



Learning Together-Healthy & Safe

Early Head Start & Head Start

ATCAA 2021 Community Report



Learning Together-Healthy & Safe

Welcome to the Community Report

Amador Tuolumne Community Action Agency (ATCAA) Early Head Start and Head Start present their thirteenth annual community report. Our theme for this year's report is "Learning Together-Healthy & Safe." This is a look at how our program was impacted by the Corona Virus Pandemic and the re-opening of our classrooms in the fall of 2020. This report consists of data and highlights from our 2020/2021 school year and our 2021 fiscal year (January - December 2021) funding.

We will focus on the changes we made to ensure that we could provide high quality learning experiences for our home-based and center-based children while keeping staff, families and children safe. In order to re-open for in-person services, we created a plan for keeping children and teachers in small cohorts, trained staff in increased

measures for sanitization and screening and wrote a comprehensive plan that was reviewed and approved by Public Health.

We learned a lot during this process. Some of the innovations that started in response to the pandemic turned out to be so helpful that we decided to keep them in place even when we don't need to do so. Although we felt like we were "zoomed-out" by the end of the school year in June of 2020, we did find that some of our virtual/online meetings enhanced services.

Two examples were our Policy Council Meetings and our Town Hall Meetings. Policy Council meetings, involving board, staff and parent/guardian representatives from Amador and Tuolumne Counties turned out to be better online because the travel time and childcare barriers to participation were eliminated. Town Hall meetings – a chance for all staff from both counties to share ideas and ask questions- turned out to be a popular and positive way to improve communication between staff separated by distance. This is an example of how challenging times can also bring growth and beneficial changes.

Most of all, we hope this report highlights the outstanding work that our home visitors, center-based staff and managers did to ensure that services were provided for our children in the safest and best way possible. We appreciate the hard work and passion for children that everyone brought to these challenging times. Along with our staff, we appreciate the support we get every day from our wonderful community partners and Head Start/Early Head Start parents.

Thank you for reading this report.

Joseph Bors, ATCAA Executive Director
Lynn Morgan, ATCAA Board Chair
Nancy Miner, Early Childhood Services Director



One week prior to the Governor's Stay at Home declaration in March 2020, ATCAA leadership team met to plan how we would continue operations during the shut-down. Due to new funding, we implemented new programs including transportation vouchers, water bill assistance and general bill assistance to our Head Start families and Lifeline seniors.

What impresses me the most about the entire Early Childhood Services staff is their unwavering pursuit to provide the highest quality service to families and children regardless of the challenges of the pandemic.

For example, the early days of coming up with creative ways to provide lessons remotely to kids and families. When I see the joyous faces of children and fabulous experiential exercises at our monthly Policy Council meetings, I am so impressed by the guidance of our Head Start leadership team and our entire classroom staff during such challenging times. Our communities are blessed by their service.

Joe Bors, ATCAA Executive Director



School Readiness Goals for 2020/2021

1. Children will use a variety of self-comforting behaviors and improve their conflict resolution skills and empathy.
2. Children will develop the ability to focus on specific things or people, demonstrate initiative and independence, and persist in tasks even when challenging or difficult.
3. Children will use language to share needs, feelings and interests with others. Older children will start to learn about the sounds that make up language, rhymes, word and letter knowledge, and understand the purpose and conventions of printed materials.
4. Children will increase their understanding of numbers, quantities, shapes, measuring, patterns, counting and sets of objects.
5. Children will enhance their large motor skills, such as running and climbing, and small motor skills, such as grasping utensils or scribbling with a crayon. Children will also increase their understanding of health and safety concepts such as handwashing, brushing teeth, covering coughs and exercising.

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. Therefore, parents play a critical role in helping ATCAA Early Head Start and Head Start 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 children's interests, and ensure that those experiences include concept exploration in several key areas including social/emotional, language and early literacy, mathematics and science.

In the summer of 2021, aware that children had missed out on school days because of center closures or missed home visits due to COVID, we offered a 14 day Kindergarten Readiness program for our Head Start children who were entering Kindergarten or Transitional Kindergarten in the fall.



Enrollment and Family Demographics

One of the indicators of family satisfaction with ATCAA Head Start and Early Head Start is that families stay engaged with our programs for more than one year. In our Early Head Start program, 59% of children were enrolled for two or more years. In our Head Start program 68% were enrolled for more than one year.



Children in Head Start for 3 or more years: 68%
 Children in Early Head Start multiple years: 59%
 Total number of Head Start children experiencing homelessness: 14%
 Total number Early Head Start experiencing homelessness: 10%
 Total number of Head Start children below federal poverty level: 46%
 Public Assistance such as TANF and SSI: 24%



Head Start Funded Enrollment 146



2 years old: 18
 3 years old: 54
 4 years old: 73
 5 years old: 1

Cumulative Enrollment: 146
 Waiting List of 57 (as of 9/30/20)

Early Head Start Funded Enrollment 87



Under 1 year old: 29
 1 year old: 37
 2 years old: 45
 3 years old: 7
 Pregnant Women: 9
 Cumulative Enrollment: 127
 Waiting List of 20 (as of 9/30/20)



Breana Smith, Lead Center Teacher at Sonora Head Start, was recognized as Head Start's Teacher of Excellence for Tuolumne County. Breana shows commitment to helping children with exceptional needs. She feels called to work with these children and their families and we honor that calling.

It doesn't matter if the need is developmental, exposure to trauma, or temperament, Breana is truly present for children. She helps them work through difficult emotions with support and encouragement. She is patient and always finds that spark of light in every child.

Breana is a Mentor through the California Early Childhood Mentor Program. She is an outstanding role model for beginning teachers and her staff in the areas of teacher/child interactions and family support. She also works closely with the Sonora Structured Preschool.

Breana's classroom is full of joy, creativity, and compassion. She is an inspiration to teachers and a gift to the children and families she serves.

Parent-Family Engagement

This year families were not able to engage with the program as they had in the past by volunteering in the classroom, attending in-person parent meetings and events and meeting in person with teachers. However, we were still able to engage families in non-traditional ways. Some of these new offerings were very successful and will continue after COVID is not a factor.

Teachers and Home Visitors delivered at home learning packets along with food, diapers and other supplies to families who needed extra support.

Community partners and staff worked to provide videos and zoom classes for parents on nutrition, parenting and health. Family Services staff created a series of videos that parents and staff could access that gave information on a wide variety of community resources.

Examples include: Kindergarten teachers talking about Kindergarten Readiness, a tour of the Food Bank

including how to access services and information on Mental Health Resources. When parents were surveyed 98% reported that they received information on dental health and 97% used the learning activities they received.

Policy Council found that meeting through Zoom instead of in-person increased participation and quality because members did not have to spend so much time traveling. Parent Representatives were able to share classroom activities on the screen and everyone was able to see and enjoy them.



"Continue to be a caring partner in Ryah's team. Providing the circle of resources to help her gain the best possible foundation as she moves forward in her life."

Public Health: A Community Partnership

Public Health and Head Start have been partners for many years. Donna Jackson from Amador County and Elizabeth Ramos from Tuolumne County have been valuable partners over the years. Elizabeth served on our Policy Council since 2017 and Donna Jackson is also a current member of our Policy Council.

Elizabeth Ramos,
Program Coordinator,
Cal Fresh Healthy Living
Tuolumne County Public
Health Department

Elizabeth Ramos works closely with the centers in Tuolumne County to help children and their families to learn about good nutrition and the value of movement for a healthy life. During COVID, Elizabeth hasn't been able to be in the classroom, but she provides cookbooks, posters and tip sheets on nutrition and movement for children and their caregivers.

Public Health has also been a great partner in helping Head Start to have gardens at our centers in Tuolumne County.



Donna Jackson, Health Educator
Amador Public Health Department

Donna Jackson works closely with our Lone and Jackson Head Start programs. Using the Coordinated Approach To Child Health (CATCH) curriculum, she brings nutrition and physical activities into the classrooms for children. During COVID, Donna created zoom lessons for parents and children to do at home.

Donna says, "We had to find creative ways to engage with families, and took advantage of YouTube, Social Media and Zoom". Donna has been pleased to see that some of the on-line activities she has presented are now used by our teachers in the classrooms.



"The staff at Early Head Start have been so amazing in assisting my family as a whole. They are friendly, knowledgeable, and respectful. My family's expectations have been surpassed!"

**We Promote
Health and Wellness!**

Early Head Start

Children at Beginning of Year

Health Insurance?	77%
Medical Home?	80%
Immunizations Current?	68%
Dental Home?	71%

Children at End of Year

Health Insurance?	97%
Medical Home?	97%
Immunizations Current?	82%
Dental Home?	94%

Head Start

Children at Beginning of Year

Health Insurance?	79%
Medical Home?	83%
Immunizations Current?	76%
Dental Home?	77%

Children at End of Year

Health Insurance?	99%
Medical Home?	100%
Immunizations Current?	98%
Dental Home?	99%

2021 Budget and Expenditures

Head Start

Budget

Total Operations	\$1,958,362
Technical & Training Assistance	21,860

TOTAL **\$1,980,222**

Expenditure

Total Operations	\$1,629,583
Technical & Training Assistance	19,495

TOTAL **\$1,649,078**

Early Head Start

Budget

Total Operations	\$1,435,489
Technical & Training Assistance	31,634

TOTAL **\$1,467,123**

Expenditure

Total Operations	\$1,434,781
Technical & Training Assistance	30,430

TOTAL **\$1,465,211**

Non-Federal Share
Head Start & Early Head Start

Non-cash	Cash
\$13,145	\$653,558

Report accurate as of 02/02/2022

Budget & 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.

This year extra funding was provided by Head Start and California State Preschool to pay for COVID related expenses.

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 2020/2021 Agency Audit, which showed no audit exceptions. Audited financial statements are available at ATCAA Service Centers in Sonoma and Jackson.



Daily Health and Wellness

Our return to in-person services in the Fall of 2020 helped us to increase our enrollment. Some families chose to continue distance learning, but the majority of children were enrolled in our centers. In order to ensure the safety and health of children, their families and our staff we employed many strategies to mitigate the risk of infection. We were required to provide Public Health with a written plan outlining our strategies. These strategies were reviewed and approved.

These strategies included:

Daily screening before entrance including a questionnaire and temperature check for children and staff.

Installation of timers to help children remember to wash their hands for 20 seconds.

Due to licensing requirements and safety considerations we discontinued the practice of tooth brushing at the centers. Staff sent supplies home and

continued to encourage and educate about good dental hygiene.

Family style meal service was changed to individual plates of food.

Classrooms were separated into two different "cohorts" of 10 or less children. Each cohort had its own teachers, furniture and supplies. Each child has his/her own set of crayons, playdough and other consumables.

Barriers were set up between sleeping mats.

Staff spent more time cleaning and sanitizing. Head Start funds were increased so that we could afford to pay staff to do more cleaning.



"You help my family immensely. The staff and program are top rate. Love the sense of community and inclusion they extend to our family. Hope you continue to be able to always keep such valuable members like teacher Amanda and teacher Allyson, teacher Jill and teacher Nikki: they make a big difference to the children and the parents."

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

Cumulative enrollment of children with diagnosed disabilities

Head Start

Percentage children with IEP
19%

Early Head Start

Percentage children with IEP
14%

Percentage children up to date on health care screenings

Head Start 95%

Early Head Start 91%

Children with dental home

Head Start 99%

Early Head Start 94%

Our Home Visiting Team

Outreach specialized to homebound families

What is the purpose of the home visiting program?

The purpose is to provide pregnant moms and parents with children ages birth-5 an opportunity to learn skills to help improve their children's development. It focuses on strengthening the parent/child relationship to create healthy bonds and a strong social/emotional attachment. Parents receive resources and referrals from their home visitor to access the support they need in the community to raise strong and healthy families. Home visitors plan visits with the parents using the Growing Great Kids curriculum to provide informative, educational, and fun activities parents can use with their children daily.

Children Served in 2020/2021 Program Year

Tuolumne County – 36 children

Amador County – 6

9 pregnant women served

What's a typical home visit consist of?

Home visits are once a week for 90 minutes and are focused around a fun activity chosen to help support Parent's goals for their children's growth. Parents also receive information about upcoming events in the community as well as information about routines, health, nutrition and other important topics related to the growth and development of their family.

What kinds of families participate in the home visiting program?

The program works mostly with low-income families, from a variety of backgrounds, who are interested in enhancing their parenting skills and learning about their children's development.

"I love lone Head Start. The staff are so amazing and always checking in and do all they can to help... even if it's a personal situation they are there! So anything they can do would be to continue their great work and being so amazingly big hearted!!"



Home Visiting Team, from left to right, Beth Watson, Cinnamon Rigmaiden, Donna Davies and Terri Alford



Thank you to our Fabulous Staff!

Employed 15+ years

Deborah Taylor: Education Manager (19)
April France: Mentor Teacher (19)
Tiffany Dobbs: Lead Center Teacher/Mentor Teacher (16)
Rosalba Garcia: Center Assistant (15)

10-14 years

Paula Njirich: Center Assistant (14)
Lauren Rykowski: Teacher (13)
Sandra Buchanan: Site Supervisor (13)
Marcia Williams: Quality Assurance Manager (13)
Jacqueline Roberts: Operations & Budget Mgr (12)
Elizabeth Watson: Home Visitor/Family Advocate (12)
Eva Casillas: Family Advocate Mentor (12)
Katie Ferner: Lead Center Teacher (11)
Tiana Mohr: Lead Center Teacher (11)
Shannon Renteria: Teacher (11)
Ashley Johnson: Lead Center Teacher (11)
Kristen Youngman: Family Resource Manager (11)
Kelvin Yee: ECS Information Services Specialist (11)
Jill Willis: Center Assistant (11)
Patricia Aguilar: Community/Family Engagement Mgr (11)
Nancy Miner: ECS Director (10)
Teresa Alford: Family Visiting & Outreach Manager (10)
Allyson Rasor: Lead Center Teacher (10)
Amanda Johnson: Head Teacher (10)
Jessica Holden: Health Services Manager (10)

4-9 years

Kendra Pope: Lead Center Teacher (9)
Leticia Hernandez Barrera: Center Assistant (8)
Rosalie Mcprouty: Family Advocate (8)
Samantha White: Mentor Coach (7)
Marta Hunt: ECS Secretary (7)
Shanee Robinson: Teacher (6)
Mahalla Ford: Site Supervisor (5)
Summer Forrest: Teacher (5)
Amanda Smith: Teacher (5)
Chelsea Cecaci: Head Teacher (4)
Breana Smith: Lead Center Teacher (4)
Yuri Diaz: Teacher (4)

3 months - 3 years

Nicole Loveless: Teacher (3)
Paula Consolo: Site Supervisor (3)
Cinnamon Rigmalden: ERSEA Coordinator (3)
Florida Evans: Associate Teacher (3)
Heather Serpa: Teacher (3)
Addie Peralta: Associate Teacher (3)
Faviola Garcia: Head Teacher (2)
Cambria Wright: Family Advocate Mentor (2)
Donna Davies: Home Visitor/family Advocate (2)
Robbin Rose: Teacher (2)
Gregory Marshall: ECS Maintenance (2)
Joselyn Sanchez: Teacher (2)
Elizabeth Jurado: Teacher (2)
Carmen Flores Jimenez: Teacher (1)
Teresa Torres: Family Advocate (1)
Bianca Martinez: Center Assistant (3 months)



Welcome New Staff 2022 Program Year

Lizandra Larios
Tabatha Baker
Katie Wood
Heather Doyle
Tamara Fay
Cherisse McIntee
Monica Sher
Bobbie Harrison
Naomi Vogt
Alexis McDonald
Guadalupe Rios Rojas
Brittany Garcia
Maria Garcia
Holly Lawrence
Leeco Thach

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

