A Time of Transition

Early Head Start & Head Start

ATCAA 2020 Community Report

A Time of Transition: The 2019-2020 Year

Head Start and Early Head Start

Total families served: 304
Homeless families served: 29
Families below poverty level: 144

"Head Start is a wonderful program and all of my kids have benefitted from it in one way or another. The teachers and staff were always there to offer guidance and encouragement when needed."
Sonora Head Start Parent

"This program is so welcoming. I see you guys everyday with so much patience and heart and I aspire to be the women and teachers you are."
Ione Head Start Parent

"I am eternally grateful because I am able to work when my child is at Head Start. I have been working full time from home since he was born in November 2016, and it has been extremely stressful to try to concentrate with a child at home."
Summerville Head Start Parent

"This program offered a support system that was a big help through some very trying times."
Ione Head Start Parent

"The teachers and staff have been amazing- caring, proactive, involved, genuine … everything I would ever want in my children's teachers! I am forever thankful for each and every one of them."
Jackson Head Start Parent

Welcome to the Community Report

This is Amador Tuolumne Community Action Agency's (ATCAA) Early Head Start and Head Start's 12th annual community report.

Our theme for this year's report is "A Time of Transition," a look at how our program was impacted by several major changes in the 2019/2020 program year including the beginning of the Corona Virus Pandemic and the cessation of in-person services in March of 2020. This report consists of data and highlights from our 2019/2020 school year and our audited 2020 fiscal year (January through December 2020) funding.

Transitions – Leadership Change

In August of 2019, Marcia Williams, our program director since 2009, retired. Nancy Miner was hired as our new Program Director and was able to create a seamless leadership transition. Nancy Miner, the Family Engagement and Services Manager for ATCAA Early Head Start and Head Start, has been with the program since 2011. Her experience and knowledge were invaluable as our program faced the challenges and uncertainties brought on by the COVID-19 pandemic.

Transitions – Planning for Change

Our program closed for in-person services in mid-March of 2020 and we started planning for in person services to begin again in Fall of 2020. We also started working on providing remote services to families and children. At first, we weren't sure how long we would be required to be closed. As it became apparent that in-person services weren't going to be possible, we started exploring alternatives. Head Start stepped up with special funding for extra equipment and staff hours needed for COVID-19 safety protocols. In addition, we took advantage of center closures to provide extra training for staff.

We appreciate this support and the opportunity to share our report with all of you.

Amanda Silva, *ATCAA Policy Council Chair*
Joseph Bors, *ATCAA Executive Director*
Lynn Morgan, *ATCAA Board Chair*
Nancy Miner, *Early Childhood Services Director*

A Time of Transition

During my first year as Program Director of ATCAA Early Head Start and Head Start, transitions were a significant factor affecting our program operations, the lives of our staff and the families in our communities.

A considerable part of the success we have had moving through these transitions rests on the foundation of professionalism and high-quality services that are a hallmark of our programs. That foundation was invaluable as we faced the uncertainties of the Corona Virus Pandemic.

As we navigated closing for in-person services, providing distance services, and later providing a combination of both, our staff demonstrated an incredible level of resiliency, compassion, and dedication to the children and families we serve. Throughout this time, staff provided creative learning experiences for parents and children and offered support services to meet families' needs.

The parents of the children enrolled in our programs and our community partners have collaborated with us to explore different ways of embracing technology and new ways of carrying out program services.

As a result, we found new strengths, opportunities, and an unwavering commitment to support the children and families in our communities during this year of transition and change.

–Nancy Miner

Parent-Family Engagement

Parent and family engagement in Head Start and Early Head Start focuses on building positive relationships with families that support family well-being. Part of that focus is on promoting strong relationships between parents, guardians and their children and nurturing ongoing learning and development for both parents and children. Throughout this process, parents, guardians and staff work together using their special skills and strengths to develop and carry out meaningful goals for children, families and the program.

Head Start stresses a multi-generational approach that is strength-based, collaborative and focuses on positive partnerships.

We see parents as the first and most important teachers of their children and we encourage them to be involved in all aspects of the program.

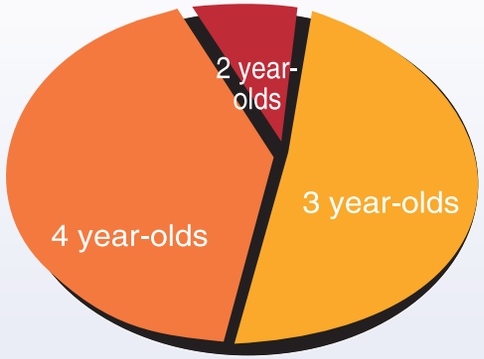
Parents and guardians volunteer in a variety of ways. They meet with teachers to establish individual learning goals for their children. They participate in center or home-base meetings to provide input about their children's learning experiences and plan center events. They also engage in parent education programs and support groups, and participate in making critical decisions about the program through the Head Start Policy Council.

Enrollment

One of the indicators of family satisfaction with ATCAA Head Start and Early Head Start is that families stay engaged with our programs.

We were not able to maintain full enrollment once we were not able to offer in-person services.

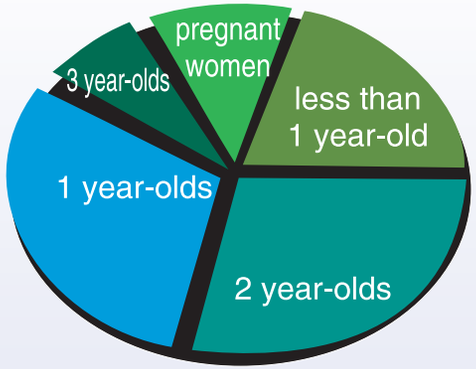
Head Start
Funded Enrollment 133



2 years old: 11
3 years old: 74
4 years old: 64

Cumulative Enrollment: 149
Waiting List of 66 *(as of 9/30/19)*

Early Head Start
Funded Enrollment 87



Under 1 year old: 35
1 year old: 47
2 years old: 50
3 years old 12
Pregnant Women: 11
Cumulative Enrollment: 155
Waiting List of 27 *(as of 9/30/19)*

Learning and School Readiness

The Office of Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

In Head Start's approach to school readiness, not only are children ready for school, but families are ready to support their children's learning as well. Head Start recognizes that parents are their children's primary teachers and advocates. For our parents and families, school readiness means they are engaged in the long-term success of their children. Parents play a critical role in helping define and implement our school readiness goals.

To help children learn in the most effective ways, we partner with their families to develop meaningful learning goals that are individualized for each child. We also build classroom and homebased learning experiences around a child's interests, and ensure that those experiences include concept exploration in several key areas including social-emotional, language and early literacy, mathematics and science.

SCHOOL READINESS GOALS

INFANT & TODDLER

1: Social and Emotional Development
Children will demonstrate a variety of self-comforting behaviors when emotionally distressed and will seek out help from others for support if needed.

2: Approaches to Learning
While interacting with others and exploring the environment, children will develop the ability to focus on specific people or things.

3: Language and Literacy
Children will demonstrate the ability to use language and nonverbal communication to share needs, feelings, and interests with caregivers.

4: Cognition
Children will demonstrate an increased understanding of the concept of number or quantity.

5: Perceptual, Motor and Physical Development
Children will enhance their strength and skills in moving different parts of their body or their body as a whole. Examples of gross motor skills include walking, running, kicking, bending, climbing, pedaling, etc. Examples of fine motor include grasping a toothbrush, eating with utensils, scribbling with a crayon and stacking blocks.

PRESCHOOL

1: Self and Social Development
Children will improve their conflict resolution skills and empathy.

2: Approaches to Learning
Children will demonstrate initiative and independence. Children will persist in tasks even when challenging or difficult.

3: Language and Literacy
Children will start to learn that language is made up of smaller units of sound. They will learn about letter sounds and start to learn how to recognize and create rhymes. Children will begin to develop word and letter knowledge and will understand the purpose and conventions of printed materials.

4: Cognition
Children will show increased ability in a variety of math concepts, including:
- knowing and naming shapes
- measuring properties such as length and weight
- recognizing, reproducing, and creating various patterns
- knowing and using the names of numbers when counting
- counting larger sets of objects

5: Perceptual, Motor and Physical Development
Children will demonstrate their understanding of concepts of health and safety. Examples: Hand washing, brushing teeth, covering a cough, value of exercise and pedestrian safety.

Our Classroom Assessment Scoring System (CLASS) scores were 6.41 for Emotional Support, 6.21 for Classroom Organization, and 3.23 for Instructional Support.

Budget and Monitoring

ATCAA Head Start, Early Head Start and California State Preschool programs receive funds from the U.S. Department of Health and Human Services Administration for Children and Families, the Child and Adult Care Food Program (CACFP-U.S. Department of Agriculture), the California Department of Education, First 5, the Tuolumne Department of Social Services and community donations.

The most recent federal monitoring for ATCAA's Early Head Start and Head Start programs was completed in February and March of 2019 with no findings.

In addition to federal monitoring, the ATCAA Head Start Policy Council and the ATCAA Board complete regular self-assessments for on-going quality assurance. Both the Board and the Policy Council receive monthly financial statements and statistical reports as well as results of all self-assessment data.

As a federal and state grantee, ATCAA takes the mandate to safeguard funds very seriously. This was verified through its 2019/2020 Agency Audit, which showed no audit exceptions. Audited financial statements are available at ATCAA Service Centers in Sonora and Jackson.

2020 Budget and Expenditures

Head Start

Budget		Expenditure		Carryover to 2021	
Total Operations	$1,934,208	Total Operations	$1,872,668	Total Operations	$ 61,540
Technical & Training Assistance	21,860	Technical & Training Assistance	21,860	Technical & Training Assistance	0
Carryover 2019	78,540	Carryover 2019	37,950	Carryover 2019	40,590
COVID	136,639	COVID	54,136	COVID	82,503
TOTAL	**$2,171,247**	**TOTAL**	**$1,986,614**	**TOTAL**	**$184,633**

Early Head Start

Budget		Expenditure		Carryover to 2021	
Total Operations	$1,417,488	Total Operations	$1,271,485	Total Operations	$146,003
Technical & Training Assistance	31,634	Technical & Training Assistance	27,305	Technical & Training Assistance	0*
Carryover 2019	16,763	Carryover 2019	2,595	Carryover 2019	14,168
COVID	68,123	COVID	19,036	COVID	49,087
TOTAL	**$1,534,008**	**TOTAL**	**$1,320,421**	**TOTAL**	**$209,258**

* Unable to carry over T&TA $2,925.

Non-Federal Share	Budget	Actual (with waiver)
Head Start & Early Head Start	$841,371	$401,371

Daily Health and Wellness

Health and wellness are important parts of our Early Head Start and Head Start culture. Every day we work together to promote practices that support the health, safety and mental wellness of children, families and our staff. Children wash their hands, brush their teeth, learn to use materials safely, and enjoy healthy meals cooked onsite every day. In addition we also foster children and adults' social and emotional well-being. Children's ability to express and regulate emotions, form trusting relationships, use friendship skills, and explore and learn are essential for school readiness.

ATCAA Early Head Start/ Head Start supports child health and wellness by ensuring that:

- Children receive physical, vision, hearing, and dental screenings
- Their immunizations are current
- Children and parents learn about healthy nutrition and exercise
- Families establish a "medical home" and a "dental home" for comprehensive care

We also work closely with parents to promote family wellness by:

- Offering support groups and individual counseling
- Providing support for special problems

We Promote Health and Wellness!

Early Head Start

Children at Beginning of Year		*Children at End of Year*	
Health Insurance?	81%	Health Insurance?	94%
Medical Home?	79%	Medical Home?	91%
Immunizations Current?	70%	Immunizations Current?	88%
Dental Home?	74%	Dental Home?	91%

Head Start

Children at Beginning of Year		*Children at End of Year*	
Health Insurance?	93%	Health Insurance?	99%
Medical Home?	95%	Medical Home?	99%
Immunizations Current?	90%	Immunizations Current?	99%
Dental Home?	87%	Dental Home?	99%

Our Future and How We Make It

A year like no other...our successes and challenges

In March 2020, we closed all of our in-person services due to the COVID-19 pandemic threat. We thought we would be re-opening in April after spring break. Then we found out that all schools were to close for the rest of the year. So, we had to think about how to keep our staff employed and families engaged. We had many successes and a few challenges as we moved into summer and then our 2020/2021 school year.

Temperature checks for students and parents was the new norm for 2020

Successes

- Staff were very proactive and creative about making online connections and at home learning kits to send home for families to use.
- Teachers created videos and recordings of dances, songs and stories for children.
- We provided a summer program for children at home.
- Food, diapers and educational supplies were delivered to families.
- We used the time and technology available for teacher and staff professional development.
- Technology provided avenues for us to communicate across distances and work roles in new and expanded ways. We started weekly "Town Hall" meetings as a forum for our staff's community building and to improve communication. This is a strategy that we plan to continue even when we can start meeting in person.
- We opened for in-person services at centers in September 2020. So far, no one has contracted COVID at any of our centers.

Challenges

Like everywhere else, there were many challenges presented by the pandemic!

- Our staff are parents too and often had to juggle teaching their own children at home while teaching the children in our programs.
- Parents and staff struggled with limited access to technology and slow internet speed.

Amador Tuolumne Community Action Agency – No person shall be discriminated against in participating, due to age, color, religion, sex, gender, marital status, ancestry, medical condition, physical or mental disability, citizenship or any other consideration made unlawful by state, federal or local laws.

Special thanks to our staff for their creativity and dedication, to our families who stuck with us and to our community partners for their support.

Design and photography by Judith Stoltenberg, 1-2021

Early Head Start and Head Start Values

- **Addressing the whole child through developmentally appropriate practices**
- **The value of play for learning and development**
- **Valuing and teaching each child as an individual**
- **Respecting and valuing linguistic and cultural diversity**
- **The importance of healthy social and emotional development**
- **Promoting relationships with families**
- **Helping parents discover their leadership potential**
- **Helping families set and reach personal goals to strengthen self-sufficiency**
- **Fostering a culture of health and wellness for Head Start children, families, and staff**

Head Start Centers

***Jackson:** 151 Shopping Drive, Jackson, 223-7333
***Ione:** 108 W. Marlette Street, Ione, 274-0395
***East Sonora:** 18080 Blue Bell Road, East, Sonora, 532-5455
Sonora: 830 Greenley Road, Bldg. G, Sonora, 532-0037
***Jamestown:** 18234 4th Avenue, Jamestown, 984-1617
Soulsbyville: 20300 Soulsbyville Road, Soulsbyville, 533-3143
Summerville: 18451 Carter Street, Tuolumne, 928-3651

***Includes an Early Head Start Center**

ATCAA Mission Statement

To help individuals in Amador and Tuolumne Counties toward self-sufficiency. To support local residents in becoming involved and contributing members of our community. To promote family and other supportive environments so that children, youth, and elders can achieve their maximum potential. And, finally, to form partnerships and coalitions within the community to meet these needs.

ATCAA.ORG
Amador Tuolumne Community Action Agency