

Tulare County  
Office of Education

*Tim A. Hire, County Superintendent of Schools*



# Tulare County Office of Education – Early Childhood Education Program

2020-2021 Annual Report



# A Message from the Administrator

*Families,*

*What a year this has been! We, like so many others, learned a lot this past year with the unexpected twists and turns. We learned about the importance of patience, gratitude, and a little more about life. But most importantly, we learned to give thanks and appreciate the little things in life more than ever. We are grateful that we were able to go through this past year with you. And we thank you for your dedication and patience as we navigated everything together. Thank you for all you have done to support each other, the staff and children through the year. We look forward to the new year together!*

*It was our pleasure to serve you.*

*Respectfully,*

*Dr. Alex Elliott*



# About TCOE-ECE

***The Tulare County Early Childhood Education Program (ECEP)***, under the umbrella of the Tulare County Office of Education, is the Head Start and a State Preschool agency that coordinates child care and child development services to low-income families in Tulare County. The program provides center-based preschool programs as well as home-education services throughout Tulare County with 20 preschools and over 15 home base offices located in high need communities.

## ***Our Vision***

*The Tulare County Early Childhood Education Program provides children and families quality comprehensive services, tools and skills that build overall success in school and throughout life.*

## ***Our Mission***

*The Tulare County Early Childhood Education Program, in partnership with families and community, improves the lives of children by providing quality comprehensive child development services which include: education, health, nutrition and mental health. We are a culturally diverse and inclusive program of caring professionals dedicated to serving families and children.*

*Our mission is accomplished by collaborating with parents in the operation and administration of the program and by supporting the growth of children, families and staff through encouragement, nurturing, education and empowerment.*

# Response to COVID-19

*In response to the COVID-19 pandemic the program tailored its approach to serving the community so that children, families, and staff remained safe. These approaches ensured families and children continued to receive services even when faced with a pandemic.*

*Some of the tailored approaches included the use of Personal Protective Equipment (PPE), frequent cleaning and sanitization of classroom environments and equipment as well as forming cohorts or smaller groups in the classrooms to reduce the risk of exposure.*

*In addition, the program created processes to ensure children who attended in person classes had clear healthy and safety protocols. This encompassed the use of temperature checks and screening questionnaires at the start of the day. Lastly, the program utilized virtual services when needed for children that were unable to attend in-person. These virtual services were created utilizing the curriculum so that children were able to continue to receive high-quality services, even when at home.*

*Virtual services were utilized not only as a means to provide services to children but also to families. Tools like Zoom were used to provide family engagement sessions, parent meetings, parenting curriculum classes and as a way to provide continuous professional development to staff.*

*Staff received an abundance of professional development opportunities this past year with the use of virtual trainings. These trainings focused on a variety of topics such as inclusion and school readiness in addition to new topics that were needed as a direct response to the pandemic and its effects. These topics focused on health and safety of children as well as strategies like trauma informed care to ensure staff were able to provide the most supportive environment for children which was needed as families and children navigated through the pandemic.*



# School Readiness

*Early Childhood Education believes child centered learning and school readiness for each child operate in cooperation with each other. The ECEP utilizes researched based and developmentally appropriate curriculums to support the fundamental social and academic skills that will help each child be successful when they enter Kindergarten.*

*ECEP has developed school readiness goals that align with Head Start Early Learning Outcomes Framework and California Infant/Toddler and Preschool Foundations. Our goals for infant, toddler, and preschool children span across all domains of learning and development.*

*Children's progress on reaching age-appropriate school readiness goals are measured through ongoing assessment using the Desired Results Developmental Profile (DRDP) 2015.*

*Children's assessment data is collected in three timelines. This information is used to support staff/parent cooperative conversations in developing an individualized School Readiness Plan for each child.*

*In addition, assessment data is disaggregated in numerous ways and used to make curriculum, professional development, and best practices decisions. In the 2020 – 2021 Program Year the program utilized the Modified Essential View of the DRDP 2015 for the Winter and Spring timelines. The Essential View has fewer DRDP domains than the tool that we traditionally use.*

*Due to the ongoing effects of the COVID-19 Pandemic, classrooms gradually reopened and, in some cases, closed again temporarily throughout the year. Some children attended part of the year in person and some, including all the Home-Based children, attended virtually.*

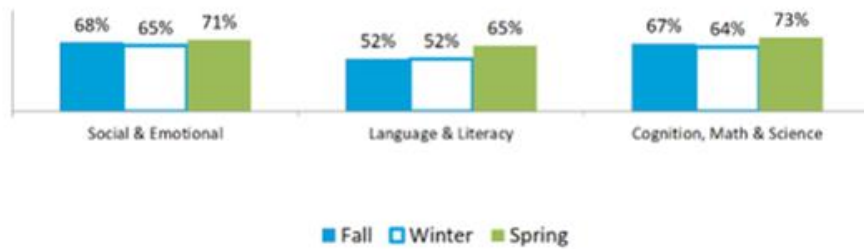
*For these reasons, it was determined that using the Modified Essential View of the DRDP 2015 made sense for the State of California and for our program. The four domains in the Modified Essential View are: Social & Emotional Development, Language & Literacy Development, English-Language Development & Cognition: Math.*

# School Readiness (Continued)

## DRDP Results for Infants & Toddlers

### Domain Comparison for All Infants & Toddlers

Spring 2020-2021 Percentage of Children At or Above Foundation Expectations

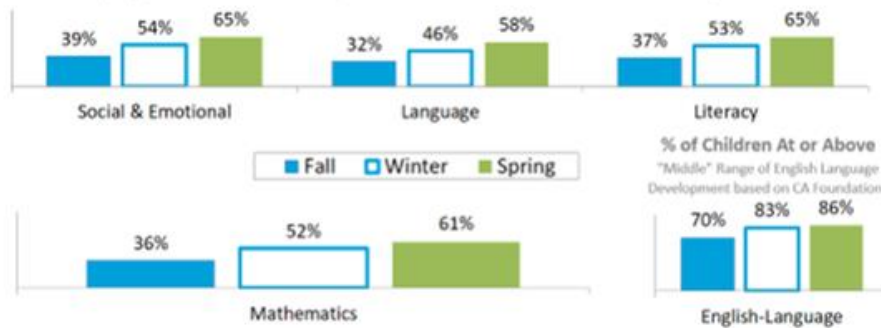


	Total
# of Children	105
Average Age (years)	2.2
% of English Language Learners	63%

## DRDP Results for Preschoolers

### Domain Comparison for All Preschoolers

Spring 2020-2021 Percentage of Children At or Above Foundation Expectations



	Total
# of Children	768
Average Age (years)	4.6
% of English Language Learners	66%

# Financials

2020-2021 Revenue		
Head Start	\$	17,185,378
Early Head Start	\$	3,002,967
Migrant Head Start	\$	1,492,572
State Preschool	\$	5,981,491
State/Local (Other)	\$	32,936,687
USDA Food Program	\$	147,589
Parent Fees (State Only)	\$	440,560
In-Kind	\$	5,420,229
<b>Total</b>	<b>\$</b>	<b>66,607,473</b>

2020-2021 Expenditures		
Salaries	\$	15,292,515
Benefits	\$	10,745,670
Supplies/Equipment	\$	3,441,451
Travel	\$	219
Operations	\$	2,045,504
Contractual	\$	24,746,608
Indirect	\$	3,647,309
In-Kind	\$	5,420,229
<b>Total</b>	<b>\$</b>	<b>65,339,505</b>

*The annual audit was conducted for Tulare County Office of Education for year ended June 30, 2020. No findings were reported for the Early Childhood Education Program.*



# Enrollment

Enrollment			
	Head Start	Early Head Start	Migrant Seasonal Head Start
Children Served	951	229	71
Families Served	882	193	64
Medical Exam	229*	134*	24*
Dental Exam	598*	151*	31*
Eligible Children Served	4.4%	1.5%	0.2%
Average Monthly Enrollment	803	153	71

Note: Due to local public health orders and guidance from California Community Care Licensing, the program created smaller groupings known as “cohorts” in the center-based settings. These smaller group settings allowed children to have more individual space in the classroom and socially distance to reduce the spread of COVID-19. However, this also required that the program serve less children than the funded enrollment in order to meet local public health guidance.

Note: Medical and Dental Exams were lower than typical years due to family’s inability to receive services during the COVID-19 pandemic. In addition, during normal years, the program partners with a local mobile dental clinic to provide dental exams to children. However, due to the COVID-19 pandemic these services were temporarily paused.



# Program Highlights and Family Engagement

- *The program returned to in-person services for center-based children. All Child Development Centers were re-opened. Families participating in Home Education Services were served virtually.*
- *The program provided electronic devices and/or wireless data capability for families to participate in distance learning.*
- *Utilizing the curriculum, the program created family engagement packets for families which were picked up safely. Families also received backpacks for children which included school supplies and books. Packets and books were picked up by families utilizing a socially distant distribution process. The program made these pick-up opportunities fun for families. For example, during the spring event each site created a Spring Event which included educational and fun activities for children.*
- *Children enrolled in Home Base celebrated earth day by receiving items to grow flowers which included potting soil and seeds.*
- *To mitigate learning loss, the program offered a Virtual Summer Program to children. Children received educational supplies and a device to participate. The Summer Program was taught by TCOE-ECEP teaching staff and home educators.*
- *Parenting Curriculum was offered to families virtually in English and Spanish.*
- *Virtual Parent Meetings and Parent Policy Council Meetings were held for families.*
- *The program partnered with a local pumpkin patch to purchase pumpkins for each child in Center Base and Home Base. Families were provided a virtual pumpkin patch experience/tour. Teaching staff created a safe pumpkin patch experience at their site for families to attend and pick up their pumpkin.*
- *The program collaborated with the local hospital to offer families a virtual Health and Nutrition training.*
- *The program offered a virtual food demonstration for Home Base families that focused on nutrition. Staff provided a food demonstration along with educational activities in the area of nutrition. Each family was provided the ingredients for the food demonstration ahead of time so children could create their food masterpiece while in the virtual session.*

- *The program offered families the opportunity to attend a virtual Reptile Show with the “Reptile Guy”. A total of seven shows were offered. The shows were bilingual in English and Spanish and provided a fun and educational opportunity for families. Staff also joined as “guest” to show activities that could be done at home.*
- *Transition meetings for children that were entering Kindergarten or Transitional Kindergarten were moved to virtual. During these meetings families had the opportunity to virtually visit a classroom and meet a teacher.*

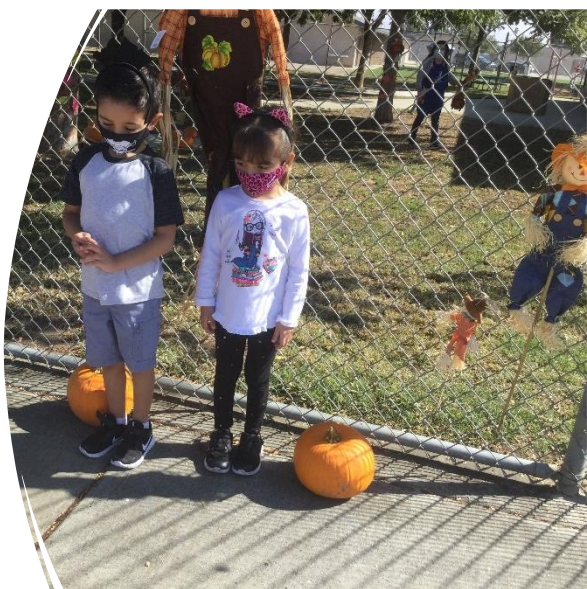


Photo of a Pumpkin Patch Event at a TCOE-ECEP Site

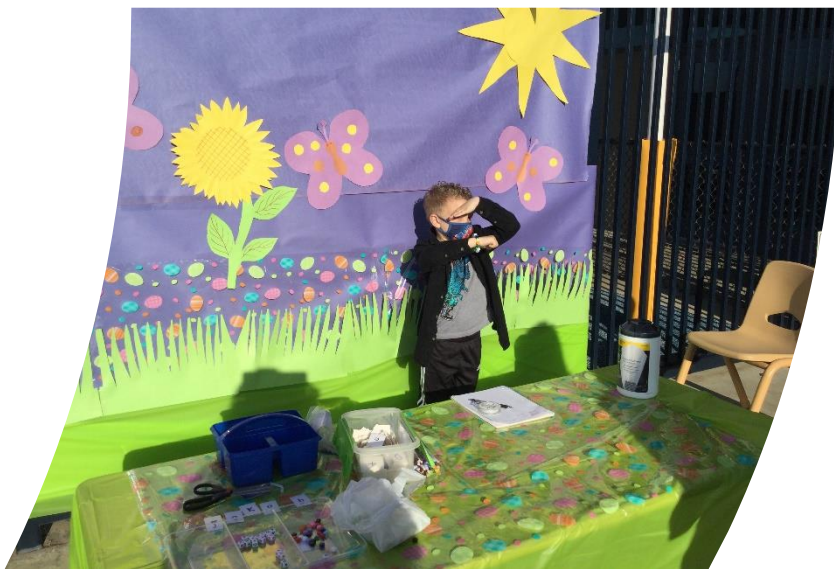


Photo of a 2020-2021 Spring Distribution Event

Image from a virtual Reptile Show hosted by TCOE-ECEP



## Tulare County Office of Education

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