

ATCAA HEAD START/EARLY HEAD START COMMUNITY REPORT FOR 2022

Amador-Tuolumne Community Action Agency

WELCOME TO OUR 14TH ANNUAL COMMUNITY REPORT.

This report consists of data and highlights from our 2021/2022 school year and our 2022 fiscal year (January – December 2022).



We are grateful to the ATCAA Board, the ATCAA Head Start Policy Council, our dedicated staff and wonderful families for making this program possible.

Joe Bors, ATCAA Executive Director

Melissa Tuck, Policy Council Chair

Nancy Miner, Early Childhood Services Director

ATCAA Early Childhood Services Programs are:

Early Head Start (center based and home based) Head Start Preschool (center based and home based) California State Preschool Program (center based)

We can be reached at 209.533.0361

427 N. Highway 49, Suite 305

Sonora, CA 95370

10590 HWY 88, Jackson, CA 95642

209.223.1485

www.atcaa.org



REVENUE, BUDGET, AND EXPENDITURES FY 2022

Federal	Operation Revenue/Budget	Training Rev/Budget	Operation Expenditure	Training Expenditure
Early Head Start	1,658,282	31,634	1,548,897	31,634
Head Start	2,317,266	21,860	1,834,553	21,860
CACFP (Food Program)	110,110		138,220*	
Total Federal Budget/Revenue	3,768,379	53,494	3,383,450	53,494
Non-Federal				
State Preschool Revenue	484,518		484,518	
Other State Revenue	42,258		35,770	
Total Non-Federal Revenue	507,905		507,905	
Non-Federal Share Budget	861,520			
NFS Waiver Request	(330,000)			
Non-Federal Share Actual	531,520		531,520**	

*Some of the CACFP program costs are covered by State Funding.

** Some of Non-Federal Share is covered by volunteer hours and donations

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), and the California Department of Education (State Preschool and Quality Improvement funding).

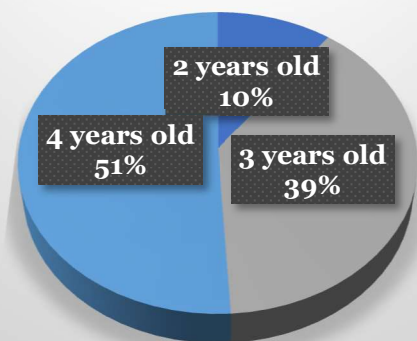
This year we concentrated on staff recruitment and retention and were able to upgrade some positions as well as give a 7% COLA to all staff. We also instituted a retention stipend program to help retain our staff.

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. Results of the most recent Agency's fiscal audit indicating no findings can be obtained at the Jackson or Sonora Service Centers.

PROGRAM ENROLLMENT FOR THE 2021/2022 SCHOOL YEAR

Head Start Enrollment by Age
funded enrollment = 146
cumulative enrollment = 157



Waiting List as of 9/30/21 = 87

Average monthly enrollment 2022 = 85%

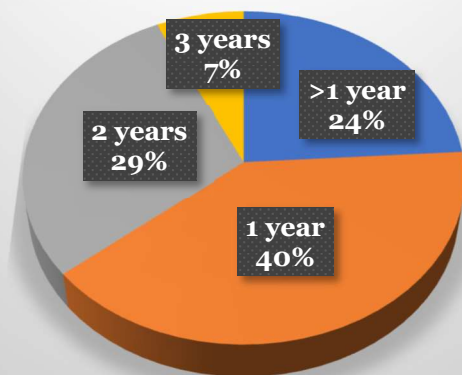
Length of Enrollment- Children who were enrolled for the:

Second Year	37	24%
Three or more Years	50	32%

ATCAA Head Start Preschool served 34 children (22%) with an Individualized Education Program (IEP), indicating they were determined eligible to receive special education and related services

ATCAA Early Head Start served 16 children (13.3%) with an Individualized Family Services Program (IFSP) indicating they were eligible to receive special education and related services.

Early Head Start Enrollment by Age
funded enrollment = 87
cumulative enrollment = 120



Pregnant Women Served = 4

Waiting List as of 9/30/21 = 40

Average monthly enrollment 2022 : 80%

Length of Enrollment – Children who are enrolled for the:

Second Year	34	28%
Three or more Years	22	18%

PROGRAM 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

LEARNING AND SCHOOL READINESS

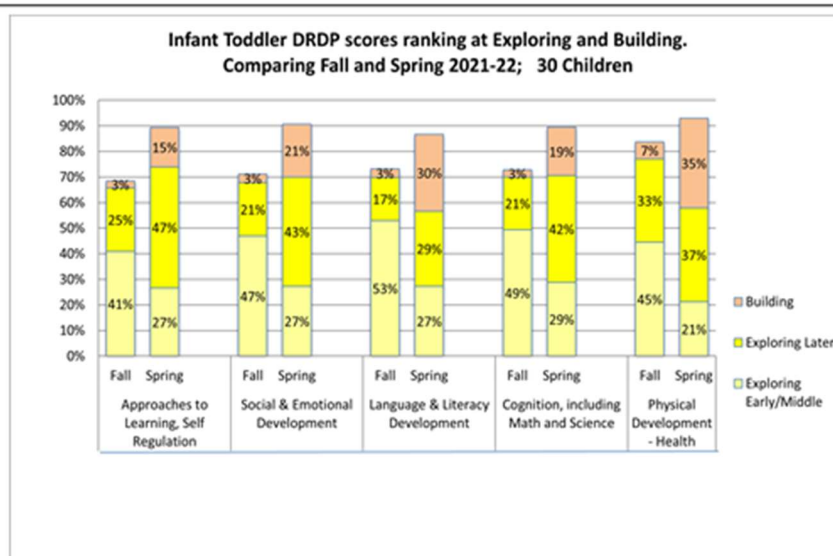
The Office of Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

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 to define and implement our program goals.

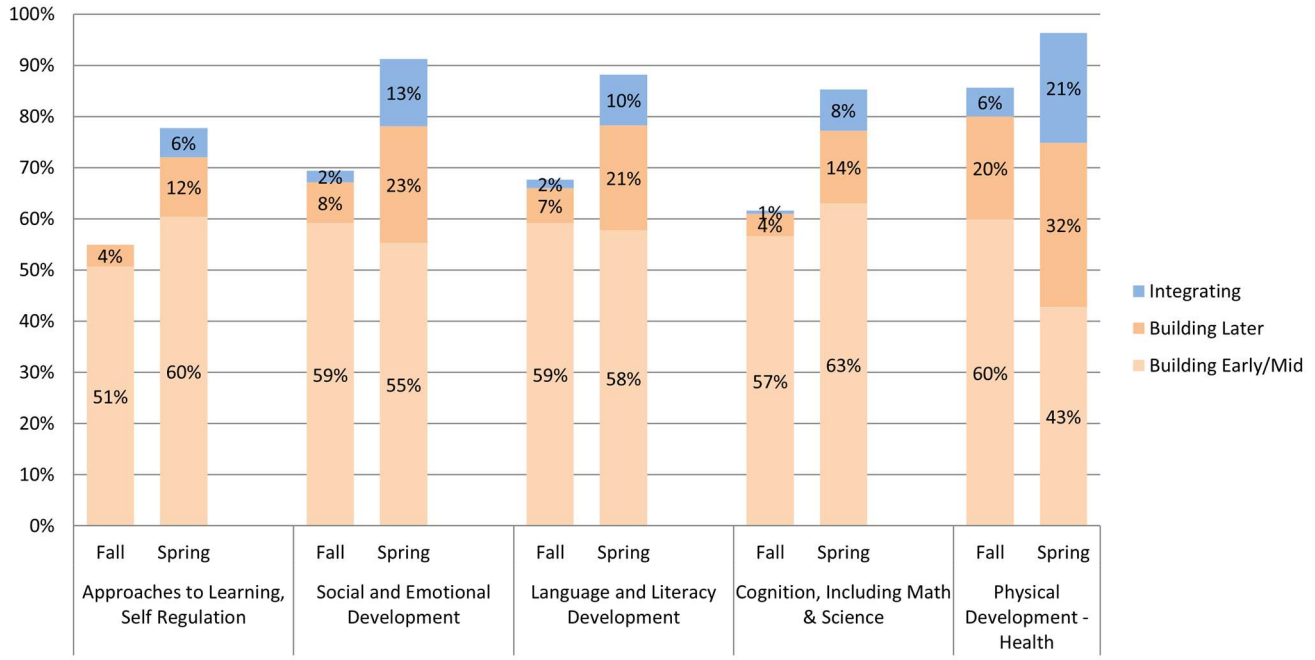
To help children learn in the most effective ways, we partner with their families to develop meaningful learning goals that are individualized for each child. We also build classroom and home-based learning experiences around children's interests and ensure that those experiences include concept exploration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

In the summer of 2022, aware that children had missed out on school days because of center closures or missed home visits due to COVID, we offered a Kindergarten Readiness program for our Head Start children who were entering Kindergarten or Transitional Kindergarten in the fall.

Our program uses the Desired Results Developmental Profile (DRDP) to measure children's growth in key developmental areas. The following charts show growth for children who were assessed in the fall and again in the spring.



Percent of 114 Preschool Children Building or Integrating Skills by Domain. Comparison of Fall and Spring 2021-22.



HEALTH SERVICES HEAD START

Health is an important part of our program and our curriculum. One of our goals is to help children understand concepts of health and safety. Examples include: Hand washing, brushing teeth, covering cough, the value of exercise, and pedestrian safety. The table below shows health data for preschoolers and the at enrollment and the end of the year. On the next page is our data for Early Head Start

	At enrollment	%	End	%
Children with health insurance	118	75.2%	155	98.7%
Children with accessible health care	126	80.3%	156	99.4%
Children with up-to-date immunizations or all possible immunizations to date, or exempt	120	76.4%	153	97.5%
Children with accessible dental care	123	78.3%	154	98.1%

HEALTH SERVICES EARLY HEAD START

	At Enrollment	%	End	%
Children with health insurance	87	72.5%	111	92.5%
Children with accessible health care	91	75.8%	113	94.2%
Children with up-to-date immunizations or all possible immunizations to date, or exempt	76	63.3%	93	77.5%
Children with accessible dental care	81	67.5.3%	101	84.2%

FAMILY DEMOGRAPHICS EARLY HEAD START AND HEAD START

	Head Start	HS %	Early Head Start	EHS %
Income below 100% of federal poverty line	56	36%	45	36%
Incomes between 100% and 130% of the federal poverty line	30	19%	23	19%
Public assistance such as TANF and SSI	32	20%	31	25%
Foster care	0		5	4.2%
Homeless	25	16%	17	14.2%

FAMILY ENGAGEMENT AND SERVICES



"I just want to say Thank you for this great program. This program is not just a day care, it's way more than that. This program focuses on the whole family. It prepares our children with their learning development, and it also pushes parents to meet their family and personal goals. Very grateful for this program! "

Head Start Parent Comment

Family engagement is an important element of the ATCAA Early/Head Start program. This year due to COVID restrictions, parents were not able to actively volunteer in their child(ren)'s classroom(s) while children were present. However, parents/guardians of children enrolled in Early Head Start and Head Start were able to be engaged through participation in parent meetings (zoom and in-person), being a part of the Policy Council, helping teachers prepare materials, participating in parenting classes and helping with center gardens. We also provided parenting tips through the *Ready Rosie* software. Community Partners provided health education, ESL classes and GED classes as well. Staff worked with families to connect them with community resources. On the next page are charts showing services received during the 2021/2022 program year (July 1, 2021 to June 30, 2022).

FAMILY SERVICES EARLY HEAD START

	# of families	% of families
Total Number of Families	99	100.0%
	# of families	% of families
Families Who Received at Least One Family Service	99	100.0%

Specific Services

	# of families	% of families
Emergency or Crisis Intervention	19	19.2%
Housing Assistance	2	2.0%
Asset Building Services	0	0%
Mental Health Services	5	5.1%
Substance Misuse Prevention	0	0%
Substance Misuse Treatment	0	0%
English as a Second Language (ESL) Training	0	0%
Assistance in enrolling into an education or job training program	5	5.1%
Research-based parenting curriculum	25	25.3%
Involvement in discussing their child's screening and assessment results and their child's progress	85	85.9%
Supporting transitions between programs	28	28.3%
Education on preventive medical and oral health	73	73.7%
Education on health and developmental consequences of tobacco product use	7	7.1%
Education on nutrition	7	7.1%
Education on postpartum care	4	4.0%
Education on relationship/marriage	6	6.1%

FAMILY SERVICES HEAD START

	# of families	% of families
Total Number of Families	142	100.0%
	# of families	% of families
Families Who Received at Least One Family Service	142	100.0%

Specific Services

	# of families	% of families
Emergency or Crisis Intervention	43	30.3%
Housing Assistance	3	2.1%
Asset Building Services	1	0.7%
Mental Health Services	8	5.6%
Substance Misuse Prevention	0	0%
Substance Misuse Treatment	0	0%
English as a Second Language (ESL) Training	0	0%
Assistance in enrolling into an education or job training program	12	8.5%
Research-based parenting curriculum	84	59.2%
Involvement in discussing their child's screening and assessment results and their child's progress	142	100.0%
Supporting transitions between programs	84	59.2%
Education on preventive medical and oral health	142	100.0%
Education on health and developmental consequences of tobacco product use	20	14.1%
Education on nutrition	17	12.0%
Education on postpartum care	4	2.8%
Education on relationship/marriage	7	4.9%



"Our teacher is AMAZING! She really understands the kids and knows how to meet their needs as individuals and as a group- a true blessing to our children."

Parent Comment

CENTER LOCATIONS AND PHONE NUMBERS

Sonora Service Center

427 N. Hwy 49 Suite 202

Sonora CA 95370

(209) 533-0361 ext. 240

Office Hours: Monday – Thursday 8:30 am to 3:30 pm. Closed on Fridays

In Amador County:

Jackson Head Start/State Preschool and Early Head Start

151 Shopping Dr. Jackson

(209) 223-7333

Ione Head Start/State Preschool and Early Head Start

108 W. Marlette St., Ione

(209) 274-0395

In Tuolumne County:

Blue Bell Head Start/State Preschool/Early Head Start

18080 Blue Bell East, Sonora

(209) 532-5455

Jamestown Head Start/State Preschool

18234 4th Ave., Jamestown

(209) 984-1715

Jamestown Early Head Start

10550 Seventh Street, Jamestown

(209) 984-1617

Soulsbyville Head Start/State Preschool

20300 Soulsbyville Road, Soulsbyville

(209) 533-3143

Summerville Head Start/State Preschool

18451 Carter Street, Tuolumne

(209) 928-3651

www.atcaa.org

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