with the service area's high cost of living and annual staffing and fringe benefits costs increases.

Another issue affecting the ability of the program to serve families is the lack of facilities in specific areas of great need. Although the program maintains a waiting list, many farmworker families remain on the waiting list for long periods of time, especially families with infants and toddlers. Many of these families are not offered an opportunity to obtain childcare until mid-August, when the kindergarten eligible children leave the program to attend school. There are many occasions when families are no longer interested in services this late in the season as other childcare arrangements have been made.

Families working in agriculture require services from 6 a.m. to 6 p.m. from April to November due to the extended work hours and the duration of the main agricultural season.

The district also provides services to farmworker families at its State-funded Buena Vista Agricultural Camp where 42 of the 52 children are served May to October through a partnership model with Stanislaus County Office of Education. This partnership is currently in transition to be transferred to PVUSD Migrant and Seasonal Head Start effective Spring 2024. The California Department of Education categorizes farmworker families as migrant or "passive migrant" (seasonal), which are less restrictive than Head Start federal poverty income guidelines.

The District's Migrant Education Program runs a pre-K, part-day program, in addition to evening programs (Migrant Even Start) during the school year. Migrant Education does not offer extended-day services during the peak spring-fall agricultural period, as does Migrant & Seasonal Head Start.

Major Findings/Current Situation

The Grantee holds quarterly check-in meetings with the district to discuss and evaluate services, analyze critical issues, and develop action plans to maintain high quality services. Through those meetings, Grantee and District staff come up with a list of findings that helps identify Program priorities.

1. Due to funding limitations, the Program is currently providing services during the peak agricultural season only and consequently not fully meeting the needs of the families. A winter program has been established to serve a small number of families through February.
2. There is a continued downward trend in the estimated number of “migrant” qualified families within the service area and there is a greater proportion of seasonal or “settled out” families.
3. The influx of Mexican indigenous families migrating to the Pajaro Valley area in search of agricultural work increases every year.
4. Inadequate and expensive housing predominates and affects the quality of life for most families and children; the ill effects of over-crowding are a major issue.
5. There are many infants and toddlers that remain unserved for the duration of the season, as the waiting list is mainly composed of children under two. In addition, staff struggles to recruit preschool children due to a decrease in the number of eligible families and competition with other programs including transitional kindergarten.
6. The district is facing a massive shortage of preschool teachers that has resulted in classroom closures.
7. There is a relatively high number of preschool children categorized as obese or overweight based on BMI (Body Mass Index) results.
8. There is a continued need to recruit and retain qualified Family Child Care Home Providers who leave the Program for more pay and other financial incentives.
9. Families residing in Monterey County (Pajaro area) are the most affected by Family Child Care Home Provider attrition as there are no other child development centers or potential providers in that neighborhood. In addition, the recent floods forced many families to move out of the area due to structural damage caused by water intrusion. The Pajaro area is an isolated part of the community that lacks basic resources for families.
10. District cost increases pose a major budget challenge to the MSHS program, which is affected by District bargaining unit negotiations resulting in salary increases and increased health insurance and other fringe benefit costs (for example: STRS and PERS).

Strategic Options/Proposed Changes

Continue advocating for the conversion of migrant to seasonal slots to serve children and families that remain on the waiting list due to eligibility limitations.

Changes to the Program Service Plan are crucial to increase availability of Family Child Care Home slots during the off season to serve families on the waiting list.

Identify and collaborate with local agencies to support the indigenous community.

Strengthen collaborations with First 5, the Child Development Resource Center, Cabrillo Community College, and other educational institutions to support the academic progress and certification process of staff and Family Child Care Home Providers.

Offer educational opportunities to program parents, current substitutes, instructional aides, associate teachers, and prospective teachers to support their academic progress and acquisition of permits and credentials.

Finalize the Freedom renovation project to allow for an increase on the number of infant/toddler slots to meet the needs of families in the service area.

Continue active participation in the Go for Health Collaborative and other community groups and events to ensure alignment with community efforts regarding nutrition education messaging for families.

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Introduction

Pajaro Valley Unified School District (PVUSD) is a Sub-Recipient to Central California Migrant Head Start (Recipient)

Pajaro Valley Unified School District (PVUSD) is a sub-recipient of Central California Migrant Head Start. PVUSD MSHS is the largest delegate agency under Central California Migrant Head Start and is the largest school district in Santa Cruz County, covering over 150 square miles. The district incorporates parts of two counties: the southern portion of Santa Cruz County, as well as a slice of northern Monterey County. The district serves the cities and communities of Aptos, Corralitos, Freedom, Pajaro, La Selva Beach, Las Lomas and Watsonville.

“The mission of the Pajaro Valley Unified School District is to create educational equity for the students, families and community we serve, focusing on the whole child, whole family and whole community”. The Pajaro Valley Unified School District serves approximately 16,000 students and is governed by an elected seven-member Board of Trustees. The Board selects one or two Board Trustees as Liaisons to the MSHS Policy Committee. The Board Liaisons serve as non-voting members of the Policy Committee.

Funded Enrollment

The Program is funded to provide services to 640 children.

In 2022, Migrant & Seasonal Head Start provided comprehensive services to 577 families and 710 children.

Other Programs Serving Migrant and Seasonal Eligible Children and Families

The table below represents all programs serving eligible children within District boundaries:

Program	Pajaro Valley Unified School District Buena Vista Migrant Camp	(CAPSLO) Community Action Partnership of San Luis Obispo	Santa Cruz County Office of Education
Name and Type of Program (indicate if Federal or State)	PVUSD/State Migrant <ul style="list-style-type: none"> • State • Federal May-October	Migrant Services MHS/SDE <ul style="list-style-type: none"> • Federal April-October	Migrant Services MHS <ul style="list-style-type: none"> • Federal May-February
Funded Enrollment	52 Children	40 Children	170 Children
Location (city)	Licensed Center in Watsonville	Licensed Family Child Care Homes in Las Lomas	Licensed FCC Homes in Watsonville, Freedom & Las Lomas
Ages Served	Infants/Toddlers Preschoolers	Infants/Toddlers Preschoolers	Infants/Toddlers Preschoolers
Number of children currently enrolled by Category/Age Group August 2023	12 Migrant Inf./ Toddlers 23 Migrant Preschoolers 12 Passive/Seasonal Infants/Toddlers 23 Passive/Seasonal Preschoolers Total= 35 (dually enrolled)	11 Migrant Inf./Toddlers 12 Migrant Preschoolers 6 Seasonal Infants/Toddlers 4 Seasonal Preschoolers Total= 33	15 Migrant Inf./Toddlers 22 Migrant Preschoolers 11 Seasonal Infants/Toddlers 33 Seasonal Preschoolers Total= 101
Source of Information	Claudia G. Solano, Site Coordinator (831) 728-1208 (831) 728-6428	Melina A. Ledesma, Admin. Assistant (831) 675-0882 Extension # 100	Maria Fátima Castro, MHS Director, SCCOE (831) 466-5851

Program Design

Program Options for PVUSD MSHS Services

All centers and Family Child Care Homes are scheduled to open during the second week of May for direct services to children and close near the end of October. In addition, a winter program has been established to offer services to a small number of families in Family Child Care Homes between November and February. Child development services are offered to infants, toddlers, and preschoolers. The minimum age of entry for infants is two (2) months, though the number of very young infants served each season is small, in part due to space requirements surrounding cribs and other napping regulations.

All child development sites operate Monday through Friday in an extended-day format, opening at 6 a.m. and closing at 6 p.m. to meet the needs of families working in agriculture.

In the 2022 program year, about 42% of the children served were under three years of age. Local demand to serve such large numbers of infants and toddlers poses many challenges to the Program, among them adequate placement sites in certain geographic areas.

The Program presently operates four (4) centers situated on District elementary school sites: Calabasas, Hall District, H.A. Hyde and Ohlone and contracts with approximately 45-50 licensed Family Child Care Home Providers (FCCH's) within school district boundaries. The Freedom site is currently closed for renovation.

Family Child Care Homes

Distribution of Family Child Care Homes (FCCH's) within PVUSD School Boundaries

There are only 4 contracted FCCH Providers in Monterey County that maintain 33 child development slots. This number represents only 10% of Program slots in an area where 50% of the children on the waiting list reside. The lack of qualified Family Child Care Home Providers in Monterey County limits opportunities for services throughout the season. The remaining slots are in Santa Cruz County where there are 38 contracted FCCH Providers that supply 306 MSHS child development slots. Provider recruitment for the current program year was extremely difficult due to competition with other funding sources. Another compelling reason is the difficulty to meet health and safety regulations. The Program attempts to meet the geographic needs of families but must balance this need with selecting Providers who meet certain minimum qualifications for standards of care.

Key Partnerships and Collaborations

The District's MSHS Program has established formal and informal inter/intra-agency agreements and Memoranda of Understanding with the following community partners:

Inter/Intra-Agency Agreements and MOU's

- Center for Community Advocacy (CCA) and MSHS for Parent Workshops
- Child Health and Disability Prevention Program (CHDP–Santa Cruz County) and MSHS
- City of Watsonville Conservation Outreach Program and MSHS for Parent Workshops
- PVUSD Migrant Education Program and MSHS
- PVUSD SELPA and MSHS
- PVUSD SELPA Early Start and MSHS
- Salud Para La Gente and MSHS for Exchange of information
- Salud Para La Gente and MSHS for Parent Workshops
- San Andreas Regional Center and MSHS
- Sirtak, Margaret and MSHS
- First Five of Santa Cruz County and MSHS
- Raising a Reader and MSHS for parent workshops
- Community Health Trust of Pajaro Valley and MSHS
- Santa Cruz County Office of Education and MSHS for First Aid/CPR Trainings for staff
- Santa Cruz County Office of Education and MSHS for First Aid/CPR Trainings for parents

Partnerships/ Collaborations

- PVUSD (Child Development Department) and MSHS
- Community Bridges, WIC
- California Child and Adult Food Program
- Watsonville Health Center
- La Plazita Medical Clinic
- Pediatric Medical Group of Watsonville
- Santa Cruz County Health Agency, Public Health Department
- Special Parents Information Network (SPIN)
- STARS Therapy Services
- Pajaro Valley Unified School District Family and Wellness Center
- Cabrillo Community College
- Santa Cruz County Health Services Agency Child Passenger Safety Program and MSHS

Methodology

This Comprehensive Community Assessment is based on a wide variety of formal and informal data sources. The goal of the community assessment is to describe community strengths and needs, reflect significant changes, and learn about the needs of eligible children and their families to identify priorities that will support future program design and the development of goals and objectives. Although there is not a reliable source of information that can provide exact numbers of eligible children, data collected for this report helps estimate the number of eligible children for future planning. County-level data offer some basis for evaluating general agricultural labor force needs and helps with the development of the program service plan.

The following chart lists some of the key program activities reflecting Policy Committee, District and Board involvement in discussions preceding decisions and recommendations for the incoming year.

Activity	Participants	Date Completed
Quarterly Check-in meetings for strategic planning	Grantee Managers and PVUSD MSHS Staff	4/18/2023, 7/18/2023
Completion of Parent Surveys	Parents and Family Service Advocates	April-May 2023
Policy Committee Shared Governance Training	PC Representatives; Program Director; Assigned PVUSD Staff	6/24/2023
Community Assessment update process begins	PVUSD/MSHS Management Staff	6/30/2023
Contacts with other programs	FCS Coordinator and Grantee Coordinator	July-Aug. 2023
Community Assessment updates and priority development	PVUSD/MSHS Management Staff	7/21/2023
Completion of Parent Surveys for service hours	Parents, with the assistance of the Family Services Advocates	August 2023
Review CA updates; discussion and development of program priorities and proposed program design for 2024	Governance Task Force – PC Executive Committee, and PVUSD/MSHS Management Staff	9/07/2023
Submit draft Community Assessment Update to Grantee for review	PVUSD MSHS Director	9/22/2023
Policy Committee meeting for Refunding Application review and approval	Policy Committee Members; PVUSD Board Liaison, Program Director, and PVUSD Managers	10/05/2023
Board meeting for Refunding Application final review and approval	PVUSD Cabinet and Board Members	10/11/2023
Completion of End-of-the-Year Parent Surveys	Parents, with the assistance of the Family Services Advocates	11/15/2023 & 2/28/2024

Service Area

Geography & Climate

Santa Cruz County is located on the California central coast along the northern portion of the Monterey Bay, 65 miles south of San Francisco, 35 miles north of Monterey, and 35 miles southwest of the Silicon Valley. Its natural beauty is present in the beaches, redwood forests, and rich farmland. It has an ideal Mediterranean climate with low humidity and sunshine 300 days a year. According to the 2020 Census, Santa Cruz County has 264,370 residents.¹

According to the U.S. Census Bureau, the county has a total area of 607 square miles (1,573 km²), of which, 445 square miles (1,153 km²) of it is land and 162 square miles (419 km²) of it (26.67%) is water.

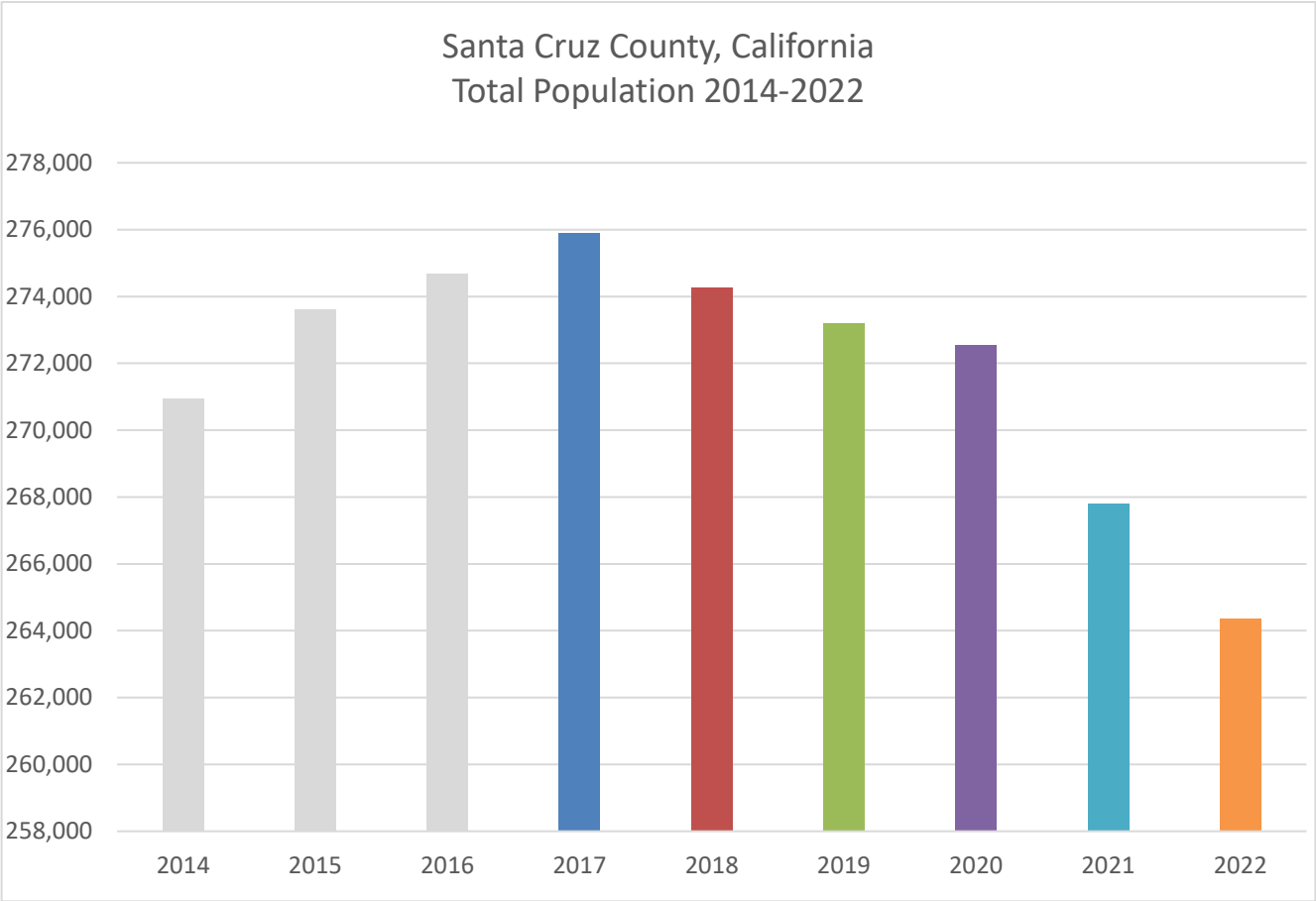
The county is a strip about ten miles wide between the coast and the crest of the Santa Cruz Mountains at the northern end of the Monterey Bay. It can be divided roughly into four regions: the rugged "north coast"; an urban area (City of Santa Cruz, towns of Soquel, Capitola, and Aptos); the San Lorenzo River Valley; and fertile "south county", anchored by the city of Watsonville. Agriculture is concentrated in the coastal lowlands of the county's northern and southern ends.



¹ [Census.gov/quick facts/santacruzcountycalifornia](https://www.census.gov/quickfacts/santacruzcountycalifornia)

Population Demographic

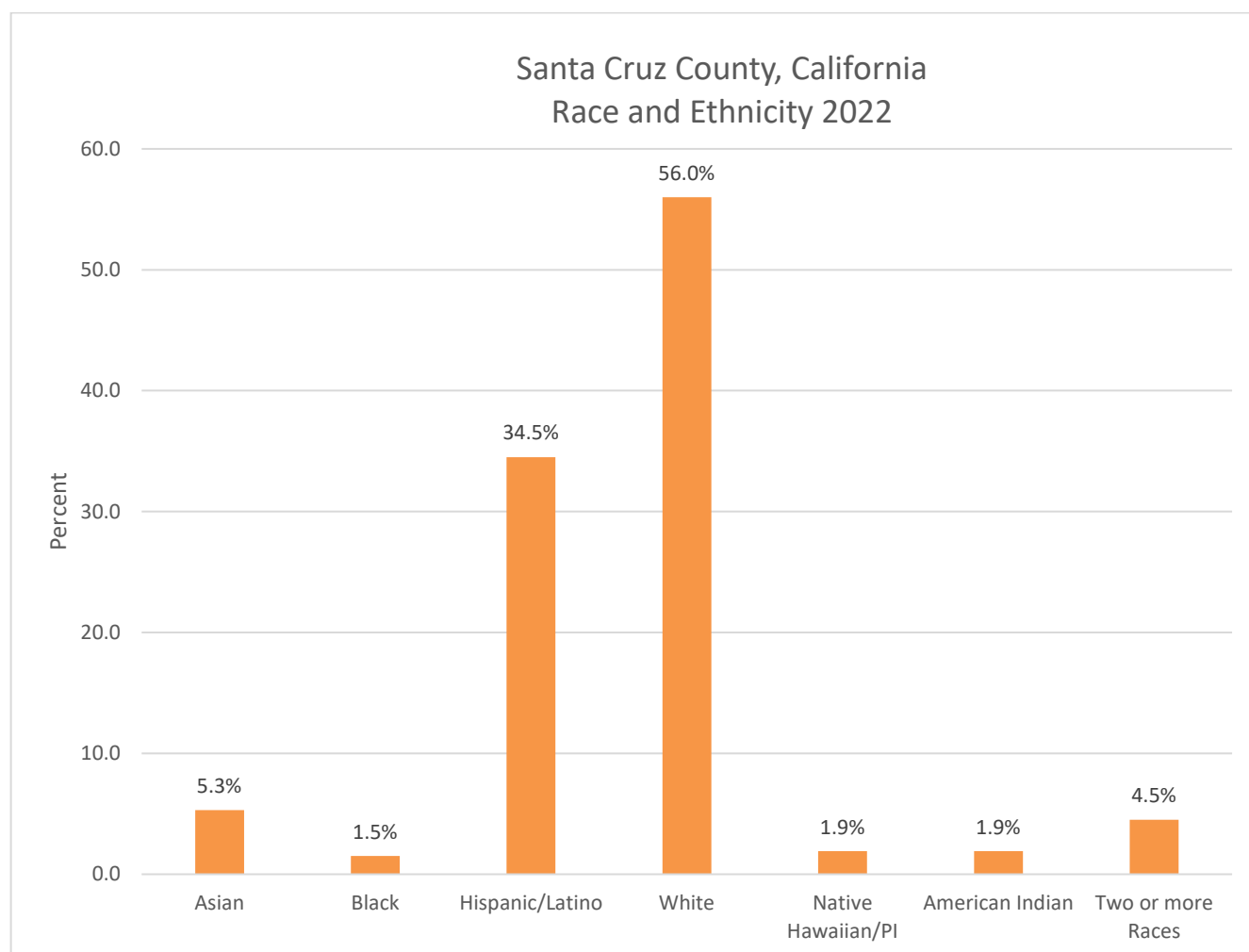
There are four incorporated cities within Santa Cruz County. Based upon the 2020 Santa Cruz County Community Assessment Comprehensive Report, the largest city is Santa Cruz, which has a population of 59,946 and is the county seat. Watsonville is the second largest city in the southern part of the county. Watsonville had a population of 51,525 in 2022. The chart below depicts population changes for Santa Cruz County from 2014-2022.²



² <https://www.census.gov/quickfacts/fact/table/watsonvillecitycalifornia,santacruzcountycalifornia>

Race & Ethnicity³

In the City of Watsonville (Santa Cruz County), 83.6% of the families are classified as “Hispanic”. In the unincorporated town of Pajaro (Monterey County), 84.3% of the residents speak a language other than English (i.e., Spanish, Mexican indigenous language); 36.1% are foreign born and it is 92% Latino/Hispanic.⁴ Unlike border areas or many large cities where most Latinos/Hispanics attain oral fluency in Spanish and English, adults who are interested in working with young children in the Watsonville area are generally Spanish-dominant. In this area, it takes an average of 6-7 years for adult learners to learn enough English to pass key community college general education courses. This assumes that the adult learner is continuously enrolled in English as a Second Language classes and does not drop out for long periods. Similar linguistic challenges face parents who wish to enter non-farm jobs that rely upon English. In many cases, there is a need to improve parents’ basic Spanish language skills before major progress can be made in English. More complex decisions face families of Mexican indigenous origin regarding second and even third language acquisition issues.



³<https://www.census.gov/quickfacts/fact/table/watsonvillecitycalifornia,santacruzcountycalifornia>

⁴<https://worldpopulationreview.com/us-cities/pajaro-ca-population>

Educational Institutions

The principal higher education institutions available to adults living in or near the PVUSD service area are Cabrillo Community College (Aptos and Watsonville, Santa Cruz County), and Hartnell College (Salinas, Monterey County). Cabrillo College in Aptos is a demonstration site for the California Department of Education's/West Ed's Program for Infant Toddler Caregivers. Importantly, Cabrillo College has a local campus in Watsonville that offers Early Childhood Education classes. Most evening classes begin within thirty minutes of the MSHS daily closing hour of 6 p.m.

With respect to four-year institutions, the University of California, Santa Cruz is nearby but it does not offer a program in Child Development. There are two state universities offering degrees in Child Development: San Jose and Monterey Bay. However, MSHS teaching staff face several barriers that preclude them from attending. As a practical matter, the commute to San Jose State University represents an obstacle for the Program's predominantly female early childhood education workforce. The California State University, Monterey Bay is closer and although commuting would continue to be a barrier, the campus is relatively closer than San Jose State University.

Pacific Oaks College is another accredited institution that makes higher education available to program staff and licensed Family Child Care Home Providers. Its main campus is in Pasadena, California with satellites in other locations across the state. Areas of study include Early Childhood Education, Human Development, Psychology, Marriage, and Family Therapy. Pacific Oaks offers flexible programs and online courses through their off-site instructional sites that include Cabrillo College.

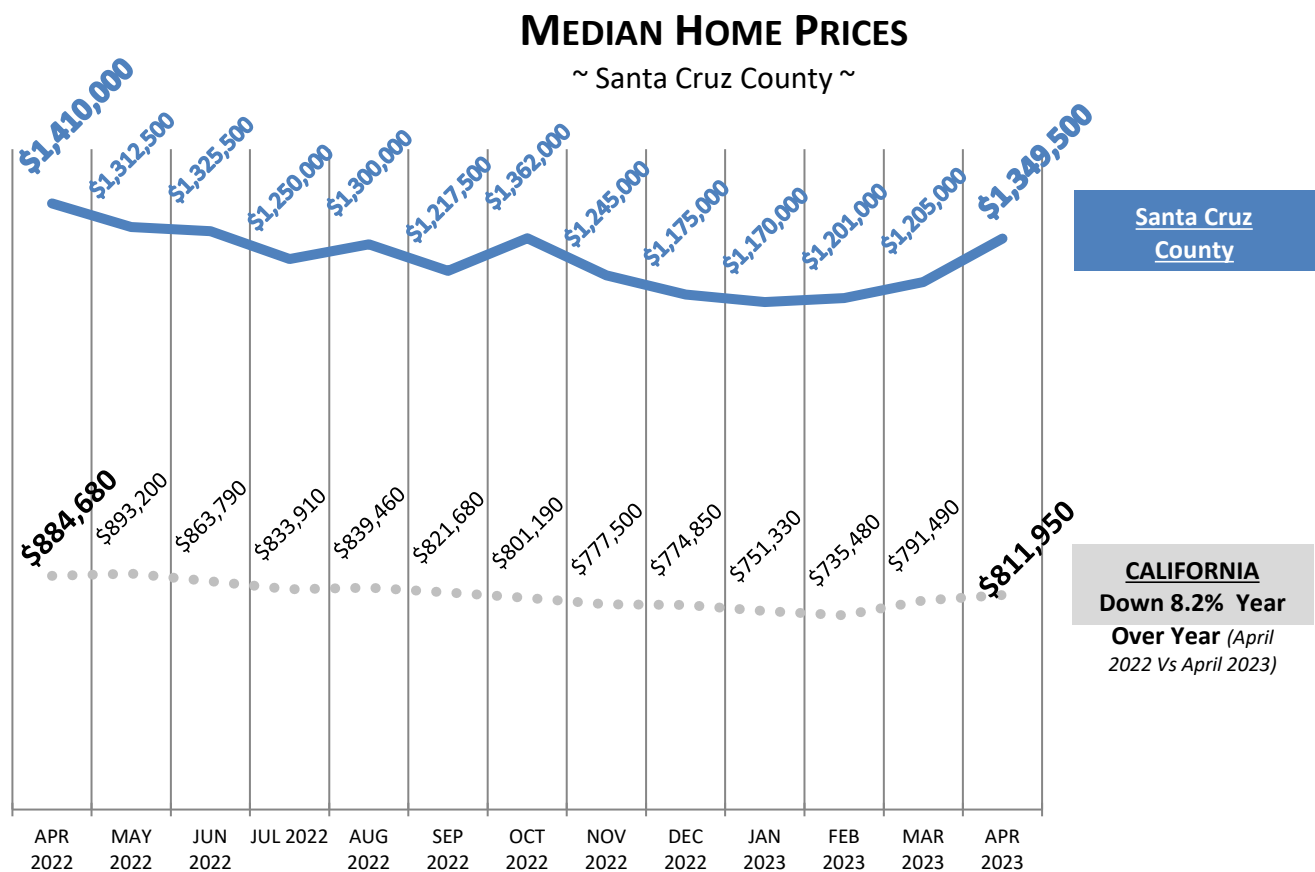
The district is currently discussing collaborations with two other institutions, the University of California Merced and the University of California Riverside, both institutions have created Early Childhood Education Pathway programs that could accommodate the needs of the Migrant and Seasonal Head Start population interested in pursuing child development permits, credentials or degrees.

Housing

Median Home Price

Santa Cruz County faces many challenges resulting from the high cost of real estate. Owning a home is out of reach for most incoming families. High housing costs make it difficult to offer adequate compensation to child caregivers and other staff. This affects staff recruitment and retention and poses a problem for Family Child Care Providers as well.

The following graph outlines the median home prices of Santa Cruz County from April 2022 to April 2023.⁵



⁵ : California Association of Realtors, Sales of existing single family detached homes, www.car.org

Fair Market Rent

Since 2015, the Housing Opportunities Index has listed Santa Cruz and Watsonville as the least affordable small cities (under 500,000 people) in the United States.⁶ High rental costs represent a hardship for all. In 2023, the US Department of Housing and Urban Development cited the fair market rent for a Watsonville home as \$4,077 for three bedrooms; for two bedrooms, it was \$3,293; for one bedroom, it was \$2,502 and a studio rented for \$2,212.⁷

In Watsonville, average rental costs in 2023 are \$4,500 for a four-bedroom house, \$4,016 for a three-bedroom house; \$2,966 for a two-bedroom; \$2,016 for a one-bedroom; and \$1,610 for a studio⁸. For this reason, garages are popular living quarters, as is a patchwork of non-permitted housing additions.

The percentage of hired farmworkers subjected to one or more of these difficult housing circumstances is certainly higher than the general population. One reason is that public and private camps for housing of hired farmworkers are limited. The two significant farmworker camps (Buena Vista and San Andreas) have a combined capacity of only 1,100 persons. Families seek “affordable” housing wherever they can find it outside the camps.

Farmworker and Low-Income Housing

Farmworker Housing:

- Jardines del Valle - 18 units
- Nuevo Amanecer - 63 units
- Lincoln Square - 19 units
- Buena Vista - 106 units
- Vía Del Mar - 40 units
- San Andreas - 40 units
- Pacific Terrace - 28 units

Affordable/Low Income Housing:

Villas del Paraíso - 51 units
Corralitos Creek - 64 units
Villa la Posada - 42 units
Schapiro Knolls - 88 units
Parkhurst Terrace - 68 units
The Farm – 39 units
Chispa – unknown number of units

The best estimate available based on a 2000 farmworker survey is that 68% of farmworkers live in overcrowded conditions. The U.S. Census Bureau defines crowdedness by the total number of people sleeping in the dwelling divided by the number of rooms. If this ratio is greater than 1.0, the dwelling is considered crowded. If the ratio rises to 1.5, then is “severely crowded”. Watsonville reflects a ratio of 3.0. The National Agricultural Worker Survey (NAWS) sample from 2006-2008 generally supports the findings of the Indigenous Community Survey, although survey results lack the ability to define specific room dimensions to derive more detailed information. In general, additional “crowdedness” occurs during peak agricultural labor periods.⁹

⁶ Housing Opportunities Index

⁷ HUD User Data Sets, 2023

⁸ Bestplaces.net

⁹ Ibid

According to recent publications on housing developments in Watsonville, Eden Housing is building Tabasa Gardens which is a new housing complex scheduled to be completed December 2023, this complex will have at least 10 units available to agricultural workers and their families. In addition, MidPen housing is building two new complexes for low-income families: Cienega Heights and Miles Lane. The first one is scheduled to be completed May 2024 and the second one August of the same year. Miles Lane will have 72 new units for families and those with special needs and at least 12 of those units will be made available to agricultural workers.

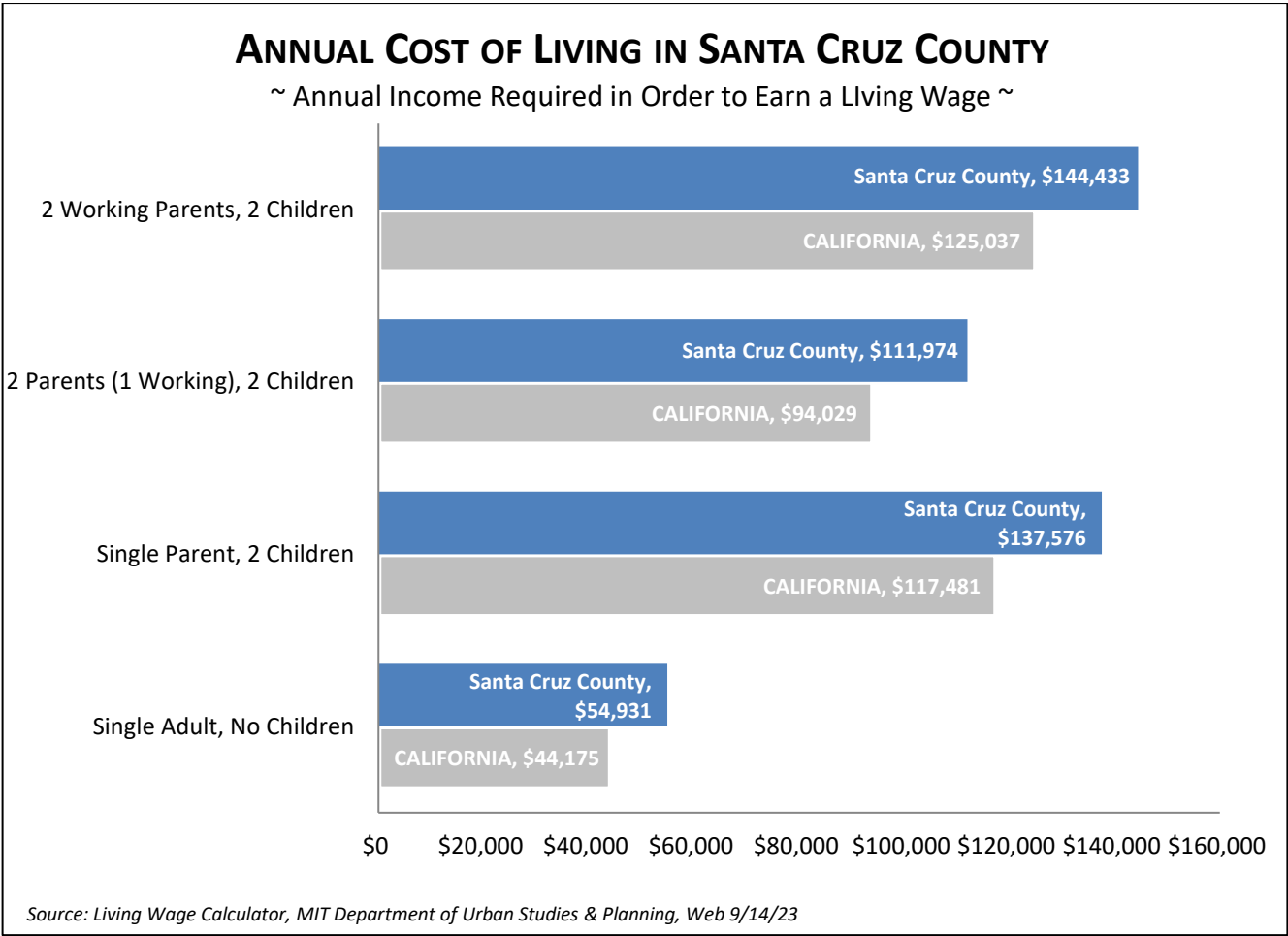
Year after year, housing (“affordable”, “livable”, “available” housing) is the top priority for MSHS families, but inadequate farmworker housing is a nation-wide problem, which cannot be adequately addressed by Head Start.

Socio-Economics¹⁰

In the northwestern portion of the county, the economy is anchored by tourism (\$840 million in 2015) and technology, while agriculture is the dominant feature of the southeastern portion of the County.

Cost of Living

Overall, the cost of living in Santa Cruz-Watsonville is 55% higher than the average cost of living in the United States.¹¹ California has a cost of living that is likewise higher than the average cost of living in the United States at 42% higher.¹² In 2023, the 17th Annual Demographic International Housing Affordability Survey ranked Santa Cruz as one of the least affordable housing market in the country.¹³



¹⁰ Monterey Bay Economic Partnership - <http://www.mbsp.biz/Facts-Figures/Key-Industries/Tourism-Hospitality.aspx>

¹¹ Forbes - <https://www.forbes.com/places/ca/santa-cruz/>

¹² World Population Review - <https://worldpopulationreview.com/state-rankings/cost-of-living-index-by-state>

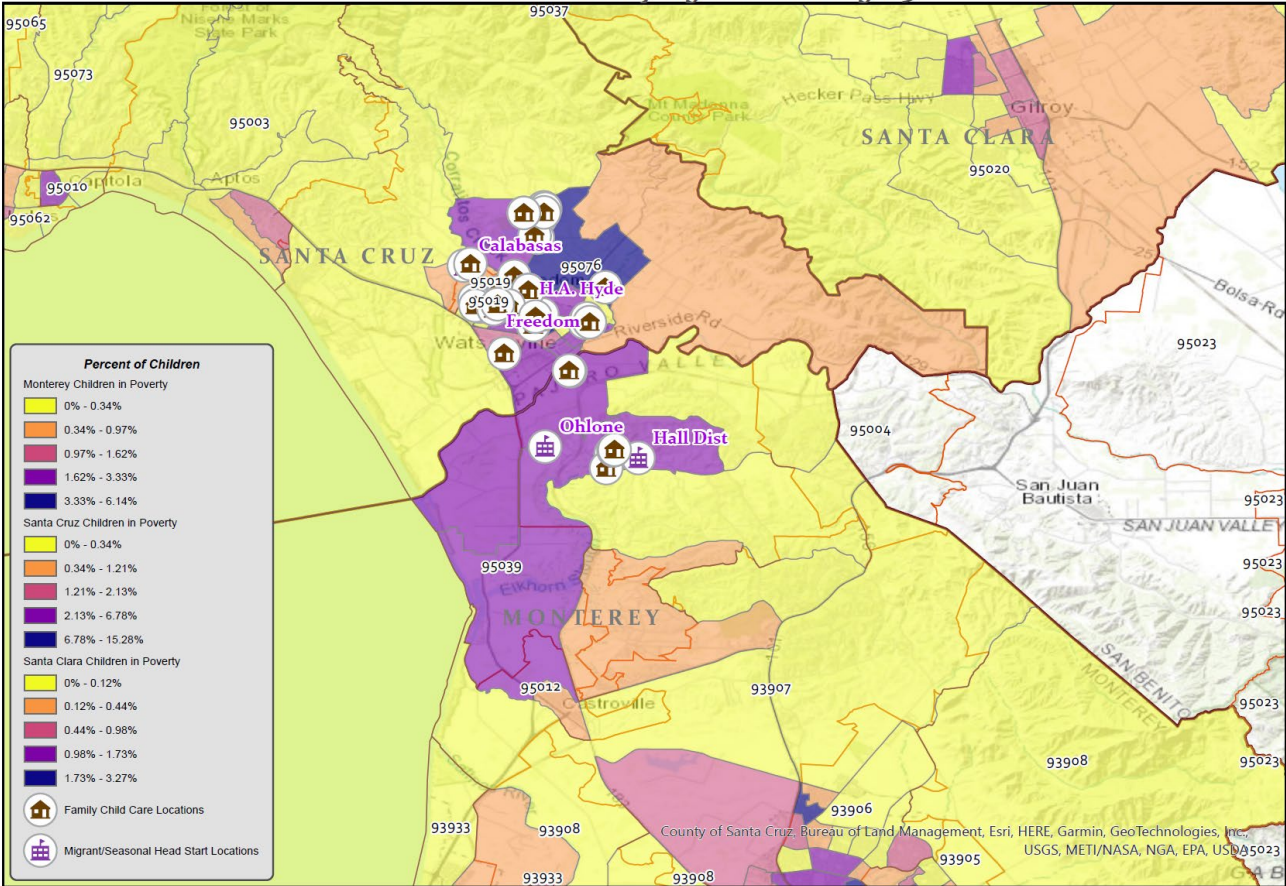
¹³ 17th Annual Demographic International Housing Affordability Survey: 2021

Poverty

Young Children in Poverty

In 2022, ninety-three (93%) of enrolled children came from families whose income was below the federal poverty line. Many MSHS families are better characterized as living at a level that is closer to “subsistence” than “self-sufficiency”. The graph below reflects the percentage of children 0-5 years in poverty in our area of service. The highest percentage of children living in poverty is where MSHS services are provided in southern Santa Cruz County.

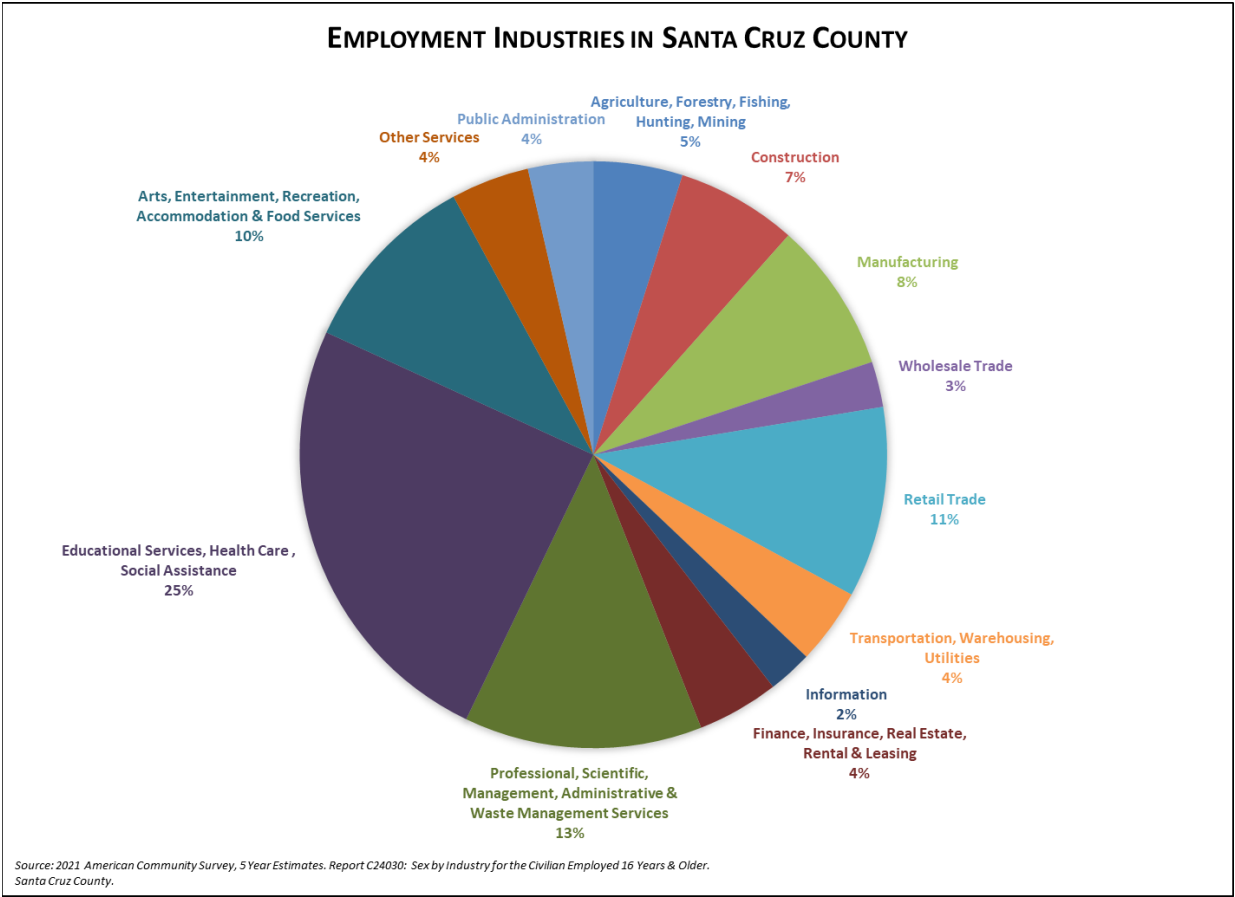
Pajaro Valley Unified School District
Children in Poverty Ages 0 Through 5



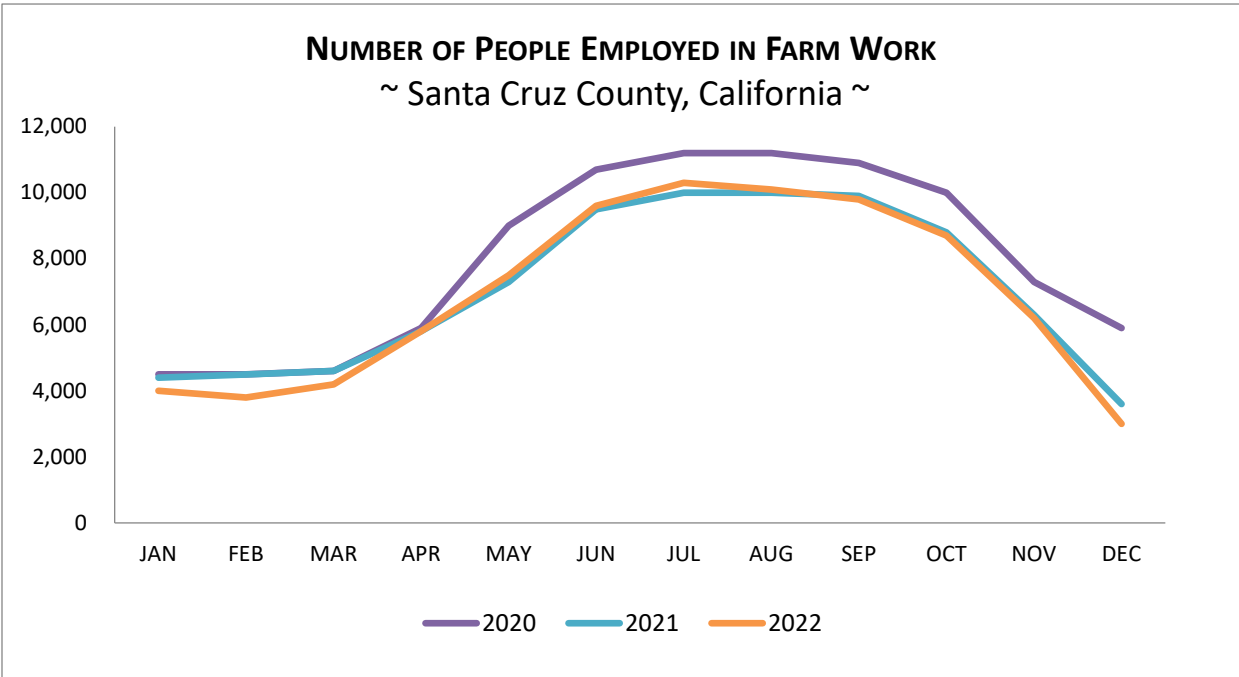
Source: 2020 American Community Survey: 5 Year Estimate
July 27, 2022

Monterey County Children in Poverty: 6,466
Santa Cruz County Children in Poverty: 1,741
Santa Clara County Children in Poverty: 8,186

Industries & Agriculture

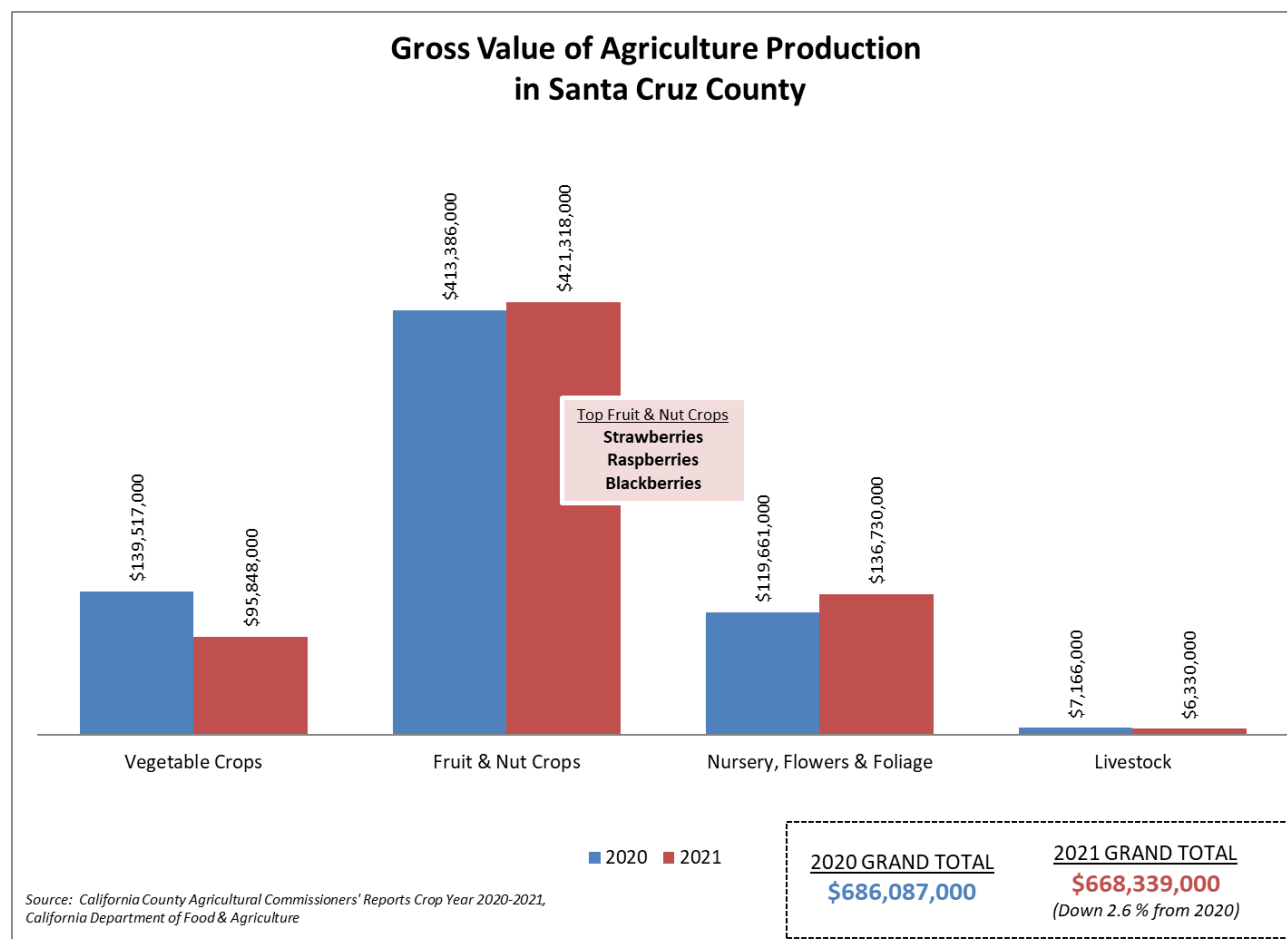


Employment Opportunities, Agricultural Trends



Agricultural Data – Trends in Crop Valuation - Santa Cruz County

The Pajaro Valley extends from southeast Santa Cruz County into northwest Monterey County. The area surrounding Watsonville is the agricultural hub of the Monterey Bay. Agriculture is big business in the Pajaro Valley because of the fertile soil and ideal climate that make conditions near perfect for growing lettuce, artichokes, cauliflower, celery, strawberries, raspberries, bush berries, and apples. The soil is excellent for the floral and nursery industry and coastal wine grape vineyards planted by world famous vintners. Innovative and sophisticated farming technologies developed by growers are recognized and imitated by farmers around the world.



Santa Cruz County 2021 Crop Report

According to the 2021 Crop Report, Santa Cruz County crops were worth \$657.370 million, an increase of 3.4 percent from the 2020 production valued at \$636,032 million.¹⁴ The number one crop in Santa Cruz County remains strawberries, with raspberries once again the second highest valued crop. Berries (strawberries, raspberries, and blackberries) had a small decrease in gross value of 1.5 percent, or \$6,148,000 million compared to 2020. The Santa Cruz County 2022 Crop Report has not been released.

¹⁴ Santa Cruz 2021 Crop Report, available at <http://www.agdept.com>

Trends in values associated with major crops for Santa Cruz in **2021** were as follows:

2021 Crop Ranking	Crop	2021 Value	2020 Ranking
1	Strawberries	\$211,062,000	1
2	Raspberries	\$110,835,000	2
3	Blackberries	\$ 69,094,000	3
4	Misc. Vegetables	\$ 55,343,000	4
5	Misc. Fruit	\$ 19,358,000	5
6	Brussels Sprouts	\$ 14,498,000	6
7	Head Lettuce	\$ 14,458,000	8
8	Leaf Lettuce	\$ 11,549,000	7
9	Apples	\$ 10,969,000	9
10	Wine Grapes	\$ 7,926,000	10

Monterey County 2022 Crop Report

The 2022 Monterey County Crop Report shows that Monterey County had a gross agricultural production value of \$4,638,336 billion, which is an increase of 13.1% from 2021¹⁵.

Crop values vary from year to year based on production, market, and weather conditions. Strawberries continued to maintain the top crop spot with a decrease of 1.0 percent. Similarly, leaf lettuce, including Romaine and other leaf lettuce varieties, continued as the second most valuable crop with an increase of 13.6 percent and head lettuce as the third most valuable with an increase of 21.1 percent.

Trends in values associated with major crops for Monterey County in 2022 were as follows:

2022 Crop Ranking	Crop	2022 Value	2021 Ranking
1	Strawberries	\$958,774,000	1
2	Leaf Lettuce	\$842,462,000	2
3	Head Lettuce	\$546,786,000	3
4	Broccoli	\$519,049,000	4
5	Cauliflower	\$216,860,000	7
6	Celery	\$180,564,000	8
7	Wine Grapes	\$173,789,000	5
8	Spinach	\$166,344,000	6
9	Nursery & Flowers	\$134,314,000	11
10	Brussels Sprout	\$114,855,000	10

Farmworkers move between counties and commute to work according to the availability of agricultural work. The daily commute time is what literally drives the need for an extended-day schedule for MSHS families and most especially for those families with limited means of

¹⁵ 2022 Monterey County Crop and Livestock Report

transportation. Most Program parents work in berries (strawberries, raspberries, etc.) during some part of the season and then work with other crops, and/or flower and nursery production during the off season.

Length of Season for Crops Worked by Families

SANTA CRUZ COUNTY / CROP SEASONS

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Apples												
Berries, Blackberries												
Berries, Raspberries												
Berries, Strawberries												
Broccoli												
Brussel Sprouts												
Carrots												
Celery												
Grapes												
Lettuce												
Spinach												
Tomatoes												

Source: California Agricultural Statistics Review 2020-2021, California Department of Food & Agriculture.

Local Trends in Agriculture

The Pajaro Valley produces 90% of Santa Cruz County’s gross agricultural income. Santa Cruz County is first in the nation for bush berry and Brussels sprout production. The introduction of specialty varieties of strawberries, raspberries and other vegetables has resulted in a prolonged growing season.

Unlike other areas of California where farmland continues to turn into relatively unchecked housing and commercial development, most of the existing land used to farm in Pajaro Valley will remain, even as the price of real estate escalates. Because of the establishment of a defined “green belt” for the Pajaro Valley and the cultivation of a substantial number of labor-intensive crops grown in the area, it is expected that the need for hired farm work will continue to generate an on-going demand for MSHS services.

Labor Force

Juan Hidalgo, Agricultural Commissioner in Monterey County (former Agricultural Commissioner in Santa Cruz County), stated that this winter’s severe storms resulted in flooding that impacted several thousand agricultural acres in the Pajaro Valley. The severity of the floods resulted in severe damage to planted commodities including complete losses for some growers. In addition, a cooler than normal Spring also resulted in a delay in the strawberry production delaying the start of the harvest season by 4 to 6 weeks. He also mentioned that the agricultural labor shortages continue impacting our region and this has resulted in an increase of H2A guestworkers in the last few years. Housing continues to be an issue as there are no plans for farmworker housing in the horizon and the winter floods in Pajaro further impacted community members resulting in evacuations and displacing

community members that were not able to return to their homes due to structural damage to their houses.¹⁶

David Sanford, Agriculture Commissioner for Santa Cruz County, stated that the storm events of January and March 2023 caused widespread crop losses and planting delays for growers in the County. Many commodities were also affected, but strawberries and vegetable growers saw the most significant impacts. These events also created a situation where fieldwork was greatly delayed causing a reduction in the usual labor activities (planting, thinning, harvesting, etc.) and noted that farmwork labor continues to be difficult for many operations to maintain consistency. In addition, farmworker housing continues to be a challenge in the County as in many other areas.¹⁷

Jeff Cardinale, Strawberry Commission Director of Communication reports that the floods that the Pajaro Valley experienced this year had a huge impact on the strawberry crops and 5% of the farms by the river area experienced damage and destruction. In addition, he mentioned that the unseasonal cool temperature and the earlier rains resulted in a delay in the production, as a result, the season was shorter than expected.¹⁸

Christopher Valadez, Grower Shipper Association President, reported that the demand for labor, resulting from strong agricultural productivity, continues to outpace the number of persons available and interested in crop production and harvest jobs. Utilization of the H2A guest worker visa program is expected to increase by approximately 10% in California from 2021 to 2022, of which at least a quarter (over 8,000 guest workers) of all H2A guest workers arrive to work in the Salinas and Pajaro Valleys. A lack of available domestic labor, affected in part by costly housing and limited housing options, as well as aging workforce, appears to combine to limit foreseeable growth of a domestic workforce, thus requiring employers to explore the use of federal guest worker programs further.

Jess Brown, Farm Bureau, reported that the new California overtime law (AB1066) that passed January of 2020 is having a negative impact on the farmworkers. Instead of employers paying the farmworkers time and a half after 40 hours, they are simply hiring a second shift in order not to pay overtime. AB1066 requires time a half after 8 hours and double pay if over 12 hours. This is an example of “unexpected consequences”.

According to Tom Am Rhein, Vice President of Naturipe, agriculture in Santa Cruz is stable, especially the berry industry. There is some concern in the agricultural community about the influx of Mixtecos and others from Central America because of the language barriers and cultural differences. There are few resources to support their integration into the workforce and it is challenging to train them about safety and hygiene with the little official interpreters available and farmers must rely on a few bilingual coworkers. Regarding housing, it appears that many Mixteco farmworkers are residing in motels, but not sure if this is organized by farmers or just word of mouth. Most families continue to reside in shared housing, which is probably less expensive than any new housing projects would be.¹⁹

¹⁶ E-mail response 8/29/2023

¹⁷ E-mail response 8/29/2023

¹⁸ E-mail response 8/31/2023

¹⁹ Phone conversation 8/10/2022

Migrant Services

Migrant Education Services for preschool children

Aside from MSHS, the primary service available to support the unique needs of the children of migrant and seasonal farmworkers is the District's Migrant Education Program. The mission of the Migrant Education Program is to advocate for the community of migrant children, young adults, and migrant families who reside within the PVUSD boundaries. Their primary focus is to support migrant children in kindergarten through 12th grade. Migrant Education also serves out-of-school youth (OSY) ages 14-21. Preschool and home-based tutoring support is available; however, there are no services for children over three years of age. These services to preschool children are provided by the Migrant Education School Readiness Program (MESRP). The MESRP program is a pre-kinder program designed to serve children ages 3-5 at a couple of centers within PVUSD boundaries. These centers open in October and end in May, serving families in those months when the Migrant and Seasonal Head Start sites are closed. However, services are part-day only, as the sites are only open for 3 hours during the day and two hours in the evening. The home visitation program runs weekly from August to May and the summer program offers service to 4 and 5-year-olds for six weeks at their home between June and the end of July.

Families that are considered eligible for the Migrant Education program must have made a move within the last 36 months seeking work in agriculture or in the fishing industry. Eligible families are qualified for 3 years as of their last qualifying move. An Intra-District collaboration agreement is in place between the Migrant Education Program and Migrant and Seasonal Head Start to facilitate eligibility and transition between programs.

During the 2018-2019 school year, the Migrant Education Program served 778 preschool children through their different programs including swimming, biliteracy, summer programs and others. Since then, the numbers have continued to decrease, which reflects the continued decrease in student enrollment within the district and throughout the state. Currently, the Migrant Education Program is serving 268 pre-Kinder migrant children. Migrant Education staff continues to implement new identification and recruitment strategies to ensure all migrant children are identified and served.

Four-year migrant pre-kinder numbers summary:

2019-2020 School Year: Home Base 291, Centers 114, Swimming 36, Other 12, Biliteracy 69, Summer Program 156, total number of children served: 678.

2020-2021 School Year: Home Base 519, Biliteracy 81, Summer Program 91, total number of children served: 691.

2021-2022 School Year: Home Base 140, Biliteracy 21, Summer Program 85, total number of children served: 178.

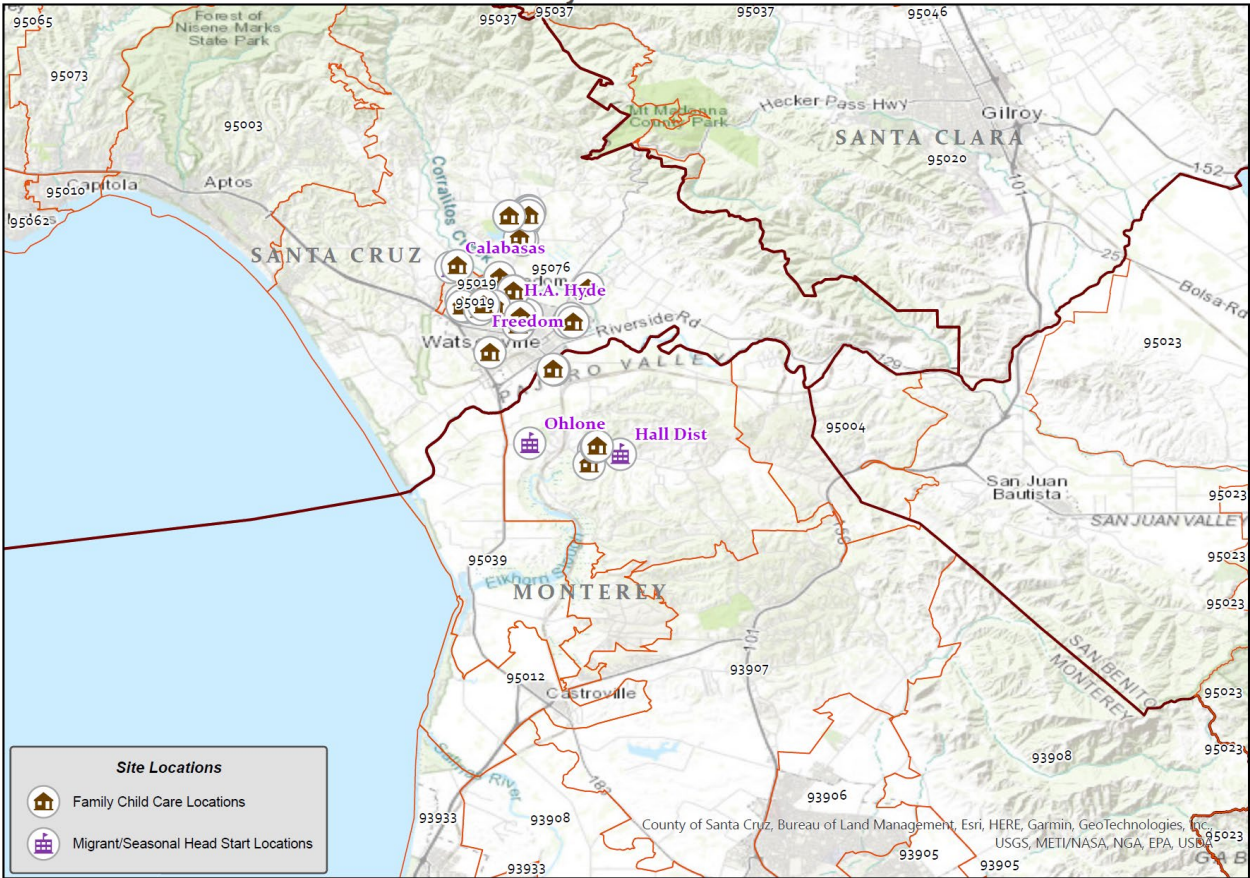
2022-2023 School Year: Home Base 107, Biliteracy 23, Summer Program 88, total number of children served: 134.

Service Delivery Locations and Recruitment Service Area

Please see “Program Design” section in the Introduction for a narrative description about service delivery locations. The recruitment area is restricted to families residing within District boundaries.

Location of Centers/Family Child Care Homes
PVUSD Recruitment and Service Area

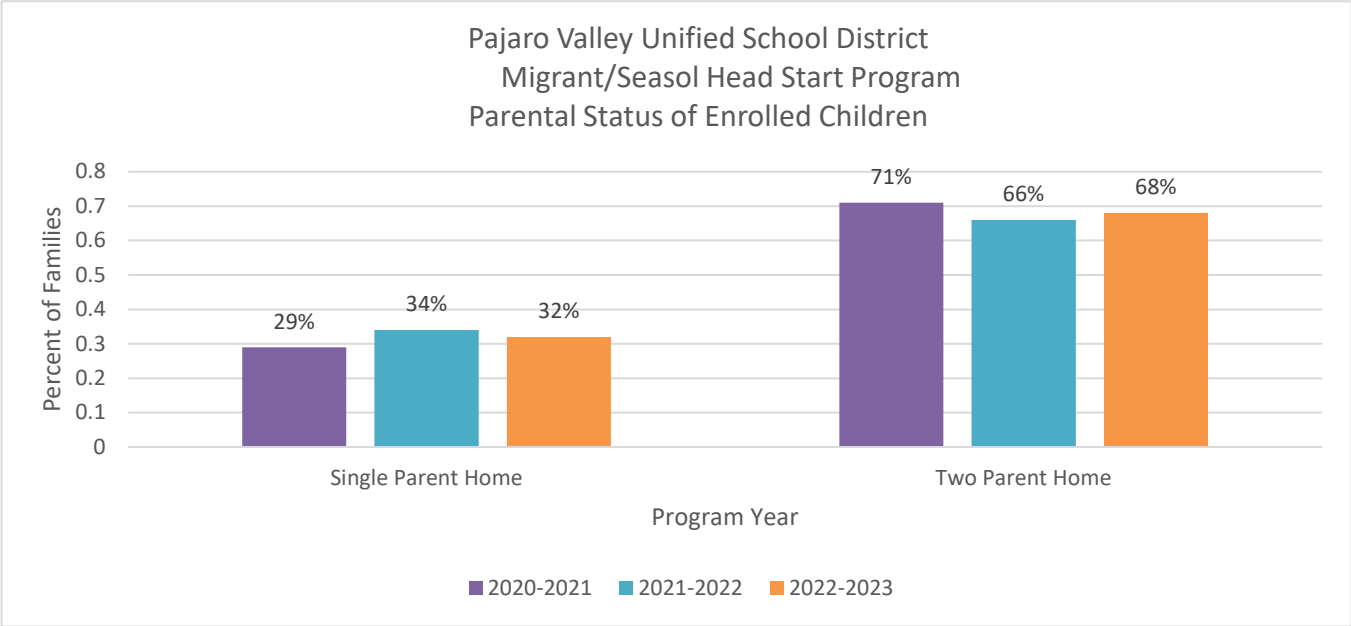
*Pajaro Valley Unified School District
Site and Family Child Care Locations*



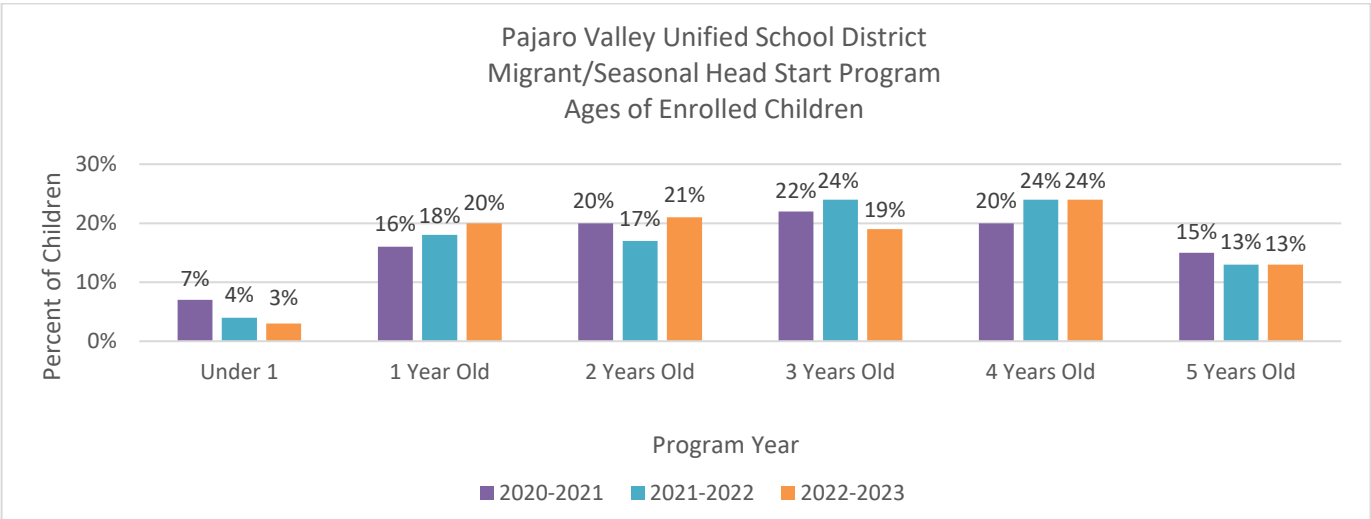
Families in the Service Area

Family Type

In 2022, there was an average of 1.2 age-eligible children per enrolled family. This figure has been relatively constant for the past several years. In the same year, sixty-eight percent (68%) of enrolled families were of two-parent households, a two percent (2%) increase from 2021.



In 2022, forty four percent (44%) of enrolled children were infants and toddlers or children less than three years of age at the time of enrollment. In this same period, twenty one percent (21%) of all children served were two-year-olds; nineteen percent (19%) were three-year olds and twenty-four percent (24%) were four-year olds. The Program must design its curriculum, health care and disability-related services to meet the needs of these age sub-groups.



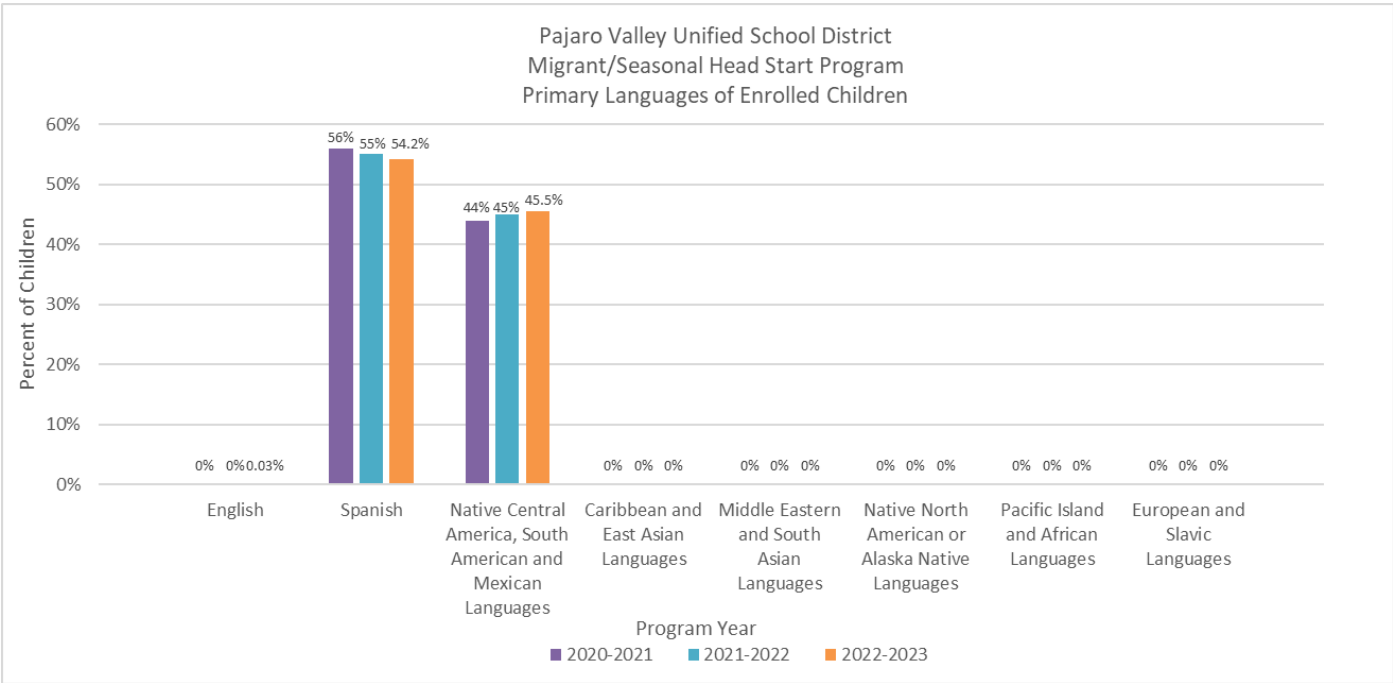
Languages & Cultures Represented

Languages

According to the 2022 Program Information Report, the primary language used at home for 45.5% of families served was a Mexican indigenous language. The Program is currently recruiting for a trilingual staff member (Mixteco Bajo, Spanish, and English) to provide support in managing enrollment challenges and confidential family issues. The other 54.2% of families identified Spanish as their primary language used at home. Only .3% of families identified English as their primary language.

Spanish is spoken throughout MSHS childcare sites to meet the needs of most parents with appropriate introduction of English. English is a second language for a high percentage of staff and Family Child Care Home Providers.

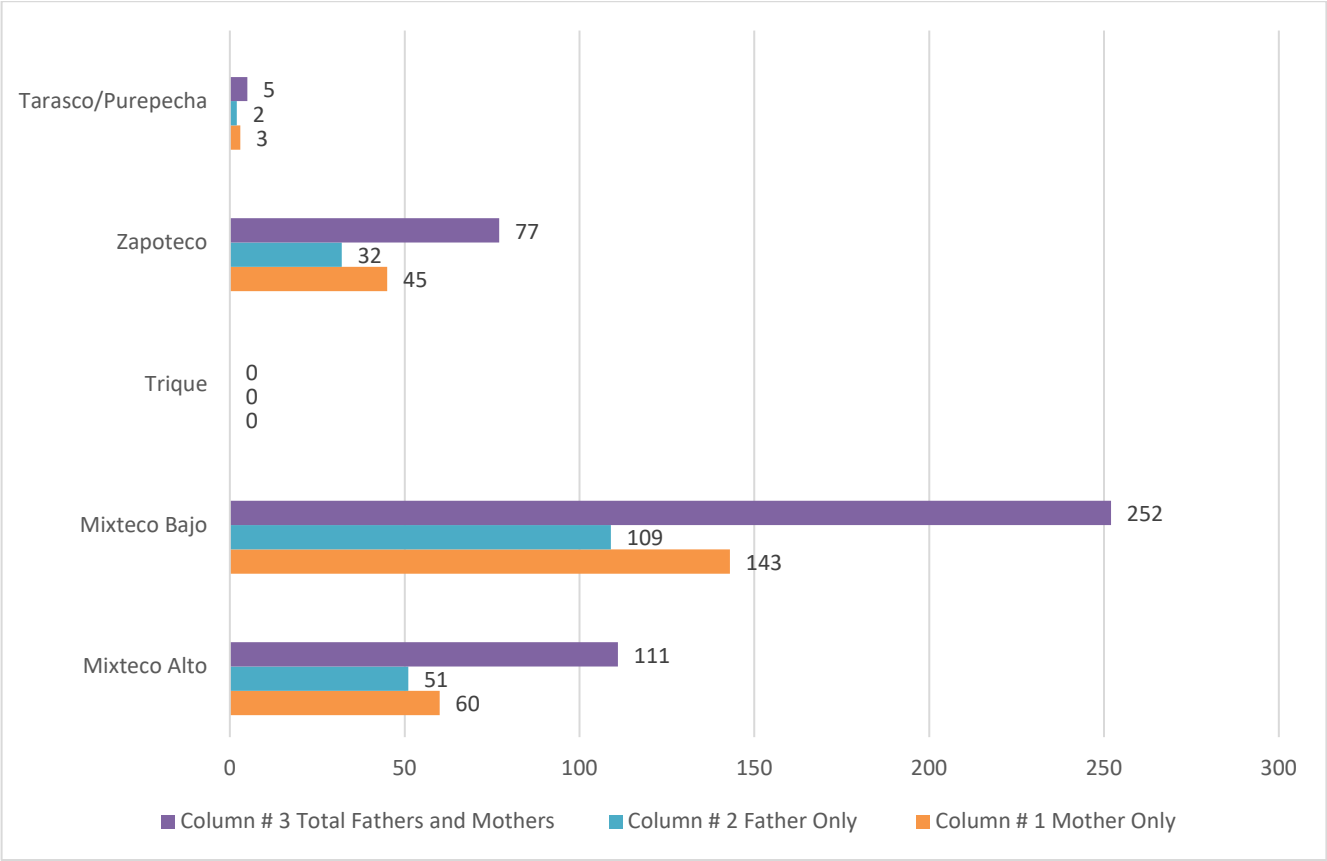
Spanish is used extensively in agricultural work; parents have limited opportunities to learn English or Spanish during peak agricultural work periods. Workplace pressures to learn second and third languages (Spanish, English) can affect parental decisions about which language(s) their offspring should learn and/or retain. Family dynamics can change if younger children no longer speak the same language as their older relatives and can create intra-familial conflict when children are relied upon to serve as interpreters for adults in the family.



The table below illustrates special survey results that indicate the distribution of Mexican indigenous languages spoken by mothers and fathers of children enrolled in the Program. Of the 451 parents fluent in a Mexican indigenous language, about 56% speak Mixteco Bajo; 25% speak Mixteco Alto, and about 17% are Zapoteco speakers. In 2022, there were only five parents speaking Purepecha, an indigenous language from the State of Michoacán.

2022 MSHS Parent Survey Results

**Column 3 equals the sum of columns 1 and 2*



All Mixtec languages are oral. As is the case with other Amerindian languages, dictionaries spelling out Mixtec terms rely upon the Roman alphabet. The linguistic challenges for the Program are many. It is not entirely clear the degree to which one or both parents of Mexican indigenous origin enrolled in the Program have functional use of Spanish. Fathers are more likely to have some bilingual capabilities (Mixtec/Spanish) than mothers are. As we collect the results of this annual survey, we can identify families with additional barriers who struggle to access services in the community, and we determine the best way to support their needs and established goals.

Mobility, Migrancy and Settling Out Patterns

Migrant / Agricultural Workers of Mexican Origin

All District families served each year are of Mexican origin. In 2009, about one-half of the Program families who were surveyed reported coming from the state of Michoacán. With the recent influx of families arriving from Oaxaca, this percentage has dropped significantly.

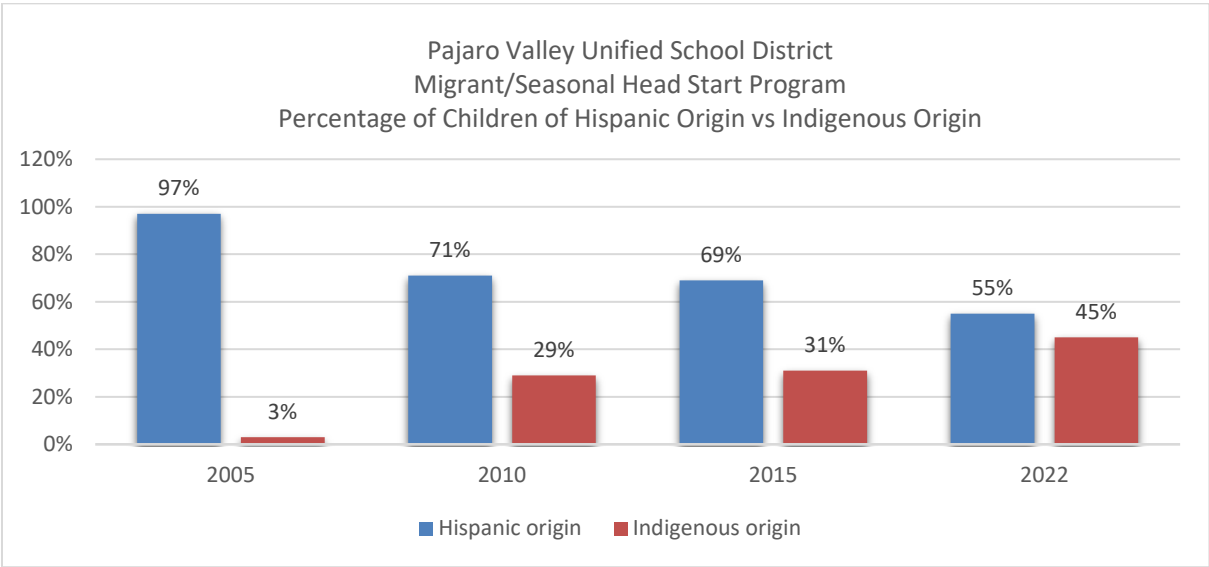
Oaxaca is the largest state of origin for families of Mexican descent. In 2022, our family survey showed that 45% of families originated from Oaxaca, almost all of them of indigenous origin.

Some families of indigenous origin also come from the state of Guerrero.

Overall Patterns & Priority for Enrollment Selection According to Migrancy

The Head Start selection process requires MSHS programs to “give priority to children from families whose pursuit of agricultural work required them to relocate most frequently within the previous two-year period. The Program has made accommodations for families who migrate from the Oxnard area in spring to register them on a flexible schedule prior to the first day of services in PVUSD MSHS since the strawberry season in southern California extends roughly to the time PVUSD MSHS begins its services. These families are of Mexican indigenous origin.

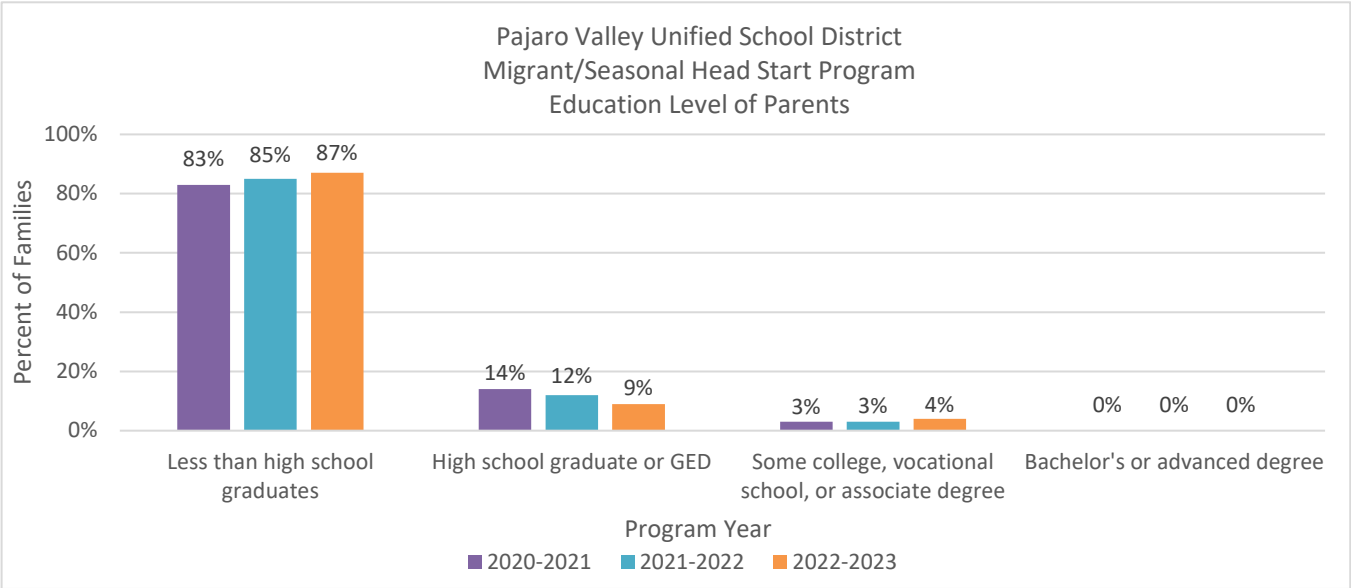
There are a high proportion of eligible seasonal farmworker families in the area. The factors that propel families into settling out are the longer growing season and work availability; Homeland Security/immigration factors; and the difficulty in obtaining adequate, affordable local housing. With the revision of the Head Start Performance Standards, programs were given flexibility to update the definition of farm working families to expand opportunities for eligibility of services and to support families working in other agriculture-related jobs.



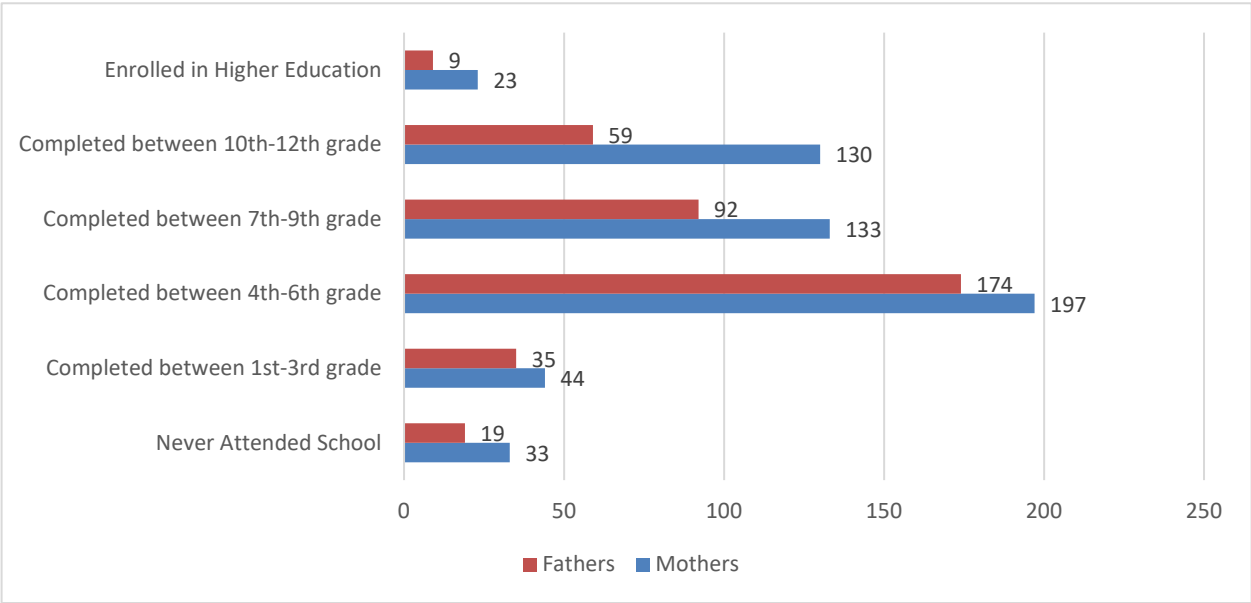
Education Level of Parents

Educational Attainment of PVUSD MSHS Parents

The chart below represents the levels of education attained by parents as reflected in the Program Information Report. This report does not provide any sub-categories for education levels below high school graduate, which is the level that describes most of the Program’s parents.



To get a better idea of the actual education levels of Migrant and Seasonal Head Start parents, the Program conducts a more detailed survey during the enrollment process. This survey looks at subcategories down to no schooling. The chart below reflects the results of the Program administered survey on completed schooling levels for mothers and fathers. In general, schooling was completed in Mexico.



Children with Disabilities

According to the amended Head Start Act of 2007, the requirement is to enroll 10% of children served with diagnosed disabilities. For official Head Start reporting purposes, children must have a current Individual Education Program (IEP for preschoolers) or Individual Family Services Plan (IFSP for infants and toddlers).

Number of Children with Disabilities **Source: 2022-2023 PIR Summary Report**

2022 SERVICES TO CHILDREN WITH DISABILITIES		
Children diagnosed with disabilities	PVUSD MSHS	
Infants and Toddlers (Birth-35 months)	Number of PVUSD MSHS children 0-35 Months with IFSP	% of all PVUSD MSHS children 0-35 months
	34	11%
Preschool children (3-5 years old)	Number of PVUSD MSHS children 3-5 years of age with an IEP	% of all PVUSD MSHS children 3-5 years of age
	49	13%
Total children with disabilities (IEP's & IFSP's)	83	12%

Identification of Children with Suspected /Diagnosed Disabilities within PVUSD MSHS

MSHS actively recruits children with suspected and diagnosed special needs from other agencies, health care practitioners and clinics, and through various other recruitment strategies (radio, newspapers, posters, staff deployment, etc.). Children with disabilities and their age-eligible siblings have top priority for Program enrollment; locally these children, and their siblings, have priority for enrollment under the “seasonal” farmworker category. Parent intakes, as well as health, mental health, speech/language, and developmental screening tools are used to identify children with possible disabilities. An updated intake process (KPAC) was implemented to identify children being referred for services.

The major obstacles MSHS Program has encountered with respect to services for children with suspected and diagnosed disabilities is the lack of summer services and more particularly, the lack of bilingual professionals such as therapists who work with very young children.

The MSHS Program Director and the District’s Special Services Director have revised the intra-agency Memorandum of Understanding to meet revised Head Start Performance Standards and to outline specific procedures to close many gaps and to expedite services to children whenever possible.

2022 CHILDHOOD HEALTH, NUTRITION, DENTAL CHARACTERISTICS

Health Care Services

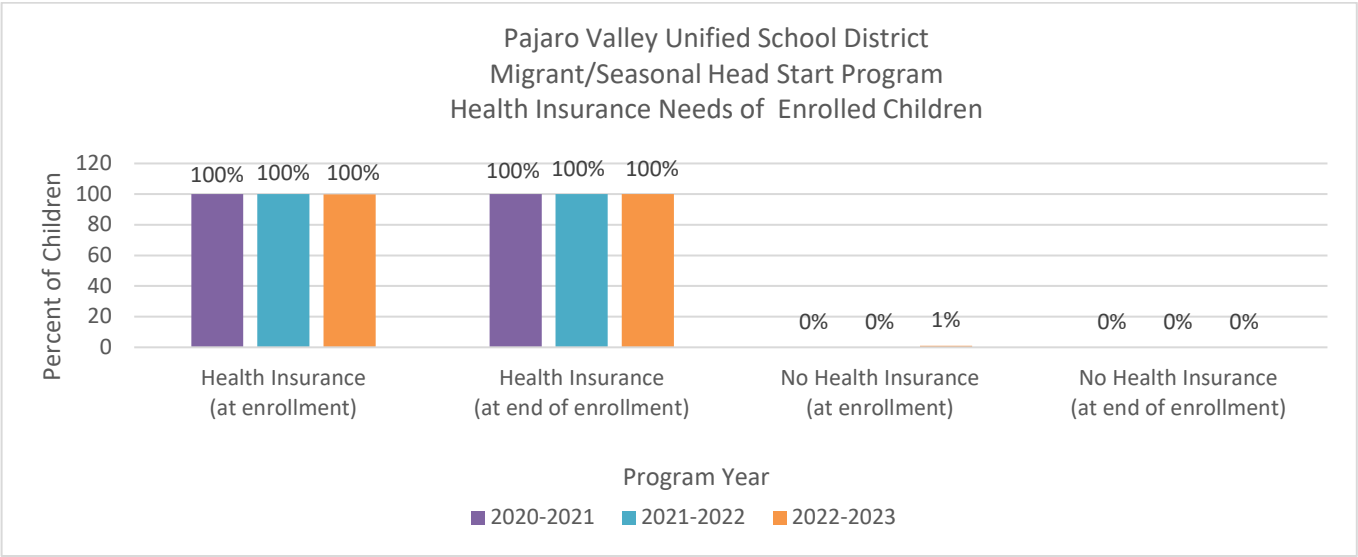
MSHS children receive health care services in a variety of settings in the Watsonville area, including community health centers, county health clinics, some private practitioners, and others. About 95% of the children that receive services from a community health center have Salud Para La Gente as their designated medical home.

The Program has established a system of requesting and receiving healthcare information of enrolled children through Interagency Agreements with Salud Para La Gente, and informal agreements with the Watsonville Health Center and other providers. This system alleviates the need for parents to take time away from work to request information in person from their medical providers. It also relieves medical providers from the burden of completing paperwork regarding requested medical information during their visit, giving practitioners more time to dedicate to their patients and communicate with parents.

The 2022-2023 Program Information Report is the principal reporting source for the MSHS Program services cited below.

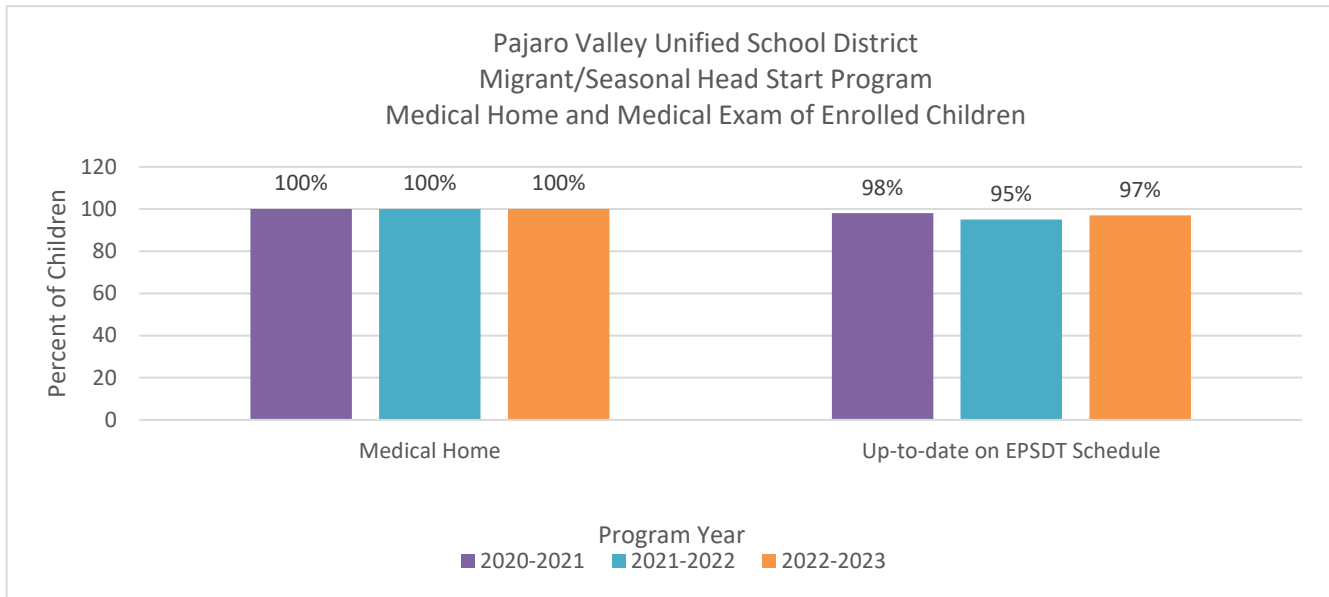
Health Insurance

One hundred percent (100%) of all children were covered by some form of health insurance. Seven (7) children enrolled had private insurance.

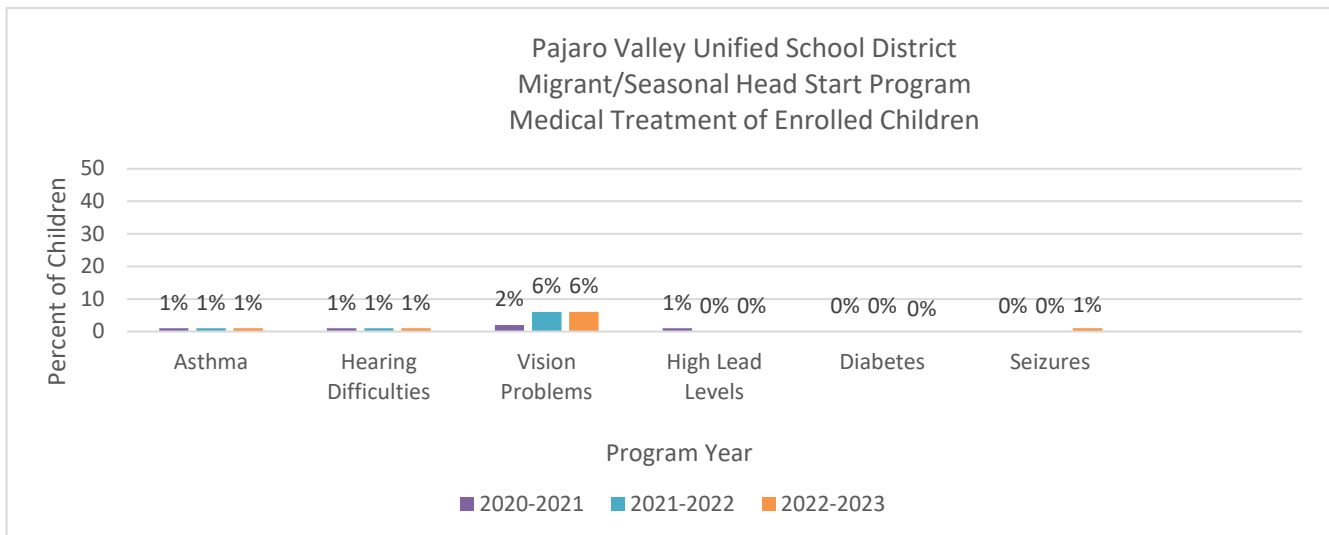


Schedule of age-appropriate preventive and primary care

One hundred percent (100%) of all children had a medical home and ninety seven percent (97%) of all children were up to date on a schedule of age-appropriate preventive and primary care.



Children Needing Medical Treatment and Reporting for Certain Health Conditions



Nine percent, (9%) of all children were diagnosed as needing medical treatment; of those, 100% received treatment.

Asthma

Six (6) cases of asthma were identified or less than 1% of all children served.

Hearing Difficulties

Six (6) preschoolers with hearing difficulties (less than 1% of all children) were identified.

Vision Problems

Forty-seven (47) preschoolers (6% of all children) with vision impairments were identified.

High Lead Levels

Two (2) cases of high lead levels were identified or less than 1% of all children served.

Diabetes

Zero cases of diabetes were identified.

Seizures

Four (4) cases of seizures were identified or less than 1% of all children served.

Body Mass Index (BMI)

Underweight: (BMI less than 5th percentile for child's age and sex)

Four (4) cases of children falling under the category of underweight were identified.

Healthy Weight: (BMI at or above 5th percentile and below 85th percentile for child's age and sex)

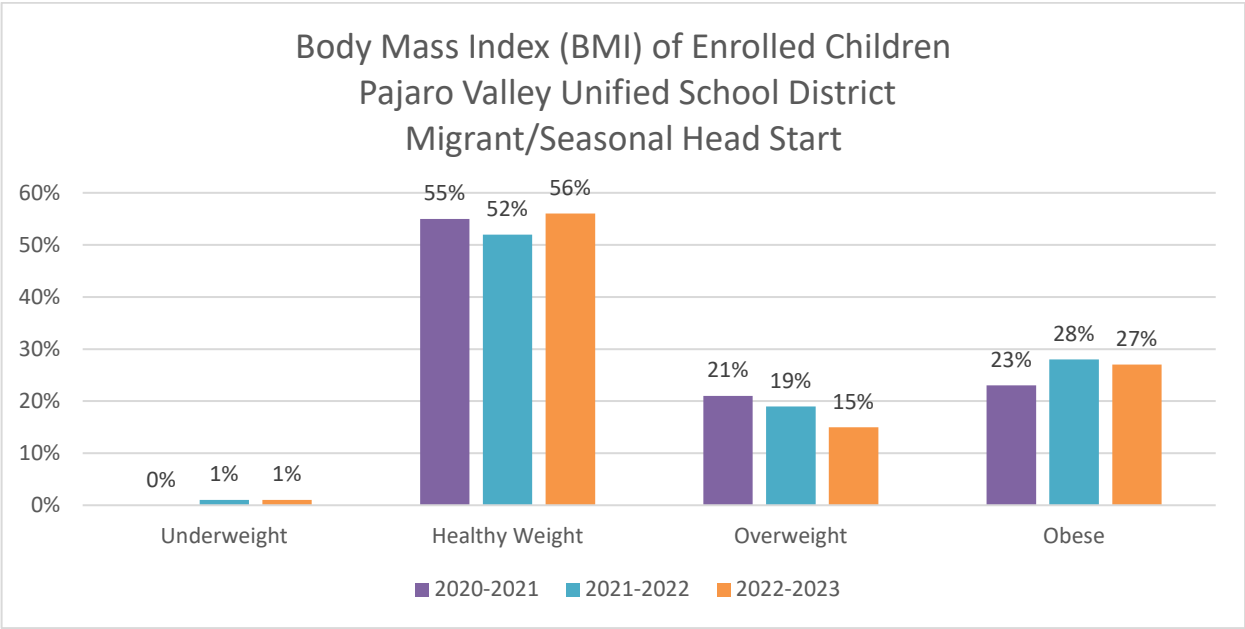
Two hundred and two (222) cases of children falling under the category of healthy weight were identified.

Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex) & Obese (BMI at or above 95th percentile for child's age and sex)

The significantly high number of children falling in the category of overweight (60) and obese (107) is due to the Office of Head Start changes in the reporting criteria for children's growth status. The current Office of Head Start requirement is to report whether preschool-aged children 3 years and older are "underweight, healthy weight, overweight or obese".

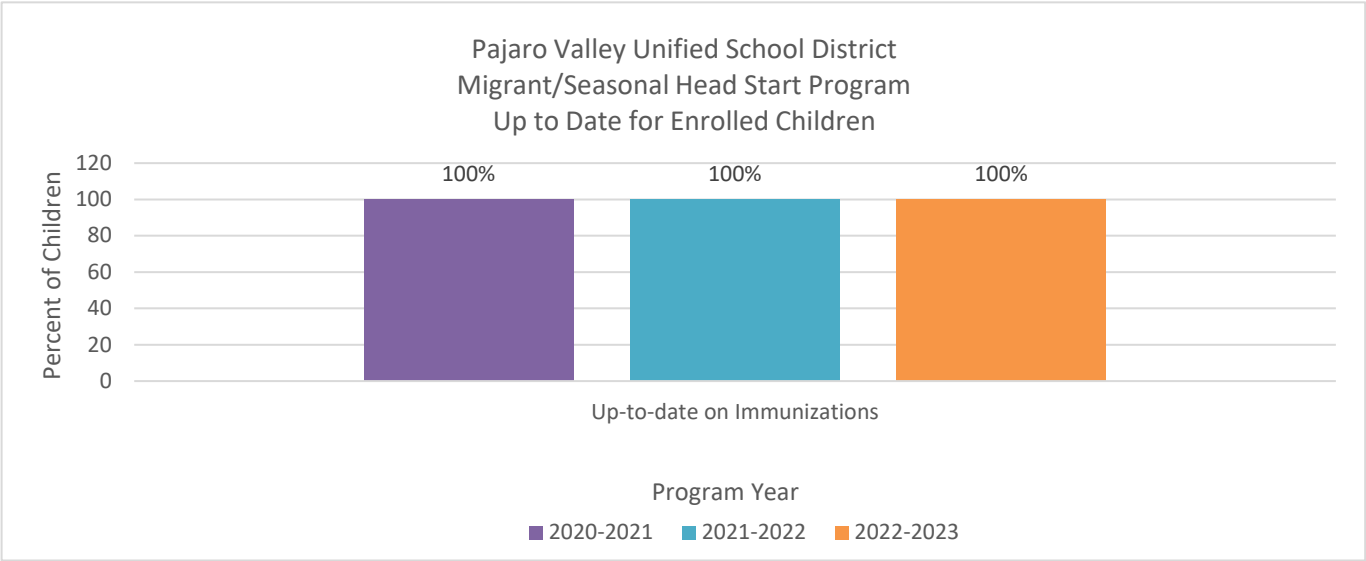
Those falling into these two categories represent 24% of all enrolled children. The Program works with the District's Food and Nutrition Department, the Food and Nutrition Services Supervisor, and with the Local Food and Nutrition Program to develop age and culturally appropriate menus; this helps ensure that children are receiving meals and snacks high in nutrients, low in fat, sugar and salt that conform to USDA requirements. In addition, the Program Level School Readiness Plan delineates specific activities to be implemented to address this issue. The plan includes professional development opportunities offering specific strategies and the use of appropriate materials to encourage teachers and providers to promote physical movement in their environments. The parent-

training schedule also includes opportunities to address sugar consumption and recommendations for healthy eating. The Healthy Celebration Policy was also modified and discussed with parents to ensure snacks offered to children during celebrations are low in fat, sugar, and salt.



Childhood Immunizations

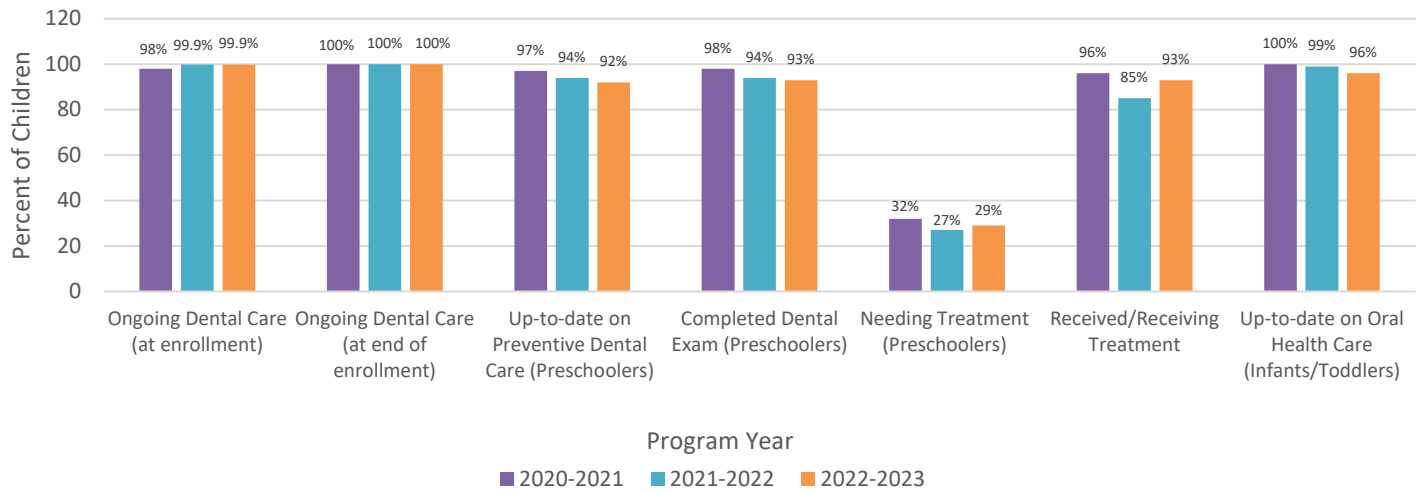
One hundred percent (100%) of children were up to date on their immunizations.



Children Requiring Dental Treatment

Ninety three percent (365 out of 393) preschoolers had an oral dental examination. Twenty nine percent (113 out of 393) were identified as needing dental treatment. Out of the 113 children needing dental treatment, ninety three percent (105) received it.

Pajaro Valley Unified School District
Migrant/Seasonal Head Start Program
Ongoing Dental Care Needs of Enrolled Children



Strengths and Needs of Families

Strengths of Families

Most migrant and seasonal farmworker families in the Pajaro Valley have established themselves in the Watsonville area through social networks based upon kinship, friendship, and shared community origin (*paisanaje*). Apart from work, families may spend what little free time they have in nuclear and extended family activities. For many, church activities reinforce family cohesion.

Sports gatherings, local community events tied to Mexican cultural and religious traditions, and certain other activities, such as those sponsored by MSHS and Migrant Education and other community groups, serve to strengthen families individually and collectively.

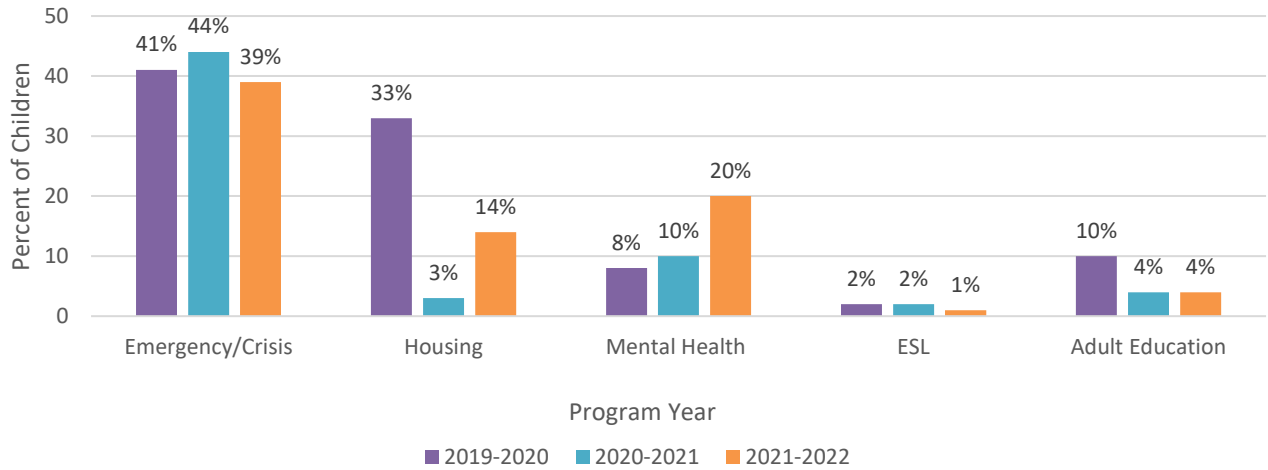
Male involvement within the Program is a strength. A high percentage of fathers attend parent meetings, are engaged in shared decision-making functions, and participate in activities to keep families together. Through the Family Activity Calendars, fathers are not only helping the Program generate NFS funds, but they also contribute to activities at home to support their children's school readiness goals.

Family Referrals/Services

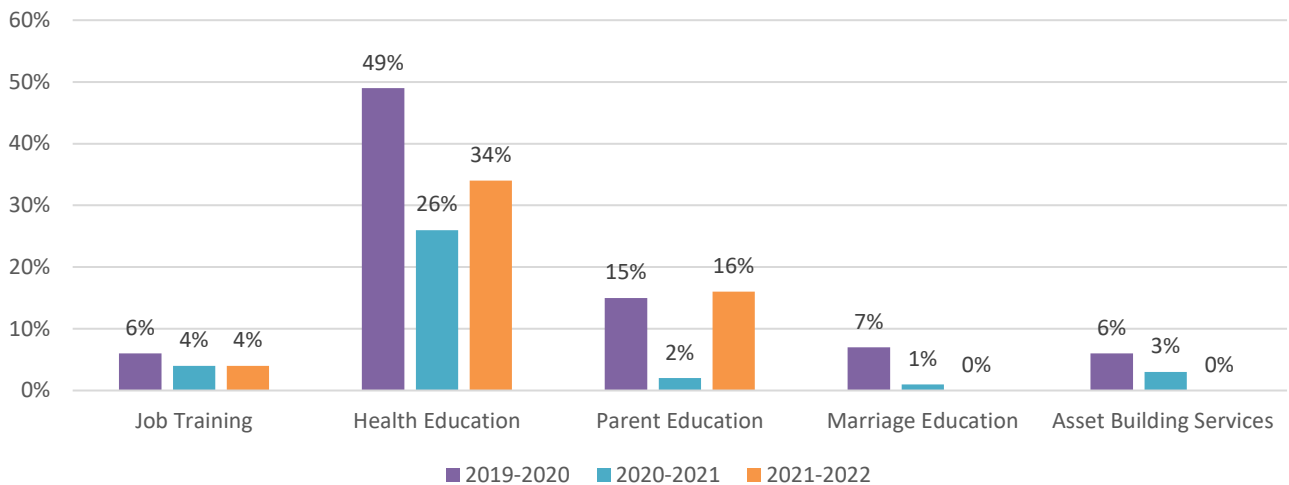
Of the 577 families MSHS served in 2022, 530 (92%) received at least one type of service shown in the chart below:

Family Services – 2022 Program Year	
Type of Service	Number of Participating Families
Emergency/Crisis intervention	407
Housing assistance	37
Asset building services	2
Mental health services	265
Substance misuse prevention	0
Substance misuse treatment	0
English as a second language	2
Assistance in enrolling into an education or job training program	28
Research-based parenting curriculum	378
Involvement in discussing their child's screening and assessment results and their child's progress	294
Supporting transitions between programs	217
Education on preventive medical and oral health	28
Education on health and developmental consequences of tobacco product use	28
Education on nutrition	259
Education on postpartum care	1
Education on relationship/marriage	35
Assistance to families of incarcerated individuals	0
Number of families that received at least one of the services	530

Pajaro Valley Unified School District
Migrant/Seasonal Head Start Program
Family Referrals/Services
Part One



Pajaro Valley Unified School District
Migrant/Seasonal Head Start Program
Family Referrals/Services
Part Two



Family Outcomes Narrative Report²⁰

Overview

With the goal of aligning services and parent experiences to the Parent, Family, and Community Engagement Framework, the Program conducts surveys with families to measure the quality of services provided.

In the summer of the 2022, Program year, 466 parents and guardians of children enrolled in the program completed the survey and provided responses on how they and their families benefited from the variety of services they received. Overwhelmingly, parents and guardians were very satisfied with the services. Ninety-eight percent (98%) reported that they were either satisfied or very satisfied with the overall support the program provided, and seventy-four percent (74%) reported that they were very satisfied with how the program promotes their child's learning and development. These results are a strong testament from the respondents about how much the Program contributes to their families' well-being.

Family outcomes were measured in the following seven different "outcome areas" defined by the federal Office of Head Start in the "Head Start Parent, Family and Community Engagement Framework":

- ✓ Family Well-being
- ✓ Parent-child Relationships
- ✓ Families as Lifelong Educators
- ✓ Families as Learners
- ✓ Family Engagement in Transitions
- ✓ Family Connection to Peers and Community
- ✓ Families as Advocates and leaders

Of the seven areas, parents and guardians found the Program most helpful in "Families as Lifelong Educators" and "Family Engagement in Transitions". For "Families as Lifelong Educators", 61% of respondents found the Program extremely helpful, 38% found it helpful, and only 1% deemed the Program not helpful. In the area of "Family Engagement in Transitions" 50% of respondents found the Program extremely helpful, 42% found it helpful, and only 9% found the Program not helpful.

Overall Needs

Based on the 2022 initial collection of the Family Strengths and Needs Assessment, the 3 highest needs identified by families are:

- In the area of Families as Learners: 85 families or 21% requested support on training and educational opportunities.

²⁰ CCR-Analytics - PVUSD Delegate Level Family Outcomes Survey Report SCOE Fall 2022

- In the area of Family Wellbeing: 83 families or 20% expressed a need finding low-income housing, and 69 families or 17% requested help with food and nutrition.

In addition, on section III: under Families as Lifelong Educators, 35 families or 8% requested workshops or trainings on language development and literacy to support their role as their child's primary educator.

To support the training and educational opportunities category, the program has partnered with Cabrillo College to offer early childhood education courses to parents who identified this need in the family strengths and needs assessment. Through this collaboration called "El Caminito". The district covers tuition, materials, and tutoring support for participants. This partnership will support parents at improving parenting skills and to further explore early childhood education jobs. In addition, the program partnered with the local migrant clinic, Salud para la Gente, to provide workshops for families that include nutrition information to promote a healthier lifestyle. The language and literacy topic is being offered at all local committee meetings to address the need expressed under families as lifelong educators; and families will continue participating in the Raising a Reader program to have access to a variety of books throughout the season to address this need. Other recommended topics include Positive Discipline and an introduction to courses and career opportunities offered through the Adult Education Department.

Other relevant topics are listed on the parent meeting calendar on the next page.

While there is always room for improvement, the overall message from the surveys was that the Program is doing an excellent job serving the needs of the families whose children are enrolled. The Program has done a good job aligning its services to the needs of the families served. Further improvement will likely come from the fine tuning of services—perhaps targeting the small pockets of unmet needs or investigating why some groups are not benefiting as much from the Program as others.

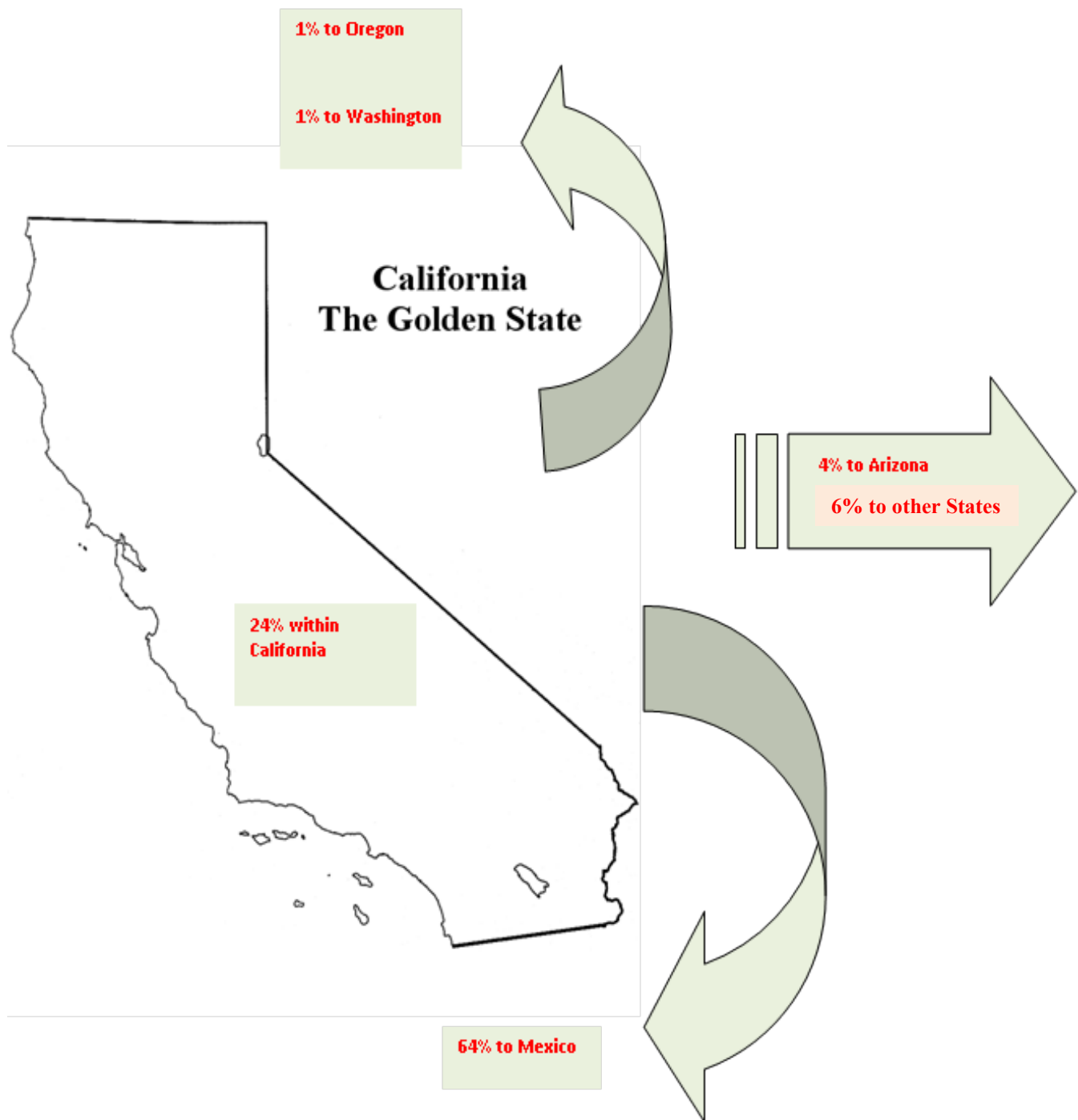
Family Survey on Operational Hours

In addition to the family outcome survey, the district conducted a survey to determine hours of operation for the upcoming year. Out of 485 families enrolled, 433 (89%) completed the survey. Survey results show that families still require services for 12 hours a day from 6am to 6pm. Seventy-one (71%) selected this option, while eighteen (18%) are fine receiving services for 11 hours a day (6am to 5pm), four (4%) from 7am to 6pm, and three (3%) from 7am to 5pm. The program service plan for the 2024-2025 program year is being drafted to continue offering the same hours of operations to meet the need of enrolled families.

**Migrant & Seasonal Head Start Program
Parent Meeting & Training Topics
2023 Season**

Local Committee Meetings		Leadership/ Governance Trainings	Target Group Trainings
5 Center Committees	5 Family Child Care Homes Committees	<ul style="list-style-type: none">Officials Training from the Local Parent Committees & Policy Committee [June]	<ul style="list-style-type: none">Kinder Transition- 1. Strategies for parents School Readiness [May] 2. Parent's Rights and Responsibilities including transportation [July]Installation of Child Passenger Safety Restraints [2 groups]Developing Strong Families – Series of 3 sessionsStrategies to Support Transitions for Children with Special Needs [2 groups]First Aid/CPR [1 group]
1. School Readiness [May] 2. Parent Leadership [June] 3. Curriculum: Language/ Cognition [July] 4. Health & Nutrition – Eating Healthy on a Budget 5. Emergency Preparedness 6. End of Year Meeting [October]	1. School Readiness [May] 2. Parent Leadership [June] 3. Health & Nutrition – Eating Healthy on a Budget 4. Language/Cognition 5. Routines 6. Emergency Preparedness		
<p>Notes:</p> <ul style="list-style-type: none">Raising-A-Reader: Centers and FCCHs will rotate books starting May.Pedestrian Safety Topic: will be presented at Local Committee Mtgs. (month to be determined)Safety and Active Supervisions Topic: will be included in all Local Committee MeetingsNutrition Topics: additional parent education topics are provided by the WIC Program			

Where Families Migrate – 2012



Child Care Needs of Families

The following table reflects the estimated number of potentially eligible **migrant** children in the PVUSD service area by month and by age group:

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Weekly Days of Care Needed for Infants/Toddlers	5	5	0	5	6	6	6	6	6	6	5	5
Daily Hours of Care Needed for Infants/Toddlers	10	10	0	10	12	12	12	12	12	12	10	10
# of MHS Eligible Families with Infants/Toddlers	41	50	65	75	168	174	175	176	179	180	33	33
# MHS Eligible Infants/Toddlers by Month	49	60	78	90	201	209	210	211	215	216	40	40
Less # of Infants/Toddlers Currently Served (PVUSD)	20	20	0	0	101	99	101	102	129	129	20	20
Less # of Infants/Toddlers Currently Served (Other)	14	14	0	8	40	40	40	40	40	40	14	14
Total # of Unserved Infants/Toddlers	15	26	78	82	23	31	39	33	46	47	6	6
Weekly Days of Care Needed for Preschoolers	5	5	0	5	6	6	6	6	6	6	5	5
Daily Hours of Care Needed for Preschoolers	10	10	0	10	12	12	12	12	12	12	10	10
# of MHS Eligible Families with Preschoolers	43	45	58	83	213	221	233	250	258	258	48	48
# of MHS Eligible Preschoolers by Month	52	54	70	100	255	265	280	300	310	310	57	57
Less # of Preschoolers Currently Served (PVUSD)	30	30	0	0	135	144	146	171	223	223	30	30
Less # of Preschoolers Currently Served (Other)	20	20	0	12	80	80	80	80	80	80	20	20
Total # of Unserved Preschoolers	2	4	70	88	0	4	6	6	7	7	7	7
Total Number of Un-served Children (infants, toddlers, & preschoolers)	17	30	148	170	23	35	45	39	53	54	13	13

Above estimates are from September 2023.

The following table reflects the estimated number of potentially eligible seasonal children in the PVUSD service area by month and by age group:

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Weekly Days of Care Needed for Seasonal Infants/Toddlers	5	5	0	5	6	6	6	6	6	6	5	5
Daily Hours of Care Needed for Seasonal Infants/Toddlers	10	10	0	10	12	12	12	12	12	12	10	10
# of MHS Eligible Families with Seasonal Infants/Toddlers	33	33	33	33	198	108	108	125	125	125	33	33
# MHS Eligible Seasonal Infants/Toddlers by Month	39	39	39	39	120	130	130	150	150	150	39	39
Less # of Seasonal Infants/Toddlers Currently Served (PVUSD)	24	24	0	0	110	120	114	137	159	128	24	24
Less # of Seasonal Infants/Toddlers Currently Served (Other)	15	15	0	4	15	15	15	15	15	15	15	15
Total # of Unserved Seasonal Infants/Toddlers	0	0	39	35	3	7	3	5	7	7	0	0
Weekly Days of Care needed for Seasonal Preschoolers	5	5	0	5	6	6	6	6	6	6	5	5
Daily Hours of Care Needed for Seasonal Preschoolers	10	10	0	10	12	12	12	12	12	12	10	10
# of MHS Eligible Families w/ Seasonal Preschoolers	67	67	67	67	117	117	123	150	158	167	67	67
# of MHS Eligible Seasonal Preschoolers by Month	80	80	80	80	140	140	148	180	190	200	80	80
Less # of Seasonal Preschoolers Currently Served (PVUSD)	50	50	0	0	115	125	135	159	150	150	50	50
Less # of Seasonal Preschoolers Currently Served (Other)	20	20	0	3	29	29	29	29	29	29	20	20
Total # of Unserved Seasonal Preschoolers	10	10	80	77	12	8	9	7	11	21	10	10
Total Number of Unserved Seasonal Children (infants, toddlers, & preschoolers)	10	25	119	112	15	15	12	12	18	28	10	10

Above estimates are from September 2023.

Estimated Number of Children Waiting

Agency Pajaro Valley Unified School District

County South Santa Cruz/Northern Monterey

Enter date waiting list was pulled for each center or family childcare home provider

DATE	CENTER/FCCH	INFANT/TODDLERS						PRESCHOOLERS						TOTAL	
		Number of INCOME ELIGIBLE		Number of SPECIAL NEEDS		Number of OVER-INCOME		Number of INCOME ELIGIBLE		Number of SPECIAL NEEDS		Number of OVER-INCOME		Total Number of Children	
		M	S	M	S	M	S	M	S	M	S	M	S	M	S
8/18/2023	Calabasas Center	3	7	0	0	0	3	0	0	0	0	0	0	3	10
8/17/2023	Freedom Center	3	6	0	0	0	0	0	0	0	1	0	0	3	7
8/17/2023	H A Hyde Center	6	9	1	0	0	2	1	2	0	0	0	0	8	13
8/17/2023	Hall District Center	10	21	0	1	0	4	2	5	0	0	0	2	12	33
8/17/2023	Ohlone Center	8	11	0	0	0	1	1	4	0	0	0	0	9	16
8/17/2023	Family Child Care Homes	14	40	0	3	0	1	2	8	0	0	1	5	17	57
Totals:		44	94	1	4	0	11	6	19	0	1	1	7	52	136

Code: M - Migrant, S - Seasonal

Provide source(s) of information:

Guadalupe Rocha, Family & Community Services Coordinator

Among the infant/toddler population, the need is specifically for crib space. Eligible families may decline services if they are unable to provide their own transportation to childcare sites within the District MSHS service area. Space for specific ages of children may not be available.

Resources & Collaboration

The district works with many other organizations and groups with or without a formal MOU in place. Several of these collaborations are established to support family services and to offer parent education opportunities. Other collaborations provide funding to increase the quality of services within the program. As an example, we have consolidated a collaboration with First 5 of Santa Cruz County to improve quality of educational programs offered to migrant families. For several consecutive years, Migrant and Seasonal Head Start has been a recipient of IMPACT funding for preschool age children and Block Grants funding for infant and toddlers. This funding availed the program to increase teachers' capacity to engage parents in the process of conducting developmental screenings of enrolled children, provide training and coaching opportunities for educators, and to enrich learning environments in center-based classrooms.

In 2022, The National Migrant & Seasonal Head Start Association was selected as one of the recipients for the USDA Farmworker Relief Grant. Through this grant, local farmworker families were able to apply for one-time direct relief payments of \$600 for expenses incurred due to the COVID-19 pandemic. A total of 2,540 cards have been distributed by PVUSD MSHS staff.

In addition, the district has been collaborating with the Community Health Trust of Pajaro Valley to support families with monthly veggie vouchers that could be exchanged at the local farmers markets for 5 consecutive months. The distribution of these vouchers includes additional resources to support families at adopting healthy eating habits.

Professional Development Opportunities

Family Child Care Home Providers

Family Child Care Home Providers have followed various paths to increase their knowledge and skill levels to provide quality services to Migrant & Seasonal Head Start families in the Pajaro Valley.

One path that FCCH Providers follow is to obtain a Child Development Permit, authorized by the California Commission on Teacher Credentialing, which is equivalent to the Child Development Associate Credential. At the beginning of the 2023 program year, three (3) Providers had a Child Development Associate Teacher Permit, four (4) Providers had a Child Development Teacher Permit, two (2) Providers had a Site-Supervisor Teacher Permit, and nine (9) Providers had acquired an A.S. degree in Early Childhood Education (ECE). However, most of the Providers have chosen to go down the path of obtaining a Child Development Associate Credential (CDA). By 2023, sixteen (16) Providers had obtained their CDA credential, five (5) are currently enrolled in a CDA credentialing program, and three (3) are currently enrolled towards an Associate Teacher Permit.

In addition, Providers participate in monthly training sessions to learn about Head Start required topics, curriculum implementation, and individualized learning for enrolled children. MSHS FCCH Specialists provide ongoing assistance throughout the season, visiting Providers at home twice a month to provide support in areas of safety and education.

Lastly, for four consecutive years, FCCH Specialists and providers have benefited from participating in a coaching initiative coordinated with the grantee; this initiative offers individualized support. Specialists perform the practicum component of the coaching strategies and thus the coaching impacts 100% of MSHS FCCH Providers. The program hired a full time Coach in 2022.

Program Staff

Additional activities are coordinated to support program staff in meeting Head Start qualification requirements.

In 2020, the program began a collaboration with Adult Education to offer technology courses to staff, the courses included basic computer/Chromebook, and Microsoft office beginning and intermediate levels, approximately 40 staff members benefited from this collaboration. Due to the success of this program, the collaboration continued in fall 2021 and Spring 2022.

Other

Last year, a new opportunity became available through “Quality Counts California” that will benefit those interested in pursuing a career in Early Childhood Education. Eligible applicants include program substitutes, parents, and Family Child Care Provider assistants. The educational program includes 12 ECE CORE units.

The district continues its partnership with Cabrillo College to offer an educational pathway for program parents, program substitutes, Providers’ assistants, and Associate teachers to enroll in Early Childhood Education courses. The goal is to increase the pool of potential applicants for current and future teaching positions within the district.

Conclusion Based on Data Analysis

Trends identified through data collection and analyses include:

1. Increasing numbers of farmworker families are settling out.
2. As the definition of agricultural work has expanded, families engaged in services performed in connection with cannery work, horticulture, viticulture, or apiculture commodities, are showing interest in receiving services during the off-season.
3. The percentage of children of Mexican indigenous origin is significant relative to the total number of enrolled children and requires multiple strategies to meet the needs of these children and their parents. To obtain information from Mixtec parents for Program planning and delivery of services, the lengthy and/or more complicated methods of obtaining it need to be reconsidered and made more culturally and linguistically appropriate.
4. Although the District has agreed to contribute towards the cost of recent salary increases, available funding does not keep pace with ongoing escalating personnel and fringe benefit costs.
5. The supply of qualified individuals to serve as teachers or Family Child Care Providers is not sufficient to meet the needs of the community; local educational institutions need to expand outreach efforts for those students needing bilingual and Spanish courses.

Identified Priorities

PVUSD/MSHS Program Priorities for 2024-2029

As major findings, strategic options, proposed changes, and District Local Control Accountability Plan (LCAP) goals are discussed and summarized; the following Program priorities were identified for consideration towards the development of the 2024-2029 goals and objectives:

1. Advocate for an increase in availability of seasonal slots for families.
2. Advocate for an increase in the number of service days to meet needs of families.
3. Explore opportunities for collaboration to generate additional resources to withstand escalating operating costs.
4. Support teachers and Family Child Care Home Providers to ensure English language learning strategies are implemented. **
5. Explore resources to support children and parents with indigenous backgrounds.
6. Refine systems of collaboration with local partners to better serve children with disabilities.
7. Establish a professional development system to ensure staff and Family Child Care Home Providers are appropriately qualified for their assignments. **
8. Refine internal systems to ensure implementation of curriculum to fidelity through mentoring and coaching support. **
9. Explore and implement strategies to address an increase in obese and overweight children enrolled in the Program in collaboration with community partners.
10. Improve current process of using and analyzing data to identify Program strengths and needs, develop and implement plans to address such needs, and use the results to support informed decisions.
11. Promote a safe, supportive, and positive environment that encourages positive behavior and increases students' sense of connectedness, engagement and hope. **
12. Promote visibility of the program in the community.

** These priorities align with PVUSD 2023-2024 LCAP Goals 1, 4, 5, 6, 7 & 8 and KPI's 1, 2, 5, 6 & 7.

Community Resources

The following community resources are pertinent to the needs of migrant and seasonal farmworker children and families in the area and are organized by topic, including education, health services, mental health services, nutrition services, housing/rent assistance, legal assistance, work/job training, family resource centers, disabilities/special needs and miscellaneous.

COMMUNITY RESOURCE GUIDE

2023 AVAILABLE SERVICES BY CATEGORY

Education Services	
Cabrillo College Watsonville Center	(831) 786-4700
Child Development Resource Center	(831) 724-2997 ext. 210
PVUSD Migrant Education (Region II)	(831) 786-2150
Watsonville/Aptos Adult Education	(831)786-2160
Health Services	
Clínica del Valle de Pájaro (Salud Para La Gente)	(831) 728-0222
La Casita de Salud (Casa de la Cultura en el área de Pájaro)	(831) 763-0702
California Children Services (CCS)-Santa Cruz County Health Services Agency	(831) 763-8000
Watsonville Community Hospital	(831) 724-4741
American Cancer Society	(800) 227-2345/ (888) 566-622
Watsonville Health Center Santa Cruz County HSA	(831) 763-8400
Planned Parenthood- Mar Monte	(831) 724-7525
Planned Parenthood- Santa Cruz	(831) 426-5550
MediCruz Specialist Program	(831) 763-8172/ (831) 454-4340
Santa Cruz County Public Health Field Nursing	(831) 454-4339
DIENTES Community Clinic	(831) 621-2560
First Five Santa Cruz County	(831) 465-2217
Child Health and Disability Prevention Program (CHDP)	(831) 763-8412
Childhood Lead Poisoning Prevention Program/ Health Services Agency	(831)763-8100
Central California Alliance for Health	(800) 700-3874

2023 AVAILABLE SERVICES BY CATEGORY

Salud Para La Gente	(831) 728-0222
Diabetes Health Center	(831) 726-4267
County of Santa Cruz Health Services Agency (HAS)	(831) 454-4000
Doctors on Duty	(831) 722-1444
Mental Health Services	
Santa Cruz Behavioral Health Division	(831) 454-4170
Monarch Services	(831) 722-4532/ (888) 900-4232
Pájaro Valley Prevention	(831) 728-6445
The Parent Center	(831) 724-2879
Nutrition Services	
PVUSD Food & Nutrition Program	(831) 786-2325
*Women, Infants and Children (WIC)	(831) 722-7121
Nursing Mothers Counsel (NMC) Hotline	(831) 688-3954
Second Harvest Food Bank	(831) 722-7110/ (831) 662-0991
Loaves & Fishes	(831) 722-4144
Housing/Rent Assistance Services	
Families in Transition	(831) 728-9791
Jardines del Valle	(831) 763-1844
Via del Mar	(831) 763-0448
San Andreas Apartments	(831) 728-3567
Villas del Paraiso	(831) 768-1548
CHISPA-Villa la Posada	(831) 757-6251 ext. 150
Lincoln Square Apartments	(831) 722-9461
Santa Cruz Housing Authority	(831) 454-9455/ (831) 454-5950
The Farm Apartments	(831) 476-2768
Housing/Utilities Assistance Services	
PG&E (Pacific Gas and Electric Company)	(800) 743-5000/ (800) 773-4345
Central Coast Energy Services	(831) 761-7080

2023 AVAILABLE SERVICES BY CATEGORY

*Human Resources Agency	(831) 763-8500/ (888) 421-8080
Catholic Charities Counseling	(831) 722-2675
*La Manzana Community Resource Center	(831) 724-2997
Santa Cruz County Immigration Project	(831) 724-5667
Work/Job Training Services	
California Rural Legal Assistance	(831) 757-5221
Watsonville Career Center	(831) 763-8933
Center for Employment Training (CET)	(831) 728-4551
*Community Bridges	(831) 688-8840 ext. 200
Watsonville Volunteer Center of Santa Cruz	(831) 722-6708
Disabilities/Special Needs Services	
PVUSD/SELPA/Special Education Services Department (SPED)	(831) 786-2130
Medical Therapy Unit of CA Children Services (CCS)	(831) 761-6066
California Children Services (CCS)	(831) 763-8000/ (83) 465-0390
San Andreas Regional Center (SARC)	(831) 900-3737
Miscellaneous Services	
American Red Cross	(831) 624-6921
Santa Cruz County Farm Bureau	(831) 724-1356
YWCA	(831) 724-6078 ext. 112
*Lift Line	(831)-688-9663

*All these programs are part of Community Bridges

Specific information on services provided listed in internal document.