



AMADOR TUOLUMNE COMMUNITY ACTION AGENCY  
**BOARD OF DIRECTORS MEETING**  
**AGENDA**  
**August 14th 2020 | 10:30 a.m.**

**Zoom Video Conference**

**URL:** <https://us02web.zoom.us/j/89290441071?pwd=MDJYYlgyMlVMcEFRbkcrVXdTWDB5Zz09>

**Meeting ID:** 892 9044 1071

**Password:** 8Ysgu3

**Teleconference Location:** 10590 Hwy 88 Jackson, CA 95642

**1. CALL TO ORDER:**

**2. ROLL CALL:**

ATCAA 2020 Board of Directors					
Lynn Morgan,	A PRI		Board Chairperson		
Walt Kruse,	T LIR		Board Vice-Chair		
Karl Rodefer,	T PUB		Board Secretary-Treasurer		
Amador		Tuolumne			
Frank Axe	PUB		Ryan Campbell	PUB	
Jeff Brown	PUB		Robin Gallegos	HSPC	
Joni Drake	LIR		Dana Reel	LIR	
Mary Pulskamp	LIR		Lloyd Schneider	PRI	
Linda Rianda	PUB		Colette Such	PUB	
Susan Ross	PRI				
Jim Wilmarth	PRI				

ATCAA Staff		
Joseph Bors	Executive Director	
Bruce Giudici	Fiscal Officer	
Rachel Leach	CSBG Coordinator	
Katelyn Peterson	Secretary to the Board	
Denise Cloward	Housing Director	
Joseph Tobin	Food Bank Director	
Astrid Torres	Energy Director	
Robert White	Prevention Programs Director	
Nancy Miner	Early Childhood Services Director	

Others Present:

3. **APPROVAL OF AGENDA:** Approval of agenda for this date, any and all off-agenda items must be approved by the Board (pursuant to Government Code 54954.2)
4. **PUBLIC MATTERS NOT ON THE AGENDA:** Discussion items only, no action to be taken. Any person may address the Board at this time upon any subject; however, any matter that requires action may be referred to Staff and/or Committee for a report and recommendation for possible action at a subsequent Board meeting. Please note there is a five (5) minute limit per topic.
5. **CONSENT AGENDA:** Items listed on the consent agenda are considered routine and may be enacted by one motion. Any item may be removed for discussion and made a part of the regular agenda at the request of a board member(s).
  - 5.1. Board Minutes 6/12/2020 PG. 5
  - 5.2. 2020-2021 Admin Budget. PG 12
  - 5.3. Head Start/Early Head Start Grant Application
    - 5.3.1. 2021 Application Cover Sheet Table of Contents. PG. 13
    - 5.3.2. 2020/2021 Program Goals and data. PG. 14
    - 5.3.3. Fiscal Year 2021 Head Start and Early Head Start Proposed Budget. PG. 18
    - 5.3.4. 2020/2021 Program Approach Form. PG. 19
    - 5.3.5. 2020/2021 Eligibility Points Worksheet. PG. 21
    - 5.3.6. 2020/2021 Organization Chart. PG. 22
    - 5.3.7. Strategic Plan. PG. 26
    - 5.3.8. School Readiness Goals. PG. 34
    - 5.3.9. Community Assessment. PG. 44
6. **COMMITTEE REPORTS:**
  - 6.1. Finance Committee: Verbal Report of 8/14 Meeting
    - 6.1.1. Approval of Financial Reports (*Org Std 8.7*)
      1. Administrative Budget to Actual PG. 51
      2. CSBG Budget to Actual PG. 53
      3. ATCAA Balance Sheet PG. 54
      4. ATCAA Revenue and Expenditure Report PG. 55
      5. ATCAA Cash Flow-Overview PG. 56
      6. ATCAA Cash Flow-Housing PG. 57
      7. ATCAA Cash Flow-Food Bank PG. 58
      8. ATCAA Cash Flow-Energy PG. 59
      9. Housing Support Account - Tuolumne Properties and Varley Place PG. 60
      10. Fiscal Officer Narrative- 8/2020 PG. 61
    - 6.1.2. CSBG Cares Act Funding
      1. Breakdown of Proposed Work Plan. PG. 64
  - 6.2. Nominating Committee: Has not met
  - 6.3. Executive Committee: Has not met
  - 6.4. Internal Affairs Committee: Verbal Report of 8/13 meeting.
    - 6.4.1 Personnel Policy Change 3.4.8 Conflict of Interest in Hiring. PG. 65
  - 6.5. Early/Head Start Policy Council: Verbal Report of 8/7 meeting.

**7. NEW BUSINESS:**

## 7.1. Executive Director Annual Review

## 7.1.1. Create Ad Hoc Committee to perform Joe Bors' contract and salary review in October.

1. ATCAA Bylaws, Article 6, Section B. PG. 67
2. 2020 Committee Assignments. PG. 67
3. Proposed Timeline of Meetings. PG 68

**8. CSBG REPORT: Verbal Report**

## 8.1. 2020 Organizational Standards have been submitted and approved by CSBG. PG 69

**9. EXECUTIVE DIRECTOR REPORT:**

## 9.1. United Way Family First (Amador County)

## 9.2. Overview of Insurance Premiums

## 9.2.1. Workers Comp

## 9.3. Tuolumne County Grand Jury Report

**10. PROGRAM PRESENTATIONS: (*Org Std. 5.9*)**

## 10.1. Housing, Denise Cloward (Verbal Report) PG. 70

## 10.2. Food Bank, Joe Tobin (Verbal Report) PG. 72

## 10.3. Energy, Astrid Torres (Verbal Report) PG. 74

## 10.4. Prevention Programs/YES Partnership, Bob White (Verbal Report) PG. 76

## 10.5. Early Childhood Services, Nancy Miner (Verbal Report) PG. 78

## 10.6. Family Resource Services, Pat Porto (Slide Only) PG. 80

## 10.7. Lifeline, Tonya Kraft (Slide Only) PG. 82

## 10.8. Communications, Kristy Moore (Slide Only) PG. 84

## 10.9. Central Sierra Connect, Patrick Kane (Slide Only) PG. 86

**11. ITEMS FOR FUTURE AGENDAS:**

## 11.1. Board Self-Assessment and Survey

## 11.2. Policy for Executive Director Conditional Approval of Agency Healthcare Insurance Options (Internal Affairs Committee Review)

**12. INFORMATIONAL:**

## 12.1. 2020 ATCAA Board Roster. PG. 87

## 12.2. 2020 ATCAA Board Roster by Sector. PG. 88

## 12.3. 2020 ATCAA Board Committee Roster. PG. 89

## 12.4. ACF-IM-HS-20-04 Head Start Transportation Services and Vehicles During the COVID-19 Pandemic PG. 90

## 12.5. COVID-19 Management Bulletin Guidance to the Field PG. 94

## 12.6. Management Bulletin 20-06A: COVID-19 Guidance for Emergency Care for Essential Workers and At-Risk Populations – Amendment – REVISED 6/23/2020 PG. 98

## 12.7. Management Bulletin 20-12: Revised State Median Income (SMI) Ceilings and Income Ranking Table for Fiscal Year 2020–21 PG. 100

- 12.8. Management Bulletin 20-13: Family Fee Schedule for Fiscal Year (FY) 2020-21 PG. 103
- 12.9. Management Bulletin 20-14: Guidance Regarding the Temporary Extension of Emergency Childcare Services, Transition into Ongoing Childcare Services, and Assessment of Family Fees for Essential Workers and At-risk Populations PG. 108

### **13. ADJOURNMENT:**

LATE AGENDA MATERIAL: Late agenda material can be inspected at the ATCAA Jackson Service Center 10590. State Hwy. 88 Jackson, CA and the ATCAA Sonora Service Center 427 N. State Hwy. 49 Sonora, CA.

SPECIAL NEEDS: Persons who need auxiliary aids or services are requested to call our Sonora Service Center at 209-533-1397 or our Jackson Service Center at 209-223-1485 during business hours at least 48 hours before the meeting so appropriate arrangements may be made



AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

**BOARD OF DIRECTORS MEETING  
MINUTES - To Be Approved 8/14/2020  
June 12th 2020 | 10:30 a.m.**

**Zoom Video Conference**

URL: <https://us02web.zoom.us/j/87005936043?pwd=MkNuZDUwWVRMZXRGaGZ2NFpkcGk2Zz09>

Meeting ID: 870 0593 6043

Password: 4EAKx1

Teleconference Location: 10590 Hwy 88 Jackson, CA 95642

**1. CALL TO ORDER:**

*The meeting was called to order at 10:38am by Chairperson Lynn Morgan.*

**2. ROLL CALL:**

ATCAA 2020 Board of Directors					
Lynn Morgan	(A) PRI	P	Board Chairperson		
Walt Kruse	(T) LIR	P	Board Vice-Chair		
Karl Rodefer	(T) PUB	P	Board Secretary-Treasurer		
Amador			Tuolumne		
Frank Axe	PUB	P	Ryan Campbell	PUB	P
Jeff Brown	PUB	P	Robin Gallegos	HSPC	A
Joni Drake	LIR	P	Dana Reel	LIR	P
Mary Pulskamp	LIR	P	Lloyd Schneider	PRI	P
Linda Rianda	PUB	P	Connie Williams	PUB	A
Susan Ross	PRI	P			
Jim Wilmarth	PRI	P			

ATCAA Staff		
Joseph Bors	Executive Director	P
Bruce Giudici	Fiscal Officer	P
Rachel Leach	CSBG Coordinator and Acting Secretary to the Board	P
Pat Porto	Family Resource Services Director	P
Nancy Miner	Early Childhood Services Director	P
Patrick Kane	Central Sierra Connect Manager	P
Tonya Kraft	Lifeline Program Coordinator	P
Kristy Moore	Communications Manager	P
Cheri Cunningham	Human Resources Manger	P

*Others Present: Colette Such, Sonora City Council (potential replacement for Connie Williams); Stacey Larson, Payroll Assistant, Astrid Torres, Energy and Water Conservation Director, Cheri Cunningham, Human Resource Manager, Sandra Sturzenacker, Housing*

*Deputy Director, Alison McElwee, Fiscal Services Coordinator, and Katelyn Goehner, member of the public.*

3. **APPROVAL OF AGENDA:** Approval of agenda for this date, any and all off-agenda items must be approved by the Board (pursuant to Government Code 54954.2)  
*Vice Chair Kruse moved and Schneider seconded the Approval of the Agenda. MPU by roll call vote.*
4. **PUBLIC MATTERS NOT ON THE AGENDA:** Discussion items only, no action to be taken. Any person may address the Board at this time upon any subject; however, any matter that requires action may be referred to Staff and/or Committee for a report and recommendation for possible action at a subsequent Board meeting. Please note there is a five (5) minute limit per topic.  
*Member Rodefer introduced Colette Such with the Sonora City Council. He and Campbell electronically conversed and approved having Such replace Connie Williams on the ATCAA Board. Member Ross asked if the ATCAA Board could send a card and flowers. Such volunteered to organize while Communications Manager Kristy Moore will create a digital card for everyone to sign.*
5. **CONSENT AGENDA:** Items listed on the consent agenda are considered routine and may be enacted by one motion. Any item may be removed for discussion and made a part of the regular agenda at the request of a board member(s).
  - 5.1. Board Minutes 4/24/2020 PG. 4
  - 5.2. Resolution 2020-08 Emergency Solutions Grant CARES Act Stimulus (ESG-CV) PG. 10
  - 5.3. Resolution 2020-09 Signatory Authority for Executive Director to sign Contract Documents PG. 12  
*Member Schneider moved and Ross seconded the Approval of the Consent Agenda. MPU by roll call vote.*
6. **COMMITTEE REPORTS:**
  - 6.1. Finance Committee: Verbal Report of 6/12 Meeting
    - 6.1.1. Approval of Financial Reports (*Org Std 8.7*)
      - 6.1.1.1 Administrative Budget to Actual PG. 14
      - 6.1.1.2 CSBG Budget to Actual PG. 16
      - 6.1.1.3 ATCAA Balance Sheet PG. 17
      - 6.1.1.4 ATCAA Revenue and Expenditure Report PG. 18
      - 6.1.1.5 ATCAA Cash Flow-Overview PG. 19
      - 6.1.1.6 ATCAA Cash Flow-Housing PG. 20
      - 6.1.1.7 ATCAA Cash Flow-Food Bank PG. 21
      - 6.1.1.8 ATCAA Cash Flow-Energy PG. 22
      - 6.1.1.9 Housing Support Account – Tuolumne Properties and Varley Place PG. 23
      - 6.1.1.10 Head Start Budget & Expenditure Report 1/1/2020-4/30/2020 PG. 24
      - 6.1.1.11 Early Head Start Budget & Expenditure Report 1/1/2020-4/30/2020 PG. 24
      - 6.1.1.12 InKind (Match) Reports for 1/1/2020-4/30/2020 PG. 24
      - 6.1.1.13 Child and Adult Care Food Program Budget and Expenditure Report 10/1/2019-4/30/2020 PG. 25
      - 6.1.1.14 CA State Preschool Program Budget and Expenditure Report 7/1/2019-4/30/2020 PG. 25
      - 6.1.1.15 First 5 California Budget and Expenditure Report 7/1/2019-4/30/2020 PG. 25

6.1.1.16 Credit Card Expenditure Reports March and April PG. 26

6.1.1.17 Fiscal Officer Narrative- 6/2020 PG. 28

*Member Rodefer explained that the debt for housing support is decreasing, the cash flow is good because of COVID-19, Energy water invoices totaling around \$250,000 will be going out next week, and that they approved the 2020-2021 Admin Budget. Since the 2020-2021 Admin Budget is not on the Board Agenda, the Board could not approve it. However, the Board will allow Bors and Giudici to start following that budget until the Board will review and approve it at the August meeting.*

6.2. Nominating Committee: Has not met

6.3. Executive Committee: Has not met

*After this Agenda was posted to the public, an Executive Committee Meeting was called for earlier today at 9:00am. Committee Chair Morgan informed the Board that the meeting was called to review and approve the new ATCAA Volunteer Form to avoid liability. Bors would like to implement immediately as it has been approved by County Council. The ATCAA Volunteer Form did not make the deadline for this Board Agenda, which is why the Executive Committee was brought in to approve. According to the ATCAA Bylaws Article 6, Section 2, Subsection 5, "Transact routine and ordinary business between regular meetings of the Board with the authority of the Board for those items of business where time is of the essence and cannot be held over until the next regular Board meeting. The exception to this authority is Early Head Start/Head Start actions which require Board approval."*

6.4. Internal Affairs Committee: Verbal Report of 6/11 Meeting

6.4.1. Personnel Policy Change 6.2 Paid Time Off (PTO): Draft May 2020 PG. 31

6.4.2. Personnel Policy Change 6.9 Unpaid Days Off: Draft April 2020 PG. 34

6.4.3. Personnel Policy Change 6.17 Inclement Weather, Natural Disasters or Emergencies: Draft April 2020 PG. 35

*Vice Chair Kruse informed the Board that the Internal Affairs Committee approved the three Personnel Policy changes. The Committee only changed some wording in Policy 6.2: third column of the first chart: the word 'worked' will be replaced with 'compensated'.*

*Two sentences read "ATCAA does not allow for PTO by-outs because the maximum cap is reached." will be changed to "ATCAA does not allow for PTO by-outs once the maximum cap is reached." Policies 6.9 and 6.17 remained unchanged.*

*Vice Chair Kruse moved and Pulskamp seconded the approval of the changes to Personnel Policies 6.2 Paid Time Off (PTO), 6.9 Unpaid Days Off, and 6.17 Inclement Weather, Natural Disasters or Emergencies. MPU by roll call vote.*

6.5. Early/Head Start Policy Council: Verbal Report of 5/8 Meeting and 6/5 Meeting

6.5.1. Early/Head Start/CSPP: March 2020 Monthly Statistical Report PG. 37

6.5.2. Early/Head Start/CSPP: April 2020 Monthly Statistical Report PG. 38

*Early Childhood Services Director Nancy Miner updated the Board that at their May and June meetings they went over their assessment data and what services are offered at the Family Learning Center and in June they reviewed their parent survey and went over dental and health services. Early Childhood Services has reopening plans that they are preparing for once the CDC and Community Care Licensing allows them to.*

**7. CSBG REPORT:** Verbal Report

*Bors and the Leadership Team are going to review the needs assessment to determine how to spend the funds. They will also analyze performance for goals. Bors will report out what has been determined at the next Board meeting.*

**8. EXECUTIVE DIRECTOR REPORT:** Verbal Report



*Bors updated the Board on a couple topics:*

*At the last Board meeting, Bors let the Board know that United Way was asking ATCAA to find families that had a loss of income, reduction of hours, had to take time off because childcare was closed, or sick from COVID-19. ATCAA would identify those persons and they would get \$500 from United Way. The funds given so far will help 104 persons, and 70 have taken advantage so far.*

*Bors mentioned at the Finance Committee that the insurance premiums for ATCAA's 18 properties increased by \$100,000, which would be 200-500 families ATCAA could not help. Bors went to Hub International (ATCAA's broker since inception, that is based out of San Diego) to get better quotes after threatening to leave with a local broker. After that, the quote went from \$140,000 to \$80,000. Bors and Hub International are waiting to hear back from California Fair Plan and that one is expected to quote \$70,000.*

## 9. PROGRAM PRESENTATIONS: (Org Std. 5.9)

9.1. Family Resource Services, Pat Porto (Verbal Report) PG 40

### *Contracts/Amendments*

- *CHAT: Currently 1 LMFT and 1 Associate (intern) are currently serving 25 child clients. This is the 5th year of a 5 year OES grant ending Dec. 2020.*
- *IDA: United Way funding continues through Nov. 2020. Our IDA Coordinator has received additional funding to develop & grow the program.*
- *JAIL CLASS: The 2020 contract for this program was completed in January.*
- *Parent's Place: A monthly, supportive gathering for the Amador ECS parents/caregivers, covers topics of the parent's choosing related to family and parenting issues.*

### *Accomplishments*

- *IDA: 7 teen IDA clients are being served. In 2019 the Coordinator began developing a golf tournament fundraiser to take place this year in June.*
- *JAIL CLASS: Approximately 3 - 12 inmates participate weekly in this program, which has been serving inmates for over 20 years.*
- *Parent's Place: Participation increased during the 2019 school year.*
- *STAR Readers: In 2019 we served 98 students, the majority showed increased reading skills; 7 teen volunteer tutors earned over 450 hours of community service; approximately 20 families participated in a Family Night event; the United Way CEO and their Literacy Coordinator both attended. The CEO was inspired to reach out to Joe Bors for a meeting, which took place on 9-6-2019.*

### *In Progress*

- *CHAT: Our therapists continue to serve child clients and parents, and are doing so with safe methods that are individual to each child and parent. The Clinical Consultant and I are working on the new CHAT RFP, which is due on June 26th. The grant period is for 1 year. We are unsure if or how the current national situation will impact that process.*
- *IDA: The golf tournament fundraiser planned for June 2020 was cancelled, with hopes it may be rescheduled for 2021.*
- *JAIL CLASS: Per the ACSO, all classes for inmates by outside agencies were suspended indefinitely, effective March 16, 2020, due to COVID-19.*



## ATCAA Board of Directors Meeting 6/12/2020 | 5

- *Parent's Place: All classes have been suspended due to COVID-19 and the closure of ECS sites. I continue to share, activity, resource and parenting information with the ECS staff to support families.*
- *STAR Readers: This program was not offered by United Way for 2020 due to COVID-19. UWCCR: Due to ATCAA's partnership with United Way, they included ATCAA in their COVID-19 Relief Plan, offering a one-time cash payment to a limited number of our clients. The program, Family Independence Initiative, will be in place for 1 year. Joe Bors has worked with the United Way project lead to develop a safe and acceptable method of recording and tracking the clients we are able to assist.*

9.2. Central Sierra Connect, Patrick Kane (Verbal Report) PG. 43

*Contracts/Amendments*

- *Contract extension granted – funded through 12/31/20 (\$249,000)*
- *Working on application for California Advanced Services Fund Adoption Account grant for future work plan.*

*Accomplishments*

- *Developed Central Sierra Broadband working group with members from all five counties involved in constructing a Regional Broadband Plan.*

*In Progress*

- *Developing a Regional Broadband Plan.*
- *Lining up new digital literacy class sites to be in place when it's safe for our students.*
- *Continuing to expand relationships with stakeholders to include state and federal representatives in addition to our county and local representatives.*

9.3. Lifeline, Tonya Kraft (Verbal Report) PG 44

*Contracts/Amendments*

- *Sutter Health Community Investment Award - \$7000.00 to support low-income Amador Lifeline clients. 18 month contract to expire 12/31/20*
- *MACT Board Inc. – Ongoing agreement to provide Lifeline services to their tribal patients at a reduced rate.*

*Accomplishments*

- *Amador Lifeline kept open and working for our community during challenging COVID-19 pandemic, despite requested furloughs by 3 install/technicians and 3 new installers put on hold.*
- *Services provided by one installer/tech and program coordinator. Other volunteers worked from home.*
- *Volunteer wellness call to a low-income client discovered client had absolutely no food in home. Volunteer went above and beyond by shopping for her twice, and assisted in obtaining a new caregiver for better care.*

*In Progress*

- *Social media expansion to market Amador Lifeline to the community beyond current brochures placed in multiple medical sites.*
- *We have opted 'in' with the Rotary of Jackson Bowlathon again, if they are able to schedule their fundraiser in October.*

*Chairperson Lynn Morgan left the meeting, Vice Chair Walt Kruse took over running the meeting.*

9.4. Communications, Kristy Moore (Verbal Report) PG 45

**Contracts/Amendments**

- **California Earned Income Tax Credit Education & Outreach Grant \$110,000. Ends 6/30/2020.**  
*Though credits will likely remain for 2020/2021, it is unknown whether the state will provide future outreach funding. Tax Day- 7/15/2020. Free virtual tax prep with certified volunteers is being offered through our state and regional partners.*
- **Census 2020 outreach funding for Tuolumne County. \$142,000. Outreach extended to 10/31/2020, but funding remains the same. It is IMPERATIVE that we spend wisely to help ensure an accurate count. Though we continue with virtual and other outreach methods, our most effective strategies will begin in August. See [tccounts.org](http://tccounts.org) for info.**

**Accomplishments**

- **COVID pivoting. Revised outreach strategies for all initiatives.**
- **ATCAA finally approved after going through arduous process for Facebook/Instagram's new regulations for promoting "causes." Just about everything we do is considered a "cause."**

**In Progress**

- **Developing targeted social media campaign after obtaining Facebook approval. Developing geo-fence digital targeting outside of shopping centers and downtown areas to target those who have low to no broadband at their residence but do carry a phone.**
- **Enhancing partnerships locally, regionally and with the State.**

9.5. Housing, Denise Cloward (Slide Update) PG.46

9.6. Food Bank, Joseph Tobin (Slide Update) PG. 48

9.7. Energy, Astrid Torres (Slide Update) PG. 50

9.8. Early Childhood Services, Nancy Miner (Slide Update) PG. 52

9.9. Prevention Programs/YES Partnership, Bob White (Slide Update) PG.54

**10. ITEMS FOR FUTURE AGENDAS: None**

**11. INFORMATIONAL:**

- 11.1. ACF-IM-HS-20-03: Coronavirus Disease 2019 (COVID-19) Fiscal Flexibilities PG. 56
- 11.2. ACF-PI-HS-20-03: Program Instruction on FY 2020 Supplemental Funds in Response to the Coronavirus Disease 2019 (COVID-19) PG. 61
- 11.3. ACF-PI-HS-20-04: Update to Funding for FY 2020 Supplemental Funds in Response to the Coronavirus Disease 2019 (COVID-19) PG. 65
- 11.4. Management Bulletin 20-08A: COVID-19 Guidance to Procurements and Audits PG. 67
- 11.5. Management Bulletin 20-09: COVID-19 Guidance on Program Self Evaluation, Contract Monitoring, and Program Quality Requirements PG. 71
- 11.6. Management Bulletin 20-10: COVID-19 Guidance regarding Family Child Care Home Education Networks PG. 76
- 11.7. Management Bulletin 20-11: COVID-19 Guidance: Emergency Closures PG. 81

**12. ADJOURNMENT:**

*The meeting was adjourned at 12:14pm by Vice Chair Walt Kruse.*

LATE AGENDA MATERIAL: Late agenda material can be inspected at the ATCAA Jackson Service Center 10590. State Hwy. 88 Jackson, CA and the ATCAA Sonora Service Center 427 N. State Hwy. 49 Sonora, CA.

SPECIAL NEEDS: Persons who need auxiliary aids or services are requested to call our Sonora Service Center at 209-533-1397 or our Jackson Service Center at 209-223-1485 during business hours at least 48 hours before the meeting so appropriate arrangements may be made.

		19-20 Budget Funds 91451 & 91461	Projected 2019-20 Cost at completion	20-21 Budget Funds 91471 & 91481	Notes
<b>REVENUE</b>					
Amador & Tuolumne Counties	4016	\$54,000	\$54,000	\$54,000	
Private Revenue-Non Fed	4020	0	41	0	
Contractual Admin. Revenues:					
2020 CSBG (Jul20-Dec20)		70,000	75,000	70,000	
2021 CSBG (Jan21-Jun21)		70,000	70,000	70,000	
Contractual Admin. Revenue	4060	710,260	661,368	703,368	
<b>Total Cash Revenue</b>		<b>\$904,260</b>	<b>\$860,409</b>	<b>\$897,368</b>	
<b>DIRECT EXPENSE</b>					
Personnel Expense					
Salaries & Wages					
Salaries & Wages	6010	\$435,864	\$418,037	\$440,923	
<b>Total Salaries &amp; Wages</b>		<b>\$435,864</b>	<b>\$418,037</b>	<b>\$440,923</b>	
Fringe Benefits					
Accrued Leave	6020	\$39,101	\$41,048	\$43,278	
FICA	6030	15,039	14,147	14,799	
Health Insurance	6040	96,079	91,156	93,213	
Retirement	6050	20,373	19,637	20,919	
Unemployment Insurance	6060	6,342	4,897	4,934	
Workers' Compensation Ins	6070	2,823	3,713	3,752	
<b>Total Fringe Benefits</b>		<b>179,756</b>	<b>174,598</b>	<b>180,895</b>	
<b>Total Personnel Expense</b>		<b>\$615,620</b>	<b>\$592,634</b>	<b>\$621,818</b>	
Non-personnel Expense					
Travel (Out-of-Area)					
Out-of-Area Travel (Staff)	6120	\$800	\$718	\$1,200	HS/CSBG
<b>Total Travel (Out-of-Area)</b>		<b>\$800</b>	<b>\$718</b>	<b>\$1,200</b>	
<b>Total Major Equipment and Assets</b>		<b>0</b>	<b>0</b>	<b>0</b>	
Supplies					
Household Supplies	6330	\$900	\$859	\$900	
Postage	6350	4,500	3,562	3,600	
Program Supplies	6360	2,000	2,024	2,000	
Routine Office Supplies	6370	2,400	1,541	1,800	
<b>Total Supplies</b>		<b>9,800</b>	<b>7,986</b>	<b>8,300</b>	
Contractual					
Accounting & Auditing	6410	\$64,000	\$63,694	\$63,500	lpt, auditor
Legal Services	6430	10,000	2,137	10,000	
Outside Services	6440	3,000	3,121	3,200	wycom, cobra
Computer Services	6450	95,000	80,984	87,500	
<b>Total Contractual</b>		<b>172,000</b>	<b>149,937</b>	<b>164,200</b>	
Other (Equipment Expense)					
Computer Software(\$0-\$4,999)	6505	\$500	\$330	\$500	adobe
Computer (hardware)	6506	1,000	1,205	1,200	
Equipment (\$500-\$4999)	6510	500	0	500	
Insurance (Vehicular)	6520	550	1,180	1,500	
Maintenance (Equipment)	6530	5,500	5,590	5,500	mip
Maintenance (Vehicles)	6535	100	60	200	
Small Tools/Equip (under \$500)	6550	100	0	100	
Small Tools (minimal value)	6555	100	58	100	
<b>Total Other (Equipment Expense)</b>		<b>8,350</b>	<b>8,422</b>	<b>9,600</b>	



AMADOR SERVICE CENTER  
10590 Hwy 88, Jackson, CA 95642  
Phone 209.223.1425 · Fax 209.223.4178

TUOLUMNE SERVICE CENTER  
427 N Hwy 49, Suite 305, Sonora, CA 95370  
Phone 209.533.1397 · Fax 209.533.1034

EARLY CHILDHOOD SERVICES - Head Start, Early Head Start, CA State Preschool, Family Learning & Promotores [ATCAA.org](http://ATCAA.org)

2020/2021 will be the first year of our five-year grant. We are required to submit an application which outlines our program design, our budget and our plans for continuous improvement. This grant application is due on October 1, 2021.

2020/2021 Program Goals and data

Fiscal Year 2021 Head Start and Early Head Start Proposed Budget

2020/2021 Program Approach Form

2020/2021 Eligibility Points Worksheet

2020/2021 Organization Chart

Strategic Plan

School Readiness Goals

Community Assessment

**Amador-Tuolumne Community Action Agency**  
**Early Childhood Services**  
 Early Head Start ❖ Head Start ❖ California State Preschool  
*Developing People – Changing Lives – Building Community*

## 2020-21 PROGRAM GOALS

### Program Goals and Objectives

<b>Goal from Strategic Plan</b>	<b>Engage parents to promote positive parenting skills and program involvement</b>
<b>Objective</b> <i>Parents will receive training about promoting children's social and emotional skills by using the parent component of the Teaching Pyramid model.</i>  By the end of the 2020-21 program year, at least 75% of home-base parents will have received virtual or in-person trainings that will help them promote the development of children's social and emotional skills.	
<b>Objective</b> <i>Parents will receive training and information about health, parenting, and school readiness topics that will lead to positive child outcomes.</i>  By the end of the 2020-21 program year, 20% of parents will utilize the parenting curriculum; gain proficiency in first aid, CPR, and accident prevention; learn and use ways to promote the development of their children's math, cognitive and early literacy skills; and understand how to establish consistent routines, develop age appropriate rules, and use positive discipline techniques.	
<b>Objective</b> <i>All parents will receive training about promoting oral health, establishing a dental home, understanding dental screenings, and taking children to regular dental visits.</i>  By the end of the 2020-21 program year, 100% of EHS and HS parents will receive oral health training and assistance to establish a dental home and complete regular dental visits for their children.	
<b>Objective</b> <i>Parents will engage in a wide variety of opportunities to volunteer in the program, enhance their parenting and job skills through volunteering, and increase their sense of community and positive relationships with their peers.</i>  By the end of the 2020-21 program year, 25% of parents with enrolled children will volunteer in the program.	

## 2020-21 Program Goals

Goal from Strategic Plan	Provide enhanced training and professional development for staff
<p><b>Objective</b>  <i>All staff, substitute staff, and volunteers will receive training about strategies to maintain child supervision and children's rights. Staff and volunteers will understand why these practices are critical for children's safety and follow them consistently.</i></p> <p>By the end of the 2020-21 program year, all staff and volunteers will receive comprehensive training about child supervision and children's rights and use that training effectively to keep children safe.</p>	
<p><b>Objective</b>  <i>Staff will receive training and coaching about promoting children's social and emotional skills by using the Teaching Pyramid model.</i></p> <p>By the end of the first year, virtual or in-person training and coaching will be completed for center-based teams that started the training last year, and staff will use the Teaching Pyramid strategies to facilitate children's social and emotional development.</p>	
<p><b>Objective</b>  <i>All new hires, apprentices and volunteers will receive comprehensive training that thoroughly prepares them for their positions, and gives them a solid grounding in program policies, procedures, and best practices in caring for and educating young children. As part of this process, supervisors will be taught how to effectively train staff.</i></p> <p>By the end of the 2020-21 program year, new training plans will be in place and train the trainer sessions will take place for supervisors.</p>	
<p><b>Objective</b>  <i>All staff will receive training and professional development that will align with the goals in their annual evaluations and prepare them for advanced roles in the program if desired. Tracking systems will be designed and implemented to facilitate this process</i></p> <p>By the end of the 2020-21 program year, systems will be developed to track staff goals and the professional development staff complete to support those goals.</p>	



## 2020-21 Program Goals

Goal from Strategic Plan	Strengthen transitions to kindergarten
<b>Objective</b> <i>ATCAA Head Start will increase communication and data sharing with schools receiving kindergarten students from ATACAA programs.</i>	
<p>By the end of the 2020-21 program year, ATCAA Head Start staff will present information about Head Start programs to school district administrators, school boards, and kindergarten teachers, and begin the dialog about sharing data.</p>	
<b>Objective</b> <i>Increase communication and collaboration with kindergarten teachers to promote positive child transitions to kindergarten and scholastic success</i>	
<p>By the end of the 2020-21 program year, ATCAA Head Start staff will share information with kindergarten teachers about the Head Start program, discuss ways to promote positive transitions, and receive information about the skills children need to succeed in kindergarten.</p>	
<b>Objective</b> <i>Parents will be supported in their children's transition to kindergarten, be familiar with receiving schools' staff, campus, and procedures, and know their rights as parents in the elementary school system.</i>	
<p>By the end of the 2020-21 year, parents will understand the kindergarten registration process, kindergarten student and parent expectations, and be familiar with the receiving school's staff and campus.</p>	

Goal from Strategic Plan	Build resiliency and self-care practices
<b>Objective</b> <i>Staff, parents, and children will be aware of and utilize strategies to reduce stress and promote personal well-being.</i>	
<p>By the end of the 2020-21 program year, staff, parents, and children will use strategies such as deep breathing, exercise, and healthy eating to help manage stress.</p>	
<b>Objective</b> <i>Create a wellness committee of staff and parents to promote wellness and self-care among the ATCAA Head Start/Early Head Start community.</i>	
<p>By the end of the 2020-21 program year, the wellness committee will be established and set goals for the following year.</p>	

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**2020-21 Program Goals****Objective**

*Provide training for staff and parents to become peer counselors and promote mental well-being through peer counseling groups.*

By the end of the 2020-21 program year, train interested staff and parents in peer counseling.

**Objective**

*Train all staff about trauma and its effects, and how to implement trauma informed practices.*

By the end of the 2020-21 program year all staff will be trained about trauma, have a better understanding of available resources in the community to address the effects of trauma, and begin to implement trauma informed practices to reduce re-traumatization and promote healing from trauma.

Goal from Strategic Plan	Stable staffing and facilities
<b>Objective</b> <i>Achieve full staffing in all center, home-based and management positions.</i>  By the end of the 2020-21 program year, all vacant positions will be filled, and all centers will have a Supervisor/Lead Center Teacher, two qualified Teachers, a Family Advocate, and a Center Assistant.	
<b>Objective</b> <i>Based on Community Assessment data, establish facilities that are in good repair, safe, meet the developmental and learning needs of children, and provide a "user friendly" work environment for staff at all Head Start, State Preschool, and Early Head Start programs.</i>  By the end of the 2020-21 program year, have a stable long-term placement for the Sonora Head Start program, preferably in the same facility as the TCSOS Structured Preschool class.	

**ATCAA Head Start and Early Head Start 2021**  
**Proposed Budget for Early Head Start and Head Start**

	<b>Program Operations</b>	<b>Training and Technical Assistance</b>
<b>Head Start</b>		
Total Direct Costs	1,734,716	19,605
Indirect Costs @11.5%	199,492	2,255
Total Grant	1,934,208	21,860
<b>Early Head Start</b>		
Total Direct Costs	1,271,290	28,371
Indirect Costs @11.5%	146,198	3,263
Total Grant	1,417,488	31,634
<b>Total Budget (EHS and HS)</b>	<b>\$3,351,696</b>	<b>\$53,494</b>
Combined Non-Federal Share	\$851,298	

### 2020/2021 ATCAA Head Start/State Preschool Centers Proposed Program Approach

Centers and Classes	Enrollment	Number of Days of Operation	Program Option	Hours of Operation
Jackson Head Start/ State Preschool	20	175	5 days/week* School Year	6 hours/day*
Ione Head Start/ State Preschool	18	175	5 days/week* School Year	6 hours/day*
Blue Bell Head Start/ State Preschool	18	175	5 days/week* School Year	6 hours/day*
Jamestown Head Start/ State Preschool	20	175	5 days/week* School Year	6 hours/day*
Sonora Head Start/ State Preschool	19	175	5 days/week* School Year	6 hours/day*
Soulsbyville Head Start/ State Preschool	20	175	5 days/week* School Year	6 hours/day*
Summerville Head Start/ State Preschool	20	175	5 days/week* School Year	6 hours/day*
Tuolumne Home Base	9	32 weeks	1.5 hour home visits/ week and 16 socializations/ year*	
Amador Home Base	2	32 weeks	1.5 hour home visits/ week and 16 socializations/ year*	

\*Subject to change depending on COVID-19 circumstances and advice from Public Health.

**Total Required Enrollment Head Start = 146**

Planned Center Based = 135 children

Home Based = 11 children

**Total Enrollment California State Preschool Program (CSPP) = 85 (all center based)**

CSPP enrollment may vary at each center depending on family interest and age of the child

### 2020/2021 ATCAA Early Head Start Proposed Program Approach

Centers and Classes	Enrollment	Number of Days of Operation	Program Option	Hours of Operation
Jackson Early Head Start	12 toddlers	230	5 Days/week* Year-Round	6 hours/day*
Ione Early Head Start	8 toddlers and 3 infants	230	5 Days/week* Year-Round	6 hours/day*
Blue Bell Early Head Start	12 toddlers	230	5 Days/week* Year-Round	6 hours/day*
Jamestown Early Head Start	12 toddlers	230	5 Days/week* Year-Round	6 hours/day*
Tuolumne Home Base	30 infants, toddlers & pregnant women	46 weeks	1.5 hour home visits/ week and 22 socializations/ year*	
Amador Home Base	10 infants, toddlers & pregnant women	46 weeks	1.5 hour home visits/ week and 22 socializations/ year*	

\*Subject to change depending on COVID-19 circumstances and advice from Public Health.

**Total Enrollment Early Head Start = 87**

Number in Centers = 47

Numbers in Home Based = 30

Number of Pregnant Women = 10

## ATCAA Early Childhood Services

Early Head Start ❖ Head Start ❖ California State Preschool  
*Developing People – Changing Lives – Building Community*

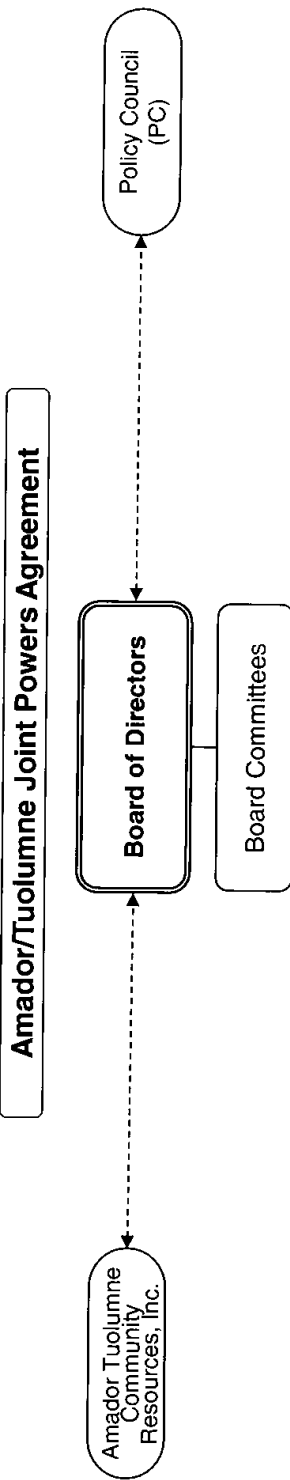
### Selection Criteria for Head Start and Early Head Start

Selection Criteria Area	Priority Points
Foster parent/ legal guardian/ grandparent/ relative caregiver / teen parent	3
Parent with permanent disabilities	3
One parent family	2
Two parent family	1
Child with certified disability- Individualize Family Service Plan (IFSP) or Individualized Education Program (IEP)	99
Child with suspected disability	3
Low income family- up to 50% of the Federal Poverty Line	9
Low income family- 51% to 75% of the Federal Poverty Line	8
Income eligible family- 76% to 100% of the Federal Poverty Line	7
Over income family- 1% to 50% above the Federal Poverty Line	3
Over income family- 51% to 75% above the Federal Poverty Line	2
Over income family- 76% or more above the Federal Poverty Line	0
Child Protective Services Referral or Indian Child Welfare Act Referral	99
Homeless family or Foster Child (categorical eligibility)	88
Pregnant mother applying for the home-based EHS program	9
Referral from other agencies	4
High risk family/child or English language learner	3
Full-time (30+ hours/week) working, seeking work, school/training	3
Part-time (less than 30 hours/week) working, seeking work, school/training	2
Returnee* or transfer student <small>(*Children previously dropped from the program due to attendance issues do not receive priority points.)</small>	99
Child 4 years old by September 1 <sup>st</sup> for the 2019/20 school year	9
Child 0-3 years old by September 1 <sup>st</sup> for the 2019/20 school year	5



# Amador Tuolumne Community Action Agency

Organizational Chart – July 2020



## INFORMATION & REFERRAL OFFERED AT ALL ATCAA LOCATIONS

### Administration

- Fiscal Management
- Human Resource Management
- Program Support

### Amador LifeLine Program

- Personal Emergency Response Service assisting the elderly and the disabled to live independently

### Census 2020

- Ensuring a Complete Count through marketing and outreach as a sub-grantee of Tuolumne County and member of the CA Complete Count Committee.

### Central Sierra Connect

- Central Sierra Connect: Bridging the digital divide.
- Computer training – Tuolumne – "Coach & Learn"

### Communications & Outreach

- Promotes, supports and advances the mission, vision and sustainability of ATCAA by creating and delivering professional, accurate and timely messaging, branding and advocacy.

### Early Childhood Services (Head Start/State Preschool/Early Head Start)

- Education for children birth to five years of age – Center/Home Base
- Health & Nutrition
- Social Services
- School Readiness
- Family Engagement/Family Partnerships

### Energy & Conservation Services

#### Amador, Calaveras & Tuolumne Counties

- Home Weatherization
- Home Energy Assistance Program
- Water Conservation
- Energy & Conservation Education

### Family Resource Services

- Child Abuse Prevention & Education
- Therapeutic Counseling
- Youth Assets for Independence (IDA)
- Literacy Support

### Housing Resources

- Emergency Shelters in Sonora and Jackson
- Rapid Re-Housing rental assistance for homeless households in Amador, Calaveras and Tuolumne Counties
- Smart Money classes for household budgeting and credit repair in Amador, Calaveras and Tuolumne Counties
- Veteran Supportive Housing HUD-VASH
- Permanent Supportive Housing
- Central Sierra Continuum of Care
- Low Income Housing/Fair Market Rent (FMR):
  - Columbia – 3 Moduls
  - Carter Street - Triplex

### Tuolumne Family Learning Center

- GED Preparation/ESL Instruction
- Parenting and Family Literacy
- Job Readiness
- Home Visiting/Transportation/Translation
- Case Management
- Mental Health and Health Education and Support
- Promotores de Salud – Latino Family Outreach

### Tuolumne Food Program

- Distributing to local pantries
- Tuolumne Food Distributions
- Holiday Baskets
- Seniors/Homebound
- Food for Kids (Plus)
- Produce Program

### Tuolumne Prevention Programs

- Youth Mentoring
- Friday Night Live/Club Live
- Fiscal Agent for YES Partnership
- Suicide Prevention
- Community Resiliency

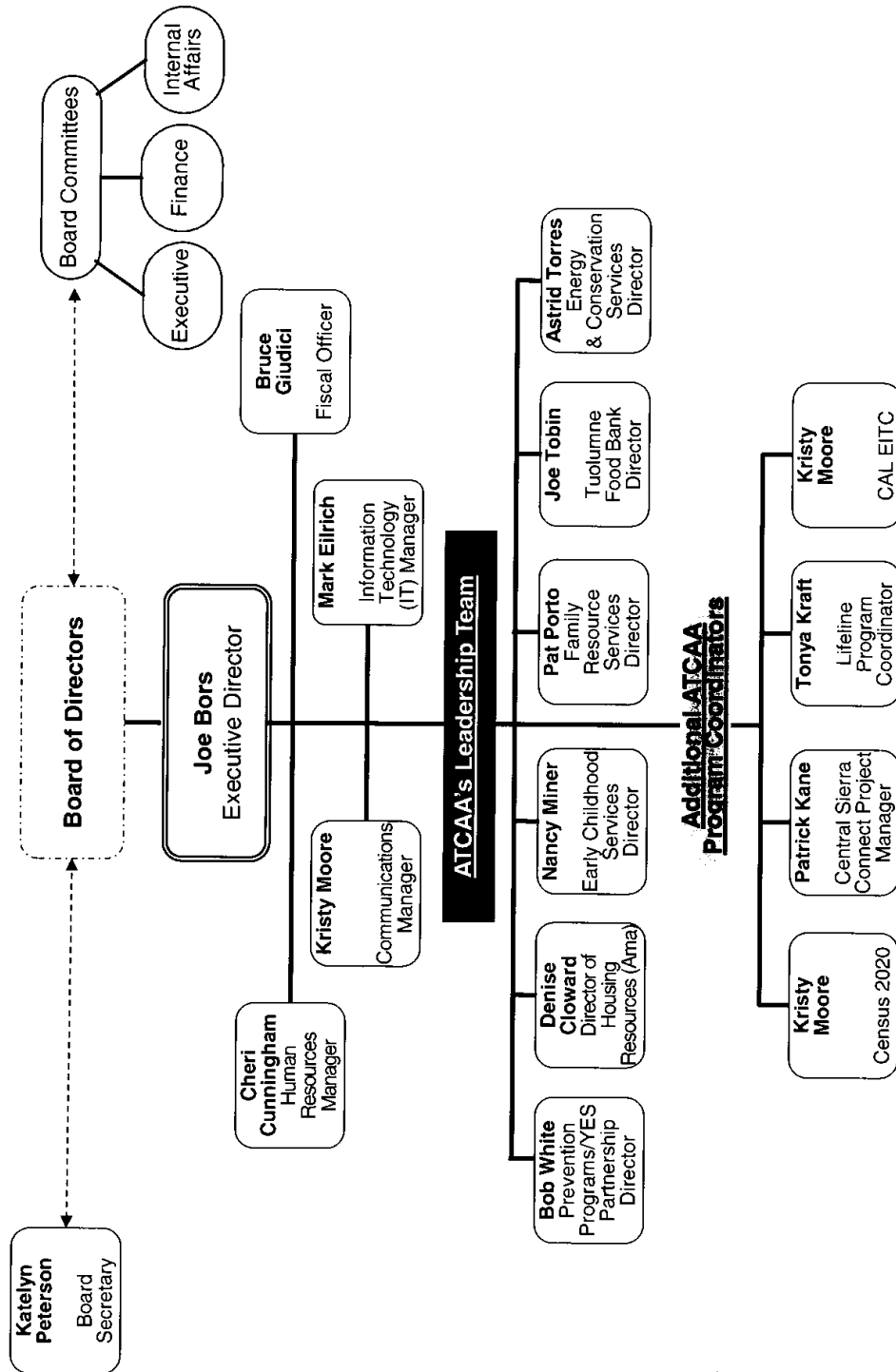
### VITA/CAL EITC

- Volunteer Income Tax Preparation Program for income eligible residents.
- Education and Outreach for the California Earned Income Tax Credit proven to be one of the most effective poverty fighting measures in California.



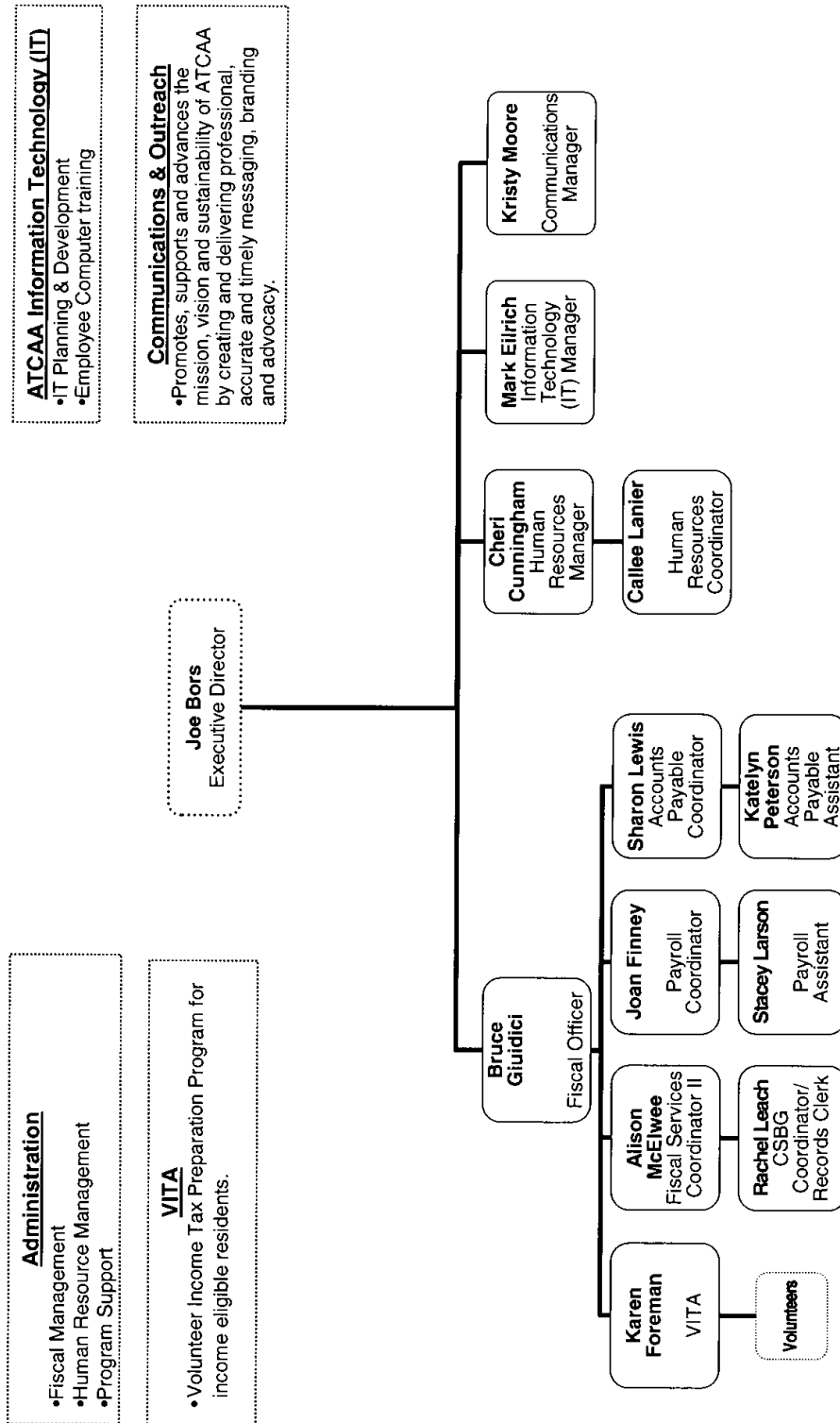


# Amador Tuolumne Community Action Agency Organizational Chart – July 2020





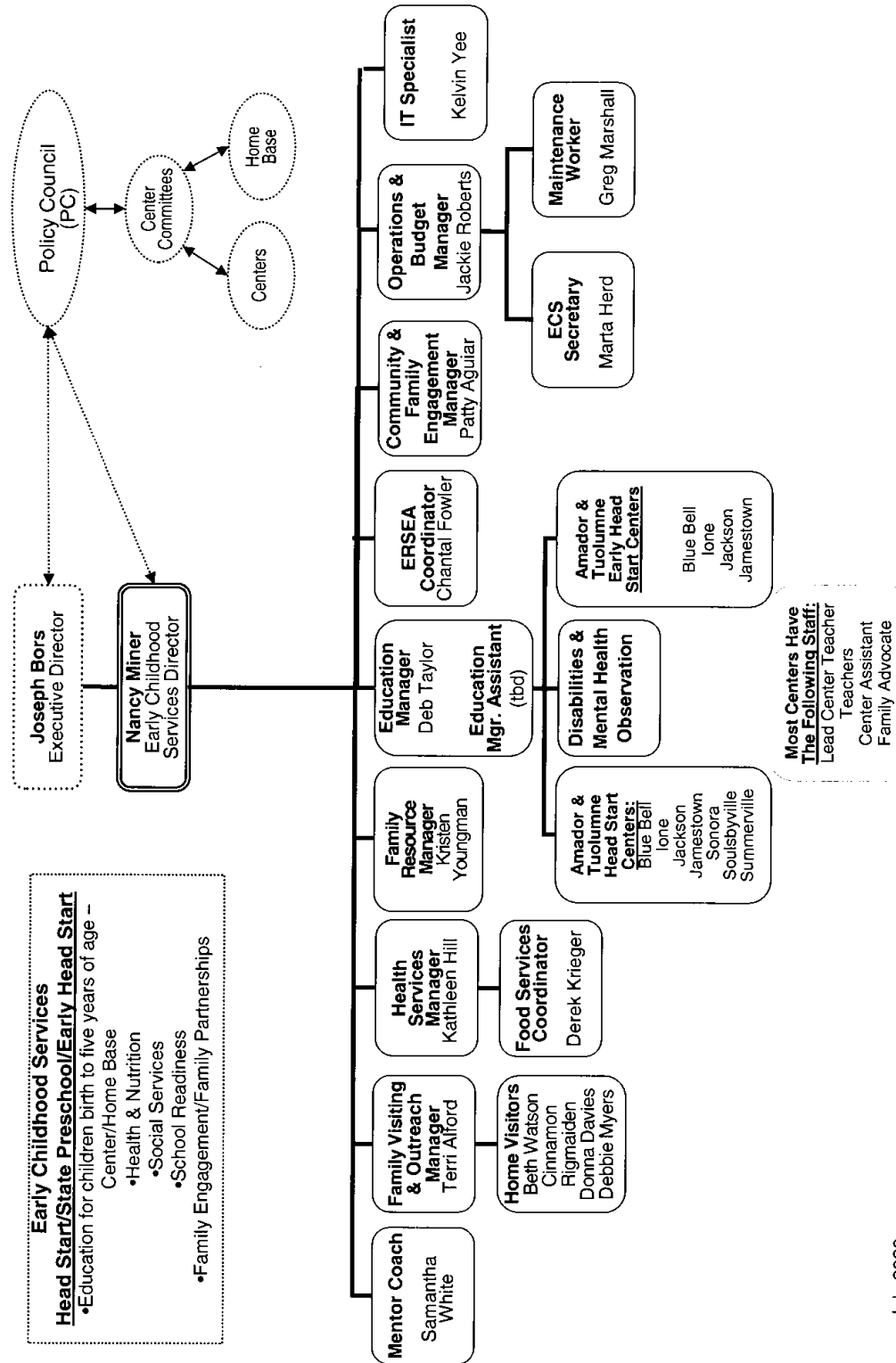
# Amador Tuolumne Community Action Agency Organizational Chart – July 2020





# Amador Tuolumne Community Action Agency

## ECS Organizational Chart



July 2020

**ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25**

<b>Goal: Engage parents to promote positive parenting skills and program involvement</b>			
<b>Teaching Pyramid trainings for parents</b>			
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>	
Parents will receive training about promoting children's social and emotional skills by using the parent component of the Teaching Pyramid model. By the end of the first year, at least 75% of home-base parents will have received virtual or in-person trainings. By year five, trainings will be available for all home-base and center-based parents in both counties.	<p>Parents will increase their knowledge of the importance of children developing appropriate social and emotional skills, what those skills are, and how they develop in young children.</p> <p>Participating parents will be able to promote the development of children's social and emotional skills using strategies learned in the Teaching Pyramid trainings.</p>	<p>Pre and post checklists and evaluations</p> <p>Parent surveys</p> <p>Qualitative data from home visits and parent/teacher conferences</p>	
<b>Health, parenting, and school readiness training</b>			
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>	
<p>Parents will receive training and information about health, parenting, and school readiness topics that will lead to positive child outcomes. As measured by outcome data, and parent participation in virtual or in-person trainings, each of the following will increase by 20% each year:</p> <ul style="list-style-type: none"> <li>• Number of parents gaining proficiency in first aid, CPR, and accident prevention</li> <li>• Number of parents learning and utilizing ways to promote the development of their children's math, cognitive and early literacy skills</li> <li>• Number of parents utilizing the parenting curriculum</li> <li>• Number of parents understanding how to establish consistent routines, develop age appropriate rules, and use positive discipline techniques</li> </ul>	<p>Child injuries, and visits to the ER and Prompt Care due to accidents, will decrease.</p> <p>Parents will have the ability to act promptly and effectively in circumstances requiring first aid or CPR.</p> <p>Parents will increase their skills and ability to promote the development of their children's math, cognitive and early literacy skills in the home environment.</p> <p>Parents will become more proficient with their parenting skills and help prepare their children for school by establishing consistent routines, utilizing positive discipline techniques, and having age appropriate rules and expectations for their children.</p>	<p>Parent Surveys</p> <p>Family Assessments</p> <p>Parent Focus Group discussions</p>	

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**ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25**

<b>Oral health training</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
All parents will receive training about promoting oral health, establishing a dental home, understanding dental screenings, and taking children to regular dental visits. By the end of the first year, 100% of EHS and HS parents will receive oral health training and assistance to establish a dental home and complete regular dental visits for their children. By the end of year five, 100% of parents will be engaged in a comprehensive oral health program, have a dental home and complete regular dental visits for all family members.	<p>All children will receive needed follow-up from dental screenings.</p> <p>All children will have a dental home, and starting at age one, will be seen by a dentist regularly.</p> <p>Parents will understand the importance of promoting good oral health practices at home, consistently model and engage their children in those practices, and complete regular dental visits for all family members.</p>	<p>Dental information on the database and in children's files</p> <p>Parent focus group discussions</p> <p>Parent Surveys</p>
<b>Increase volunteerism</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
Parents will engage in a wide variety of opportunities to volunteer in the program, enhance their parenting and job skills through volunteering, and increase their sense of community and positive relationships with their peers. By the end of the first year, 25% of parents with enrolled children will volunteer in the program. By year five, parent volunteers will increase to 100%	<p>By observing teaching staff and home visitors, parents will gain proficiency with positive parenting strategies.</p> <p>Parents will increase their job skills and seek employment in fields related to their volunteer experience.</p> <p>Parents will develop systems of support with each other that will continue when their children go to elementary school.</p>	<p>Parent Surveys</p> <p>Parent Focus Group discussions</p> <p>Family Assessments</p>



ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25

***Goal: Provide enhanced training and professional development for staff***

<b>Child Supervision training</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
All staff, substitute staff, and volunteers will receive training about strategies to maintain child supervision and children's rights. Staff and volunteers will understand why these practices are critical for children's safety and follow them consistently. This training will be included in new hire orientations and throughout the program year for all staff and volunteers. How to report violations of children's rights and lapses in child supervision will be included as part of this training. By the end of the first year, all staff and volunteers will receive comprehensive training about child supervision and children's rights and use that training effectively to keep children safe. At the end of year five, staff and volunteers will always and consistently follow child supervision procedures and ensure child rights. Staff will also actively train parents about child supervision practices they can use at home to ensure child safety.	Staff, substitute staff, and volunteers will always utilize child supervision strategies and maintain children's rights in a consistent and effective manner.  Parents will learn child supervision strategies to help keep their children safe.	Monitoring reports  Management team and supervisor observations  Parent Surveys  Parent Focus Group discussions
<b>Teaching Pyramid trainings</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
Staff will receive training and coaching about promoting children's social and emotional skills by using the Teaching Pyramid model. By the end of the first year, virtual or in-person training and coaching will be completed for center-based teams that started the training last year. By year five, all center-based teams and home visitors will be trained and coached on the Teaching Pyramid model and a new hire cohort will be trained and coached on an annual basis.	Teaching staff and home visitors will consistently utilize Teaching Pyramid strategies to facilitate children's social and emotional development.  Incidents of challenging child behavior in the classroom and during home visits will decrease.  Parents will learn strategies to facilitate their children's	Training sign-in sheets and evaluations  Teaching Pyramid coaching records  Parent Surveys

**ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25**

	social and emotional development through concurrent parent training and modeling from staff.	Parent Focus Group discussions
<b>New hire, apprentice, and volunteer training</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
All new hires, apprentices and volunteers will receive comprehensive training that thoroughly prepares them for their positions, and gives them a solid grounding in program policies, procedures, and best practices in caring for and educating young children. As part of this process, supervisors will be taught how to effectively train staff. By the end of the first year, new training plans will be in place and train the trainer sessions will take place for supervisors. By the end of year five, all new hires, apprentices and volunteers will be trained in a systematic, consistent manner program wide.	Staff, apprentices, and volunteers will have a thorough understanding of program policies, procedures, and best practices, and implement them in a consistent and effectual manner.  Supervisors will demonstrate competence in training new hires, apprentices, and volunteers, and feel comfortable and capable in the role of a trainer.  Program quality, child and family outcomes, and staff satisfaction will increase.	Database training records and sign-in sheets  Staff surveys  Monitoring forms and management team observations  CLASS and ERS
<b>Staff professional development and succession training</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
All staff will receive training and professional development that will align with the goals in their annual evaluations and prepare them for advanced roles in the program if desired. Tracking systems will be designed and implemented to facilitate this process. By the end of the first year, systems will be developed to track staff goals and the professional development staff complete to support those goals. By year five, an integrated system will be in place to support professional development in relation to staff goals, and specific training and mentoring will take place to facilitate succession plans.	Staff will receive the professional development needed to help them achieve their work-related goals, and to advance to different positions in the program if desired.  Staff satisfaction and retention will increase.  Vacated management and Lead Center Teacher positions will be filled with qualified individuals who are familiar with the program.  Program quality will increase.	Database records of training and annual goals  Staff surveys  Training sign-in sheets and evaluations  Individual conversations with staff



ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25

<i>Goal: Strengthen transitions to kindergarten</i>		
Increase communication and data sharing with receiving schools		
Objective	Expected Outcomes	Evaluation/Data
ATCAA Head Start will increase communication and data sharing with schools receiving kindergarten students from ATACAA programs. By the end of the first year, ATCAA Head Start staff will present information about Head Start programs to school district administrators, school boards, and kindergarten teachers, and begin the dialog about sharing data. By the end of year five, collaborations will be in place with receiving schools to facilitate children and parents' transitions to kindergarten, and the flow of information that improves long-term child outcomes.	Children and parents will have successful transitions to kindergarten.  Kindergarten teachers will have important information about students transferring to their classes, and Head Start teachers will have additional information from kindergarten teachers that will facilitate children's school readiness skills and success in kindergarten.  ATCAA Head Start will have longitudinal data from receiving schools that will help improve program quality, positive child outcomes, and parent support for school readiness.	Meeting minutes  Memorandums of Understanding (MOUs)  Outcome data from receiving schools (through 3 <sup>rd</sup> grade)  Focus group data from Head Start teachers, kindergarten teachers and school administrators
Increase collaboration with kindergarten teachers		
Objective	Expected Outcomes	Evaluation/Data
Increase communication and collaboration with kindergarten teachers to promote positive child transitions to kindergarten and scholastic success. By the end of the first year, ATCAA Head Start staff will share information with kindergarten teachers about the Head Start program, discuss ways to promote positive transitions, and receive information about the skills children need to succeed in kindergarten. By year five, close collaborations will be in place with kindergarten teachers that promote sharing of relevant data, teaching strategies, and support for children with disabilities and special needs.	Head Start staff will implement teaching strategies and learning opportunities that facilitate children's success in kindergarten based on data from kindergarten teachers.  Kindergarten teachers will have additional information from Head Start staff that will help promote student success in kindergarten.  Head Start and kindergarten programs will be better aligned to support positive child outcomes.	Meeting minutes  Focus group discussions  Shared data and analysis  School readiness goals

**ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25**

<b>Promote and support parents' role in kindergarten transitions</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
Parents will be supported in their children's transition to kindergarten, be familiar with receiving schools' staff, campus, and procedures, and know their rights as parents in the elementary school system. By the end of the first year, parents will understand the kindergarten registration process, kindergarten student and parent expectations, and be familiar with the receiving school's staff and campus. By year five, parents will be confident in registering their children for kindergarten, talking to their child's kindergarten teacher, understanding their rights as parents in the elementary school system, and advocating for their child.	<p>Increased parental confidence in registering their children for kindergarten.</p> <p>Successful child and parent transitions to kindergarten with increased communication and positive relationship formation between parents, kindergarten teachers and school staff.</p> <p>Increased parental advocacy and awareness of parent rights in the elementary school system.</p>	<p>Parent surveys</p> <p>Parent focus group discussions</p> <p>Parent/teacher conference data</p> <p>Feedback from kindergarten teachers</p>
<b>Goal: Build resiliency and self-care practices</b>		
<b>Promote self-care for staff, families, and children</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
Staff, parents, and children will be aware of and utilize strategies to reduce stress and promote personal well-being. By the end of the first year, staff, parents, and children will use strategies such as deep breathing, exercise, and healthy eating to help manage stress. By year five, staff will be familiar with a variety of stress management and self-care strategies, use them to help manage personal stress, share those strategies with parents, and implement age-appropriate strategies in the classroom and during home visits.	<p>Reduced stress and increased health and mental wellness for staff, parents, and children.</p> <p>Increased staff retention and job satisfaction</p> <p>Increased staff, parent, and child resilience</p>	<p>Staff surveys</p> <p>Parent surveys</p> <p>Staff retention data</p> <p>Conversations and focus group discussions with parents and staff</p>



ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25

Create a wellness committee to facilitate resilience and self-care		
Objective	Expected Outcomes	Evaluation/Data
Create a wellness committee of staff and parents to promote wellness and self-care among the ATCAA Head Start/Early Head Start community. By the end of the first year, the wellness committee will be established and set goals for the following year. By year five, the wellness committee will arrange Head Start trainings and events to promote staff, family and child well-being and self-care. The committee will also coordinate with local resiliency coalitions to promote similar events and trainings in the community.	Reduced stress, and increased wellness and self-care for ATCAA Head Start staff, families, and children.  An increased sense of community, and leadership growth among Head Start parents and staff.  Increased collaboration with community partners.	Parent surveys  Staff surveys  Parent focus group discussions  Qualitative data from staff and parents
Peer counseling		
Objective	Expected Outcomes	Evaluation/Data
Provide training for staff and parents to become peer counselors and promote mental well-being through peer counseling groups. By the end of the first year, train interested staff and parents in peer counseling. By year five, have established peer counseling groups for parents and staff that promote wellness, a sense of community, and access to needed resources.	Reduction of staff, parent and child stress and an increased sense of community and support.  Increased staff retention and job satisfaction.  Increased positive relationships between parents that support resiliency and well-being.	Staff surveys  Parent surveys  Focus group discussions
Increasing awareness of the effects of trauma and trauma informed practices		
Objective	Expected Outcomes	Evaluation/Data
Train all staff about trauma and its effects, and how to implement trauma informed practices. By the end of the first year, all staff will be trained about trauma, have a better understanding of available resources in the community to address the effects of trauma, and begin to implement trauma informed practices to reduce re-traumatization and promote healing from trauma. By year five, a comprehensive training plan will be in place for all staff and trauma informed practices will be fully incorporated into program policies, procedures, and practices.	Increased staff awareness of trauma and utilization of trauma informed practices to reduce re-traumatization and to promote healing from trauma.  Building positive relationships and an increased sense of safety and collaboration for individuals experiencing trauma.  Increased use of community resources by individuals experiencing trauma.	Sign-in sheets  Revised policies and procedures  Staff and parent surveys  Referral data

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July 30, 2020

ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start  
Strategic Plan for Program Years 2020-21 through 2024-25

<b>Goal: Stable staffing and facilities</b>		
<b>Achieve full staffing</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
Achieve full staffing in all center, home-based and management positions. By the end of the first year, all vacant positions will be filled, and all centers will have a Supervisor/Lead Center Teacher, two qualified Teachers, a Family Advocate, and a Center Assistant. By the end of year five, have an effective system in place to increase staff retention and consistently recruit qualified staff to fill vacancies.	<p>Reduce the number of staff leaving the program and increase recruitment of qualified staff to fill vacancies.</p> <p>Reduce the amount of staff time and effort to fill vacancies.</p>	<p>Data about staff attrition and exit interviews</p> <p>Data about recruitment and hiring</p>
<b>Stable facilities</b>		
<b>Objective</b>	<b>Expected Outcomes</b>	<b>Evaluation/Data</b>
Based on Community Assessment data, establish facilities that are in good repair, safe, meet the developmental and learning needs of children, and provide a “user friendly” work environment for staff at all Head Start, State Preschool, and Early Head Start programs. By the end of the first year, have a stable long-term placement for the Sonora Head Start program, preferably in the same facility as the TCSOS Structured Preschool class. By the end of year five, have stable placements in good repair for all Head Start, State Preschool and Early Head Start programs.	<p>All Head Start, State Preschool, and Early Head Start centers will be easily accessible in locations where larger populations of eligible children and pregnant women live.</p> <p>All Head Start, State Preschool, and Early Head Start centers will be in good repair, safe, and meet the needs of children and staff.</p> <p>Continue to provide co-enrollment opportunities for children with disabilities and special needs who are enrolled in special education programs.</p>	<p>Lease agreements and MOUs</p> <p>Enrollment records</p>



## ATCAA Early Head Start School Readiness Goals 2020/2021

### Infant/Toddler Domain: Social and Emotional Development

Infant/Toddler Goal One - *Children will demonstrate a variety of self-comforting behaviors when emotionally distressed and will seek out help from others for support if needed*

#### CA Infant/Toddler Foundations

Social-Emotional Development

Relationships with Adults- The development of close relationships with certain adults who provide consistent nurturance

Emotional Regulation – The developing ability to manage emotional responses, with assistance from others and independently.

#### Head Start Early Learning Outcomes Framework

Goal IT-SE -1 Child manages feelings and emotions with support of familiar adults

Goal IT – SE – 2 Child manages actions and behavior with support of familiar adults

#### Parent/Family Engagement Outcomes

Parent/Child Relationships –Parents will develop warm relationships that nurture their child’s learning and development. Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child’s learning at home, school, and in their communities.

#### School and Home Environment

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents’ and care giver’s understanding of ways they can support children’s ability to self-regulate. Home visitors will work closely with parents to teach them how to help their children to gain self-soothing skills and practices.

## ATCAA Early Head Start School Readiness Goals 2020/2021

### **Infant/Toddler Domain: Approaches to Learning**

Infant/Toddler Goal Two- *While interacting with others and exploring the environment, children will develop the ability to focus on specific people or things.*

### **CA Infant/Toddler Foundations**

Approaches to Learning

Attention Maintenance –The developing ability to attend to people and things while interacting with others and exploring the environment and play materials

### **Head Start Early Learning Outcomes Framework**

Goal IT-ATL -3 Child maintains focus and sustains attention with support.

### **Parent/Family Engagement Outcomes**

Parent/Child Relationships –Parents will develop warm relationships that nurture their child’s learning and development.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child’s learning at home, school, and in their communities.

### **School and Home Environment**

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents’ and caregiver’s understanding of ways they can support children’s ability to maintain focus.



## ATCAA Early Head Start School Readiness Goals 2020/2021

### Infant Toddler Domain 3: Language and Literacy

Infant /Toddler Goal Three - *Children will demonstrate the ability to use language and nonverbal communication to share needs, feelings, and interests with caregivers.*

#### CA Infant/Toddler Foundations

Language Development

Foundation: Receptive Language – The developing ability to understand words and increasingly complex utterances

Foundation: Expressive Language – The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances

Foundation: Interest in Print – The developing interest in engaging with print in books and in the environment

#### Head Start Early Learning Outcomes Framework

Goal IT-LC 3 Child communicates needs and wants non-verbally and by using language

#### Parent/Family Engagement Outcomes

Families as Learners - Parents will learn the importance of play. They will learn the importance of giving their children a variety of language experiences (Talk, Read and Sing). Program will send *Ready Rosie* videos that will help parents develop language skills with their infants and toddlers.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child’s learning at home, school, and in their communities. Program will help to enroll families in the Imagination Library program so that all children are receiving books for their own home libraries.

#### School and Home Environments

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents’ and care giver’s understanding of how to promote language and literacy development with their young child.

## ATCAA Early Head Start School Readiness Goals 2020/2021

### **Infant/Toddler Domain 4: Cognition**

Infant/Toddler Goal Four- *Children will demonstrate an increased understanding of the concept of number or quantity.*

### **CA Infant/Toddler Foundations**

Cognitive Development

Foundation: Number Sense – The developing understanding of number and quantity

### **Head Start Early Learning Outcomes Framework**

Goal IT-C: Child develops sense of number and quantity

### **Parent/Family Engagement Outcomes**

Families as Learners – Parents will learn the importance of play. They will learn techniques to use play as a way to develop numeracy.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child's learning at home, school, and in their communities.

### **School to Home Environments**

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents' and caregiver's understanding of how to promote the development of numeracy in their young child. Program will send home *Ready Rosie* videos to teach parents ways to teach number sense and quantity.

## ATCAA Early Head Start School Readiness Goals 2020/2021

### Infant/Toddler Domain: Perceptual, Motor and Physical Development

Infant/Toddler Goal Five- *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, stacking blocks, etc.*

### CA Infant/Toddler Foundations

Physical Development

Perceptual and Motor Development

Foundation: Gross Motor – The developing ability to move the large muscles

Foundation: Fine Motor – The developing ability to move the small muscles

### Head Start Early Learning Outcomes Framework

Goal IT PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position.

Goal IT PMP Goal 6: Child coordinates hand and eye movements to perform actions.

### Parent/Family Engagement Outcomes

Family Well-being and Families as Learners–Parents will support the development of fine motor skills through physical activity and the active use of objects, toys, and materials.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child’s learning at home, school, and in their communities. Parents will learn new movement and singing activities that promote large and small motor skills.

### School to Home Environments

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents’ and caregiver’s understanding of how to promote the motor skill development. Program will offer parents opportunities to learn songs and movement activities to do with their children.

## ATCAA Early Head Start School Readiness Goals 2020/2021

### ***Program Curricula and Outcome Measurement Tools***

#### **Center-Based Early Head Start**

*The Creative Curriculum*

Augmented with:

- PITC (Program for Infant/Toddler Care)
- CSEFEL – Center on the Social/Emotional Foundations for Early Learning
- *Growing Great Kids*

#### **Home-Based**

*Growing Great Kids*

Augmented with:

- PITC (Program for Infant/toddler Care)
- *Creative Curriculum* Home Learning Modules
- CSEFEL – Center on the Social/Emotional Foundations for Early Learning

Teachers and Home Visitors will refer to the California Preschool/Infant Toddler Foundations and the Head Start Early Learning Outcomes Frameworks as a support tools in promoting continued growth and development in children.

#### **Measurement Tools (EHS and HS):**

Brigance Screener

DRDP (Desired Results Developmental Profile)- Fundamental View

Pre and Post Parent Focus Groups and Surveys

HOVRS (for home base only)

## ATCAA Head Start/State Preschool School Readiness Goals 2020/2021

### **Preschool Domain: Self and Social Development**

Preschool Goal One - *Children will improve their conflict resolution skills and empathy.*

#### **CA Preschool Foundations**

Social-Emotional Development

Social Interaction: 4.0 -4.1 Cooperation and Responsibility

Self: 4.0 -4.1: Empathy and Caring

Self and Society: 1.0 -1.1 Culture and Diversity

#### **Head Start Early Learning Outcomes Framework**

Goal P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children

Goal P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.

#### **Parent/Family Engagement Framework**

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child’s learning at home, school, and in their communities.

Parent-Child Relationships – Parents will develop warm relationships that nurture their child’s learning and development.

Families as Learners – Learning opportunities will be provided to enhance and support parenting efforts.

#### **School and Home Environments**

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents’ and caregiver’s understanding of ways that they can help children develop their empathy and conflict resolution skills. Teaching staff will work with parents to develop expectations for safety, kindness and respect.

**ATCAA Head Start/State Preschool  
School Readiness Goals 2020/2021**

**Preschool Domain: Approaches to Learning**

Preschool Goal Two *Children will demonstrate initiative and independence. Children will persist in tasks even when challenging or difficult*

**CA Preschool Foundations**

Social-Emotional Development

Self: 5.0 -5.1: Initiative in Learning

**Head Start Early Learning Outcomes Framework**

Goal P-ATL 10 Child demonstrates initiative and independence

Goal P-ATL 7 Child persists in tasks

**Parent/Family Engagement Outcomes**

Parent-Child Relationships Parents will develop warm relationships that nurture their child's learning and development.

Families as Learners – Learning opportunities will be provided to enhance and support parenting efforts.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child's learning at home, school, and in their communities.

**School and Home Environments:**

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents' and caregiver's understanding of ways to support children's independence, initiative and persistence in tasks.



## ATCAA Head Start/State Preschool School Readiness Goals 2020/2021

### **Preschool Domain: Language and Literacy**

Preschool Goal Three - *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.*

### **CA Preschool Foundations**

Language and Literacy

Reading: 1.0 -2.2 Phonological Awareness

Reading: 2.0 -2.2 Concepts About Print

Reading: 3.0 -4.2 Alphabet and Word/Print Recognition

### **Head Start Early Learning Outcomes Framework**

Goal P-LIT1 Child demonstrates awareness that spoken language is composed of smaller segments of sound

Goal P-Lit 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)

### **Parent/Family Engagement Outcomes**

Families as Learners – Learning opportunities will be provided to enhance and support parenting efforts. Parents will be given materials that will enhance their ability to teach their children about phonological awareness and concepts of print.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child's learning at home, school, and in their communities.

### **School and Home Environments**

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents' and caregiver's understanding of how to we support learning these skills in the classroom and how they can help their child(ren) develop their early literacy skills.

Staff will work with elementary school teachers to ensure that the phonological awareness curricula used in the classroom is aligned with the district that children will be moving to.

## ATCAA Head Start/State Preschool School Readiness Goals 2020/2021

### Preschool Domain: Cognition

Preschool Goal Four - *Children will demonstrate increased ability in a variety of math concepts, including:*

- *knowing and naming shapes*
- *expanding their understanding of measureable properties such as length and weight*
- *increasing their ability to recognize, reproduce, and create various patterns*
- *knowing and using the names of numbers when counting*
- *counting larger sets of objects*

### CA Preschool Foundations

Mathematics

Math: 1.0 – 2.4 Number Sense

Math: 1.0- 2.2 Algebra and Functions

Math: 1.0 -1.3 Measurement

Math: 1.1 – 2.1 Geometry

### Head Start Early Learning Outcomes Framework

Goal P-MATH 1 Child knows number names and the count sequence

Goal P-MATH 3 Child understands the relationship between numbers and quantities

Goal P-MATH 4 Child compares numbers

Goal P-MATH 7 Child understands simple patterns

Goal P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons

Goal P-MATH 9 Child identifies, describes, compares and composes shapes

### Parent/Family Engagement Outcomes

Families as Learners – Learning opportunities will be provided to enhance and support parenting efforts. Parents will be given materials that will enhance their ability to teach their children math concepts in fun ways.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child's learning at home, school, and in their communities. The *Ready Rosie* Curriculum will give them short lessons in math concepts that they can practice in the home or in the community.

### School and Home Environments

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents' and care giver's understanding of ways to support their child's interest in and enjoyment of mathematical concepts.

Staff will work with elementary school teachers to ensure that the mathematics curricula used in the classroom is aligned with the district that children will be moving to.

## ATCAA Head Start/State Preschool School Readiness Goals 2020/2021

### **Preschool Domain: Perceptual, Motor and Physical Development**

Preschool Goal Five- *Children will demonstrate their understanding of concepts of health and safety. Examples: Hand washing, brushing teeth, covering cough, value of exercise, pedestrian safety, etc.*

### **CA Preschool Foundations**

Physical Development/Health

Health: 1.0 Basic Hygiene

Health 2.0 Oral Health

### **Head Start Early Learning Outcomes Framework**

Goal P-PMP 4 Child demonstrates personal hygiene and self-care skills

Goal P-PMP 4 Child demonstrates knowledge of personal safety practices and routines

### **Parent/Family Engagement Outcomes**

Family Well-being – In order to promote safe and healthy families, parents will learn about their child, their role as parents, and ways to keep their families safe and healthy.

Families as Learners Learning opportunities will be provided to enhance and support parenting efforts. The program will provide outside speakers and educational opportunities to help parents support the health and well-being of themselves and their children.

Parents as Lifelong Educators – Parents will observe, guide, promote, and participate in their child's learning at home, school, and in their communities.

### **School and Home Environments**

Managers and coaches will work with staff to enhance classroom environments and create school to home activities that support parents' and caregiver's understanding of how to keep their families healthy and safe. Parents will receive information about health and safety through an orientation video/PowerPoint done at entry and through presentations on health and safety issues such as lead testing, car seat safety and safe sleep during parent meetings and/or socializations.

**ATCAA Head Start/State Preschool  
School Readiness Goals 2020/2021**

***Program Curricula and Outcome Measurement Tools***

**Center- Based Head Start:**

*The Creative Curriculum*

Augmented with:

- *Growing Great Kids*
- CSEFEL – Center on the Social/Emotional Foundations for Early Learning
- Zoo-phonics or other phonics support as appropriate

**Home-Based:**

*Growing Great Kids*

Augmented with:

- *Creative Curriculum* Home Learning Modules
- CSEFEL – Center on the Social/Emotional Foundations for Early Learning

Teachers and Home Visitors will refer to the California Preschool Foundations and the Head Start Early Learning Outcomes Frameworks as a support tools in promoting continued growth and development in children.

**Measurement Tools**

Brigance Screener

DRDP (Desired Results Developmental Profile)- Fundamental View

Pre and Post Parent Focus Groups and Surveys

HOVRS (for home base only)

## ATCAA Head Start and Early Head Start Community Assessment Overview

In order to provide high quality services in the areas where they are most needed, it is important to review community data. This report will summarize some key demographic information such as population, income and ethnicity and it will also look at some of the indicators specific to children such as education, childcare and health.

### County Size and Population

#### Amador County:

Amador County is located in the Sierra Nevada Mountains of California. The county seat is Jackson.

Amador County bills itself as "The Heart of the Mother Lode" and lies within the Gold Country. There is a substantial wine-growing industry in the county.

According to the U.S. Census Bureau, the county has a total area of 605 square miles (1,566 km<sup>2</sup>), of which, 593 square miles (1,536 km<sup>2</sup>) of it is land and 12 square miles (30 km<sup>2</sup>) of it (1.94%) is water. Water bodies in the county include Lake Amador, Lake Camanche, Pardee Reservoir, Bear River Reservoir, Silver Lake, Sutter Creek, Cosumnes River, Mokelumne River, and Jackson Creek.

Amador County ranges in elevation from approximately 250 feet (76 m) in the western portion of the county to over 9,000 feet (2,700 m) in the eastern portion of the county. The county is bordered on the north by the Cosumnes River and on the south by the Mokelumne River.

#### POPULATION 37,306 (as of 2019)

##### BY AGE

• Persons under 5 years	1,471
• Persons 5-24 years	6,882
• Persons 25-59	15,986
• Persons 60+	12,967

##### BY RACE

• White	2,453
• Black or African American	796
• American Indian and Alaska Native	295
• Asian	582
• Native Hawaiian and Other Pacific Islander	84

##### HOUSING OCCUPANCY

- Total housing units 18,259
- Occupied housing units 14,185
- Vacant housing units (includes vacation rentals) 4,074

**EMPLOYMENT STATUS**

- Population 16 years and over 32,280
- In labor force 14,849
  - o Employed 13,444
  - o Unemployed 1,371
  - o Armed Forces 34
- Not in labor force 17,431

**Percentage of families and people whose income in the past 12 months is below the poverty level****All people 10.6%****Under 18 years 20.3%**

18 years and over 8.7%

18 to 64 years 10.3%

65 years and over 5.4%

*Child poverty rate in California = 20.8%***Tuolumne County:**

Tuolumne County is in the central eastern section of California. It covers 2,221 square miles and ranges in elevation from about 300 feet in the Sierra Nevada foothills to almost 13,000 feet in the eastern regions. Federal, state, and local governments own approximately 77% of the land in Tuolumne County.

Bordered by rivers to the north and south, by the Sierra Nevada to the east and the San Joaquin valley to the west, Tuolumne County represents a portion of the southern reach of the historic Mother Lode Gold Country. With portions of Yosemite National Park in the southern sectors, tourism drives a significant percentage of the local economy.

**POPULATION 53,899****BY AGE**

- |                         |        |
|-------------------------|--------|
| • Persons under 5 years | 2,407  |
| • Persons 5-24 years    | 10,557 |
| • Persons 25-59         | 22,993 |
| • Persons 60+           | 17,942 |

**BY RACE**

- |  |        |
|--|--------|
| • White                                  | 47,181 |
| • Black or African American              | 975    |
| • American Indian and Alaska Native      | 931    |
| • Asian                                  | 609    |
| • Native Hawaiian/Other Pacific Islander | 155    |

**HOUSING OCCUPANCY**

- |  |        |
|--|--------|
| • Total housing units                              | 31,433 |
| • Occupied housing units                           | 22,267 |
| • Vacant housing units (includes vacation rentals) | 9,166  |



**EMPLOYMENT STATUS (2018)**

- Population 16 years and over 46,043
- In labor force 22,151
  - o Employed 20,401
  - o Unemployed 1,750
  - o Armed Forces 0
- Not in labor force 23,892

**Percentage of families and people whose income in the past 12 months is below the poverty level (2018)****All people 13.6%**

Under 18 years	13.8%
18 years and over	13.5%
18 to 64 years	15.3%
65 years and over	9.5%

**Child Data****Nutrition**

	<b>Amador</b>	<b>Tuolumne</b>	<b>California</b>
Percentage of Children Living in Food Insecure Households	19.4%	18.5%	18.1%
Percentage of Students Eligible for Free or Reduced Price School Meals 2019	42.4%	48.5%	59.4%

**Health**

	<b>Amador</b>	<b>Tuolumne</b>	<b>California</b>
Percentage of Kindergarteners with All Required Immunizations <b>2019</b>	91.8%	87.5%	94.8%

<b>Health Risks for Children</b>	<b>Tuolumne</b>	<b>Amador</b>	<b>California</b>
<b>Infant deaths (per 1,000 live births)</b>	7	5.8	4.6
<b>Child deaths (per 100,000 children under 18)</b>	49.2	43.9	38.5
<b>Low birth weight (live births under 2,500 grams)</b>	7.9%	7.2%	6.8%
<b>Teen birth rate (per 100,000 females ages 15-19)</b>	17.2	19.4	24.1
<b>Receiving prenatal care in the first trimester</b>	77.5%	90%	83.6%
<b>Exclusive breastfeeding of infants</b>	64.7%	83%	64.8%
<b>Children overweight or obese by the 5<sup>th</sup> grade</b>	27.5%	32.8%	40.3%
<b>Low income children 0-5 dental visit last year</b>	16.1%	21.9%	26%

Data from: 2017-19 Tuolumne County Community Health Needs Assessment, California Dept. of Public Health, Data USA, County Health Rankings & Roadmaps and US Census Bureau Data from: 2019 Sutter Amador Community Health Needs Assessment, California Dept. of Public Health, Data USA, County Health Rankings & Roadmaps and US Census Bureau

### Rates of Foster Care and Child Abuse

	Amador	Tuolumne	California
Children with Reports of Abuse or Neglect (2018) per 1,000 children	106.9	90.7	52.9
Children/Youth Ages 0-20 in Foster Care (2018) per 1,000 children	7.6	8.5	5.3

### Education/Childcare

	Amador	Tuolumne	California
Percentage of Children in Special Education	18.4%	13.3%	12.5%
Percentage of Students Suspended from School	56.8%	68.6%	34.7%

### Students Meeting or Exceeding Grade-Level Standard in Mathematics (CAASPP), by Grade Level (All Years)

	California Percent		Amador County		Tuolumne County	
	2015	2016	2015	2016	2015	2016
Grade 3	40%	45%	29%	38%	39%	39%
Grade 4	35%	38%	26%	26%	28%	38%
Grade 5	30%	33%	15%	22%	23%	25%
Grade 6	33%	35%	28%	28%	24%	29%
Grade 7	34%	36%	25%	27%	34%	35%
Grade 8	33%	36%	19%	18%	30%	33%
Grade 11	30%	32%	25%	29%	17%	29%
All Grades	34%	37%	24%	27%	28%	33%

### Annual Cost of Childcare

California	Amount									
	Infant					Preschooler				
	2009	2012	2014	2016	2018	2009	2012	2014	2016	2018
Child Care Center	\$11,276	\$11,461	\$13,327	\$16,452	\$17,384	\$7,856	\$7,982	\$9,106	\$11,202	\$12,168
Family Child Care Home	\$6,855	\$7,446	\$8,462	\$10,609	\$11,718	\$6,596	\$7,050	\$7,850	\$9,984	\$10,975

Amador County	Amount									
	Infant					Preschooler				
	2009	2012	2014	2016	2018	2009	2012	2014	2016	2018
Child Care Center	\$10,699	\$11,326	\$13,635	\$11,709	\$10,967	\$7,253	\$8,163	\$8,537	\$7,944	\$8,174
Family Child Care Home	\$6,197	\$7,024	\$8,349	\$7,388	\$8,256	\$6,062	\$6,806	\$7,534	\$7,022	\$7,617

Tuolumne County	Amount									
	Infant					Preschooler				
	2009	2012	2014	2016	2018	2009	2012	2014	2016	2018
Child Care Center	\$10,576	\$11,326	\$12,232	\$11,709	\$11,560	\$7,293	\$8,163	\$8,555	\$8,283	\$8,734
Family Child Care Home	\$5,648	\$7,103	\$7,984	\$7,904	\$8,817	\$5,652	\$6,699	\$7,300	\$7,306	\$8,230

Definition: Estimated annual cost of full-time licensed child care, by age group and type of facility (e.g., in 2018, full-time licensed child care for an infant in a child care center cost \$17,384 annually in California). Data Source: As cited on kidsdata.org, California Child Care Resource and Referral Network, California Child Care Portfolio (Feb. 2020).

#### Estimated Availability of Childcare

Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne Counties	Percent				
	2008	2010	2012	2014	2017
Children for Whom Spaces Are Available	37.1%	31.9%	27.3%	27.6%	24.7%
Children for Whom Spaces Are Not Available	62.9%	68.1%	72.7%	72.4%	75.3%

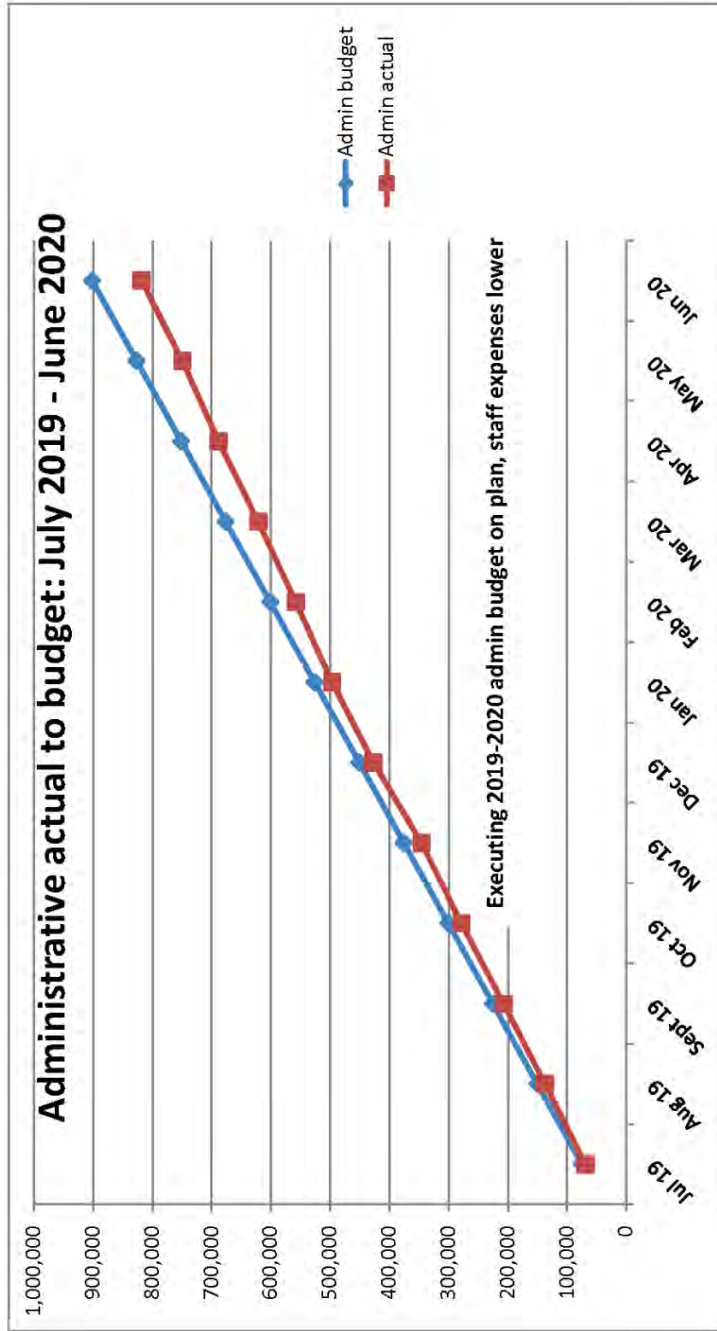
Notes: Over the past three years, the number of child care slots has reduced on average by approximately 34% each year (Tuolumne County Public Health 2019 report)

Definition: Estimated percentage of children ages 0-12 with parents in the labor force for whom licensed child care spaces are available and unavailable (e.g, in 2017, licensed child care spaces were available for 24.5% of children with working parents in California). Data Source: As cited on kidsdata.org, California Child Care Resource and Referral Network, California Child Care Portfolio (Jun. 2018); U.S. Census Bureau, American Community Survey public use microdata (Dec. 2019).

#### Results from Community Surveys and Focus Groups

Because of our small counties and the lack of most current data, it is also useful to survey our families and residents of both counties who use and do not use Head Start Services. In 2018 and 2019, ATCAA collected a total of 3,784 surveys and conducted 3 focus groups, all of which included clients, community groups, stakeholders, and community partners seeking information on greatest needs. In no particular order, the top needs identified were as follows:

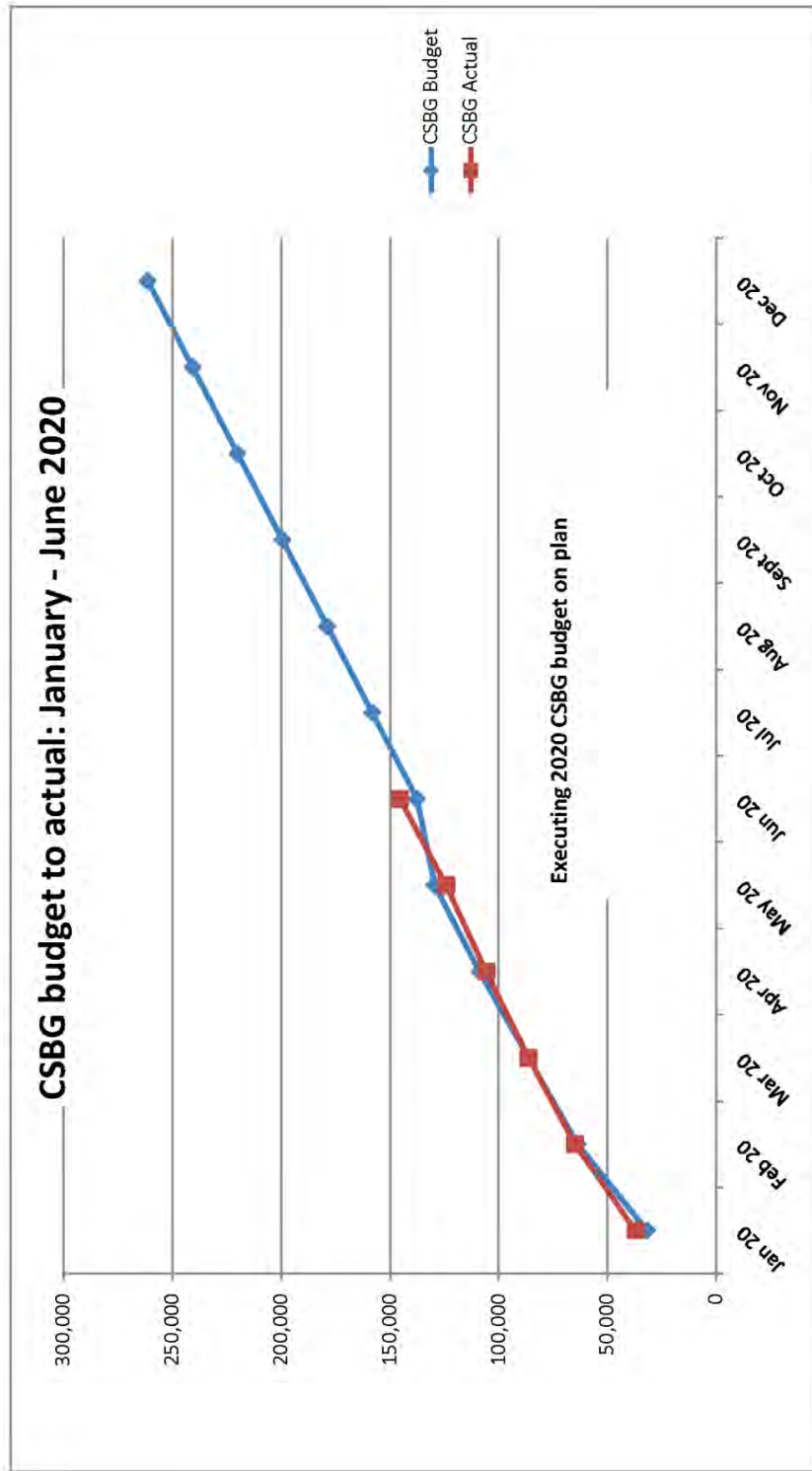
- Affordable Housing/Rentals
- Medical/Dental/Mental Health Services
- PG&E/Propane
- Food/Food Stamps
- Transportation Services
- Affordable Childcare
- Life Skills Programs/Services (such as classes on relationships, resolving conflicts, parenting and financial literacy)
- Free/Affordable Legal Services



**AMADOR TUOLUMNE COMMUNITY ACTION AGENCY**  
 2019-20 Administrative Actual to budget report: July 2019 - June 2020

	19-20 Budget Funds 91451 & 91461	July 2019- June 2020 Unaudited	% Budget received	Amount Budget Remaining	20-21 Budget Funds 91471 & 91481
<b>REVENUE</b>			<b>100%</b>		
Amador & Tuolumne Counties	\$54,000	\$54,000	100%	\$0	\$54,000
Private Revenue-Non Fed	0	41		-41	0
Contractual Admin. Revenues:					
2019 CSBG (Jul19-Dec19)	70,000	75,000	107%	-5,000	70,000
2020 CSBG (Jan20-Jun20)	70,000	75,000	107%	-5,000	70,000
Contractual Admin. Revenue	710,260	638,522	90%	71,738	703,368
<b>Total Cash Revenue</b>	<b>\$904,260</b>	<b>\$842,563</b>	<b>93%</b>	<b>\$61,697</b>	<b>\$897,368</b>
<b>DIRECT EXPENSE</b>			<b>% Budget spent</b>		
Personnel Expense					
Total Salaries & Wages	\$435,864	\$416,200	95%	\$19,664	\$440,923
Total Fringe Benefits	179,756	173,200	96%	6,556	180,895
<b>Total Personnel Expense</b>	<b>\$615,620</b>	<b>\$589,400</b>	<b>96%</b>	<b>\$26,220</b>	<b>\$621,818</b>
Non-personnel Expense					
Total Travel (Out-of-Area)	\$800	\$598	75%	\$202	\$1,200
Total Supplies	9,800	7,953	81%	1,847	8,300
Total Contractual	172,000	132,678	77%	39,322	164,200
Total Other (Equipment Expense)	8,350	7,601	91%	749	9,600
Total Other (General Personnel Costs)	5,000	1,765	35%	3,235	4,400
Total Other (General Operating Costs)	35,740	27,067	76%	8,673	34,050
Total Other (Space/Occupancy Costs)	54,400	51,275	94%	3,125	51,130
Total Other (Special Departmental Costs)	0	0	0%	0	0
<b>Total Non-personnel Expense</b>	<b>\$286,090</b>	<b>\$228,937</b>	<b>80%</b>	<b>\$57,153</b>	<b>\$272,880</b>
<b>TOTAL DIRECT EXPENSE</b>	<b>\$901,710</b>	<b>\$818,337</b>	<b>91%</b>	<b>\$83,373</b>	<b>\$894,698</b>
<b>BOARD of DIRECTORS EXPENSE</b>					
Non-personnel Expense					
Total Supplies	500	0	0	500	\$100
Total Other (General Personnel Costs)	0	285	0	-285	\$350
Total Other (General Operating Costs)	2,050	1,804		246	2,220
<b>TOTAL BOARD of DIRECTORS EXPENSE</b>	<b>\$2,550</b>	<b>\$2,089</b>	<b>82%</b>	<b>\$461</b>	<b>\$2,670</b>
<b>TOTAL ADMIN EXPENSE</b>	<b>\$904,260</b>	<b>\$820,426</b>	<b>91%</b>	<b>\$83,834</b>	<b>\$897,368</b>
Revenue over/under Expenditures					
Total Revenue	\$904,260	\$842,563		-\$61,697	\$897,368
Less Total Expenditures	-904,260	-820,426		-83,834	-897,368
Current Year Revenue over/under Expenditures	\$0	\$22,137		\$22,137	\$0
Carryover from prior years	177,165	177,165			199,302
Year end revenue over/under expenditures	\$177,165	\$199,302			\$199,302





8,3231 - 1/20-12/20 CSBG \$261,283

CSBG Budget	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20
	31,861	63,722	86,294	108,866	129,481	137,597	158,212	178,828	199,443	220,059	240,667	261,283
CSBG Actual	37,119	64,971	86,286	105,737	124,181	145,375						



**Amador Tuolumne Community Action Agency**  
**Statement of Net Position (Balance Sheet) - Comparative**

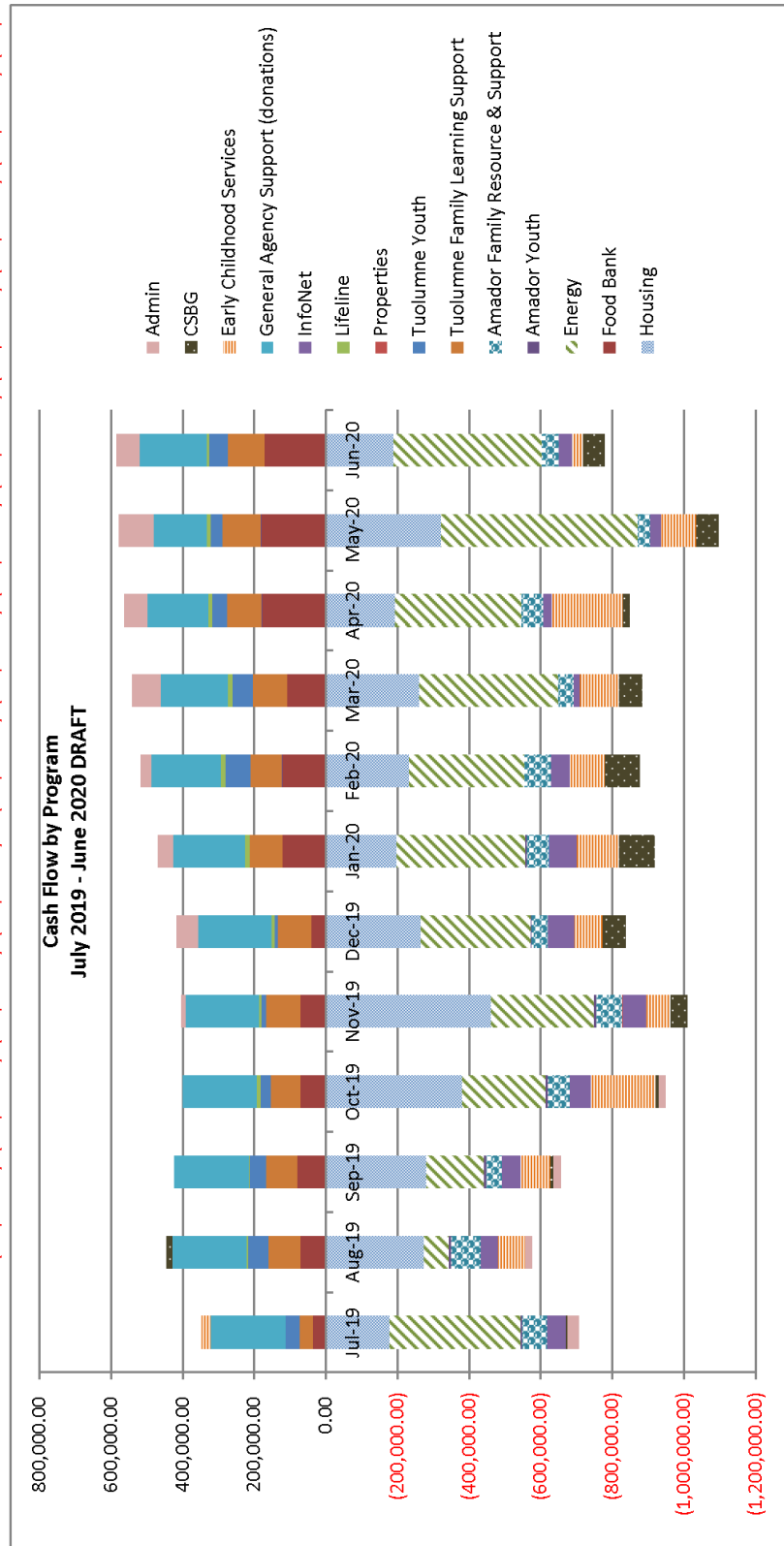
	<b>UNAUDITED</b>		<b>AUDITED</b>	
	<u>June 30, 2020</u>		<u>June 30, 2019</u>	
	Operating	Capital Assets	Operating	Capital Assets
<b>Assets</b>				
Cash	2,931,455		967,911	
Prepaid Deposits & Expenses	347,279		340,645	
Accounts Receivable	1,271,974		1,206,189	
Weatherization Materials Inventory	91,003		79,493	
Construction In Progress				
Structures & Improvements		6,840,379		6,840,379
Vehicles & Equipment		1,131,710		1,131,710
Land		460,999		460,999
Accumulated Depreciation		-3,486,081		-3,486,081
<b>Total Assets</b>	<u>4,641,711</u>	<u>4,947,006</u>	<u>2,594,238</u>	<u>4,947,006</u>
<b>Liabilities</b>				
Accounts Payable	638,461		457,598	
Refundable Deposits	15,069		10,315	
Salaries & Benefits Payable	34,608		92,504	
Accrued Paid Time Off	173,712		142,570	
Notes Payable	0	342,485	0	357,916
Deferred Revenue	<u>3,124,334</u>		<u>1,428,051</u>	
<b>Total Liabilities</b>	<u>3,986,183</u>	<u>342,485</u>	<u>2,131,038</u>	<u>357,916</u>
<b>Net Assets</b>				
Invested in Capital Assets		4,604,522		4,589,090
Committed Fund Balance				
For Contingencies	60,000		60,000	
For Future Development	<u>40,000</u>		<u>40,000</u>	
Total Committed Fund Balance	<u>100,000</u>		<u>100,000</u>	
Assigned Fund Balance				
For Lease Opt-Out	40,103		40,103	
For Employee Health Insurance	<u>148,003</u>		<u>112,821</u>	
Total Assigned Fund Balance	<u>188,106</u>		<u>152,924</u>	
Unassigned Fund Balance	<u>367,422</u>		<u>210,276</u>	
<b>Total Net Assets</b>	<u>655,528</u>	<u>4,604,522</u>	<u>463,199</u>	<u>4,589,090</u>
	<u>4,641,711</u>	<u>4,947,006</u>	<u>2,594,238</u>	<u>4,947,006</u>

Amador Tuolumne Community Action Agency  
Revenue and Expenditure Report / Income Statement

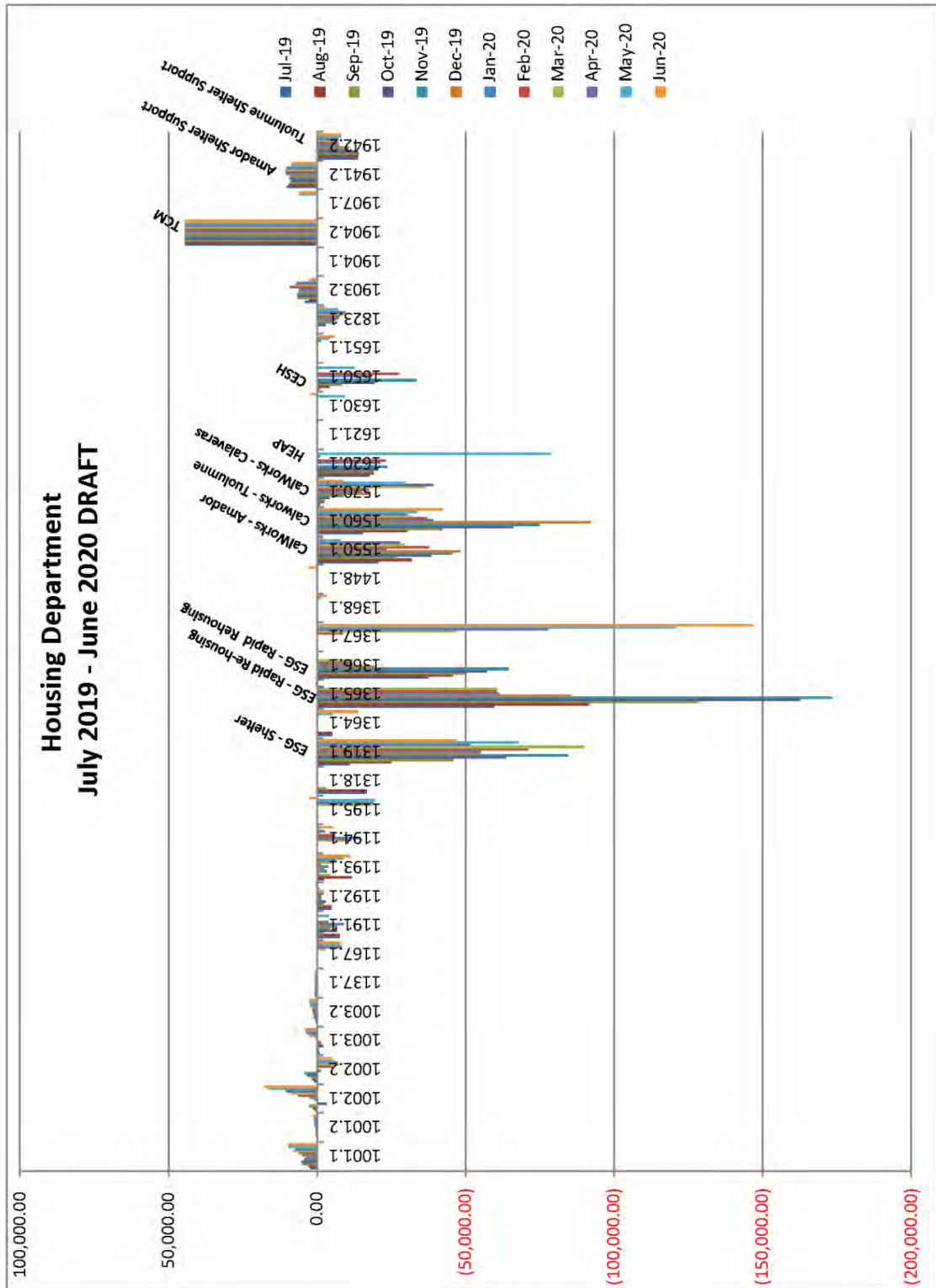
July 1, 2019 - June 30, 2020

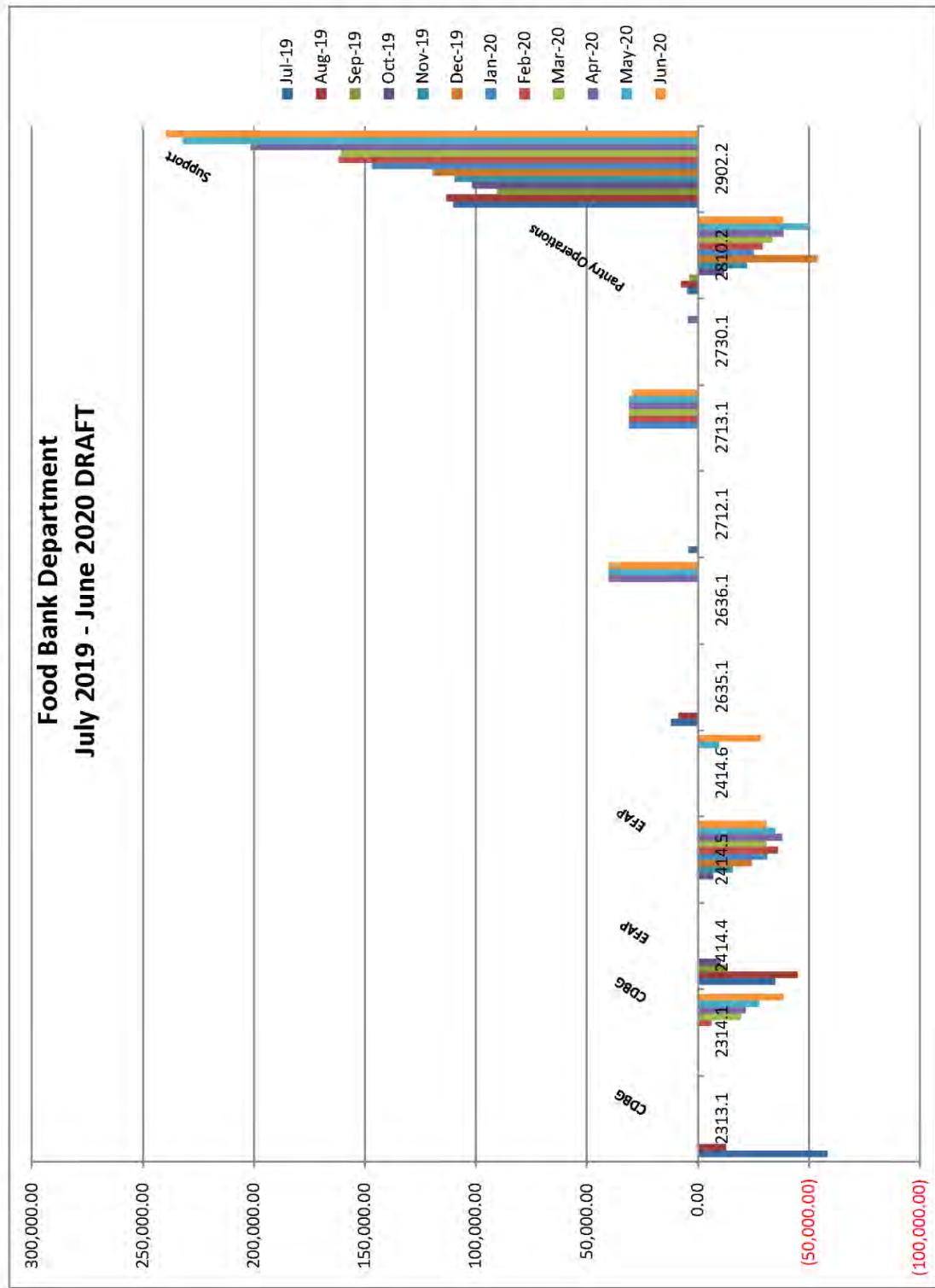
	<b>Budget</b>		<b>Month 12 - 100%</b>
	<b>July 1, 2019 - June 30, 2020</b>	<b>Current Period Actual</b>	<b>% of budget received</b>
<b>Revenue</b>			
Cash and accrued Revenue			
Direct Federal Revenue	3,451,975	3,330,575.51	96%
State Revenue(Pass-through Fed	2,676,118	2,358,410	88%
State Revenue (Non-Federal)	773,241	1,619,048	209% HEAP,CESH
Local Govern.Rev.(Pass through	756,341	512,294	68% CalWorks
Local Govern.Rev.(Non-Federal)	553,031	564,954	102%
Private Revenue-Non Fed	120,333	270,846	225% Anthem, SH, other food
Private Rev. (Pass through Fed	23,804	35,346	148% FEMA
Community Donations	54,785	190,015	347% \$100k trust, F. bank
Client Fees	111,359	96,988	87%
Miscellaneous Revenue	141,597	160,889	114%
Interest Revenue	8,026	9,708	121% Interual borrowing
Rental Income	139,240	134,747	97%
Contractual Admin. Revenue	851,925	742,581	87%
Total Cash Revenue	9,661,775	10,026,401	104%
Total Non-cash Revenue	1,405,911	1,942,930	138% Food bank, admin indirect
Total Revenue	11,067,686	11,969,331	108%
<b>Direct Expense</b>			
			<b>% budget spent</b>
Personnel Expense			
Total Salaries & Wages	3,796,218	3,736,737	98%
Total Fringe Benefits	1,454,724	1,478,618	102%
Total Personnel Expense	5,250,942	5,215,355	99%
Non-personnel Expense			
Total Travel (Out-of-Area)	16,617	18,864	114% Timing
Total Major Equipment and Assets	85,233	127,372	149% Head Start Blue Bell
Total Supplies	182,115	154,205	85% COVID underspending
Total Contractual	793,926	1,254,091	158% CoC agency pass through
Total Other (Equipment Expense)	176,592	121,430	69% COVID underspending
Total Other (General Personnel Costs)	97,871	86,361	88% Less travel
Total Other (General Operating Costs)	218,443	231,681	106% Census,EITC outreach
Total Other (Space/Occupancy Costs)	612,886	599,315	98% Lower maintenance
Total Other (Special Departmental	1,375,221	1,236,875	90% Lower client assistance
Total Non-personnel Expense	3,558,904	3,830,195	108%
Total Direct Expense	8,809,846	9,045,550	103%
Total Indirect Expense	851,927	788,522	93%
Total Non-cash Expense	1,405,913	1,942,930	138%
Excess Revenue over Expense	0	192,329	
		9,834,072	
Health fund		35,182	
Program funds		157,147	

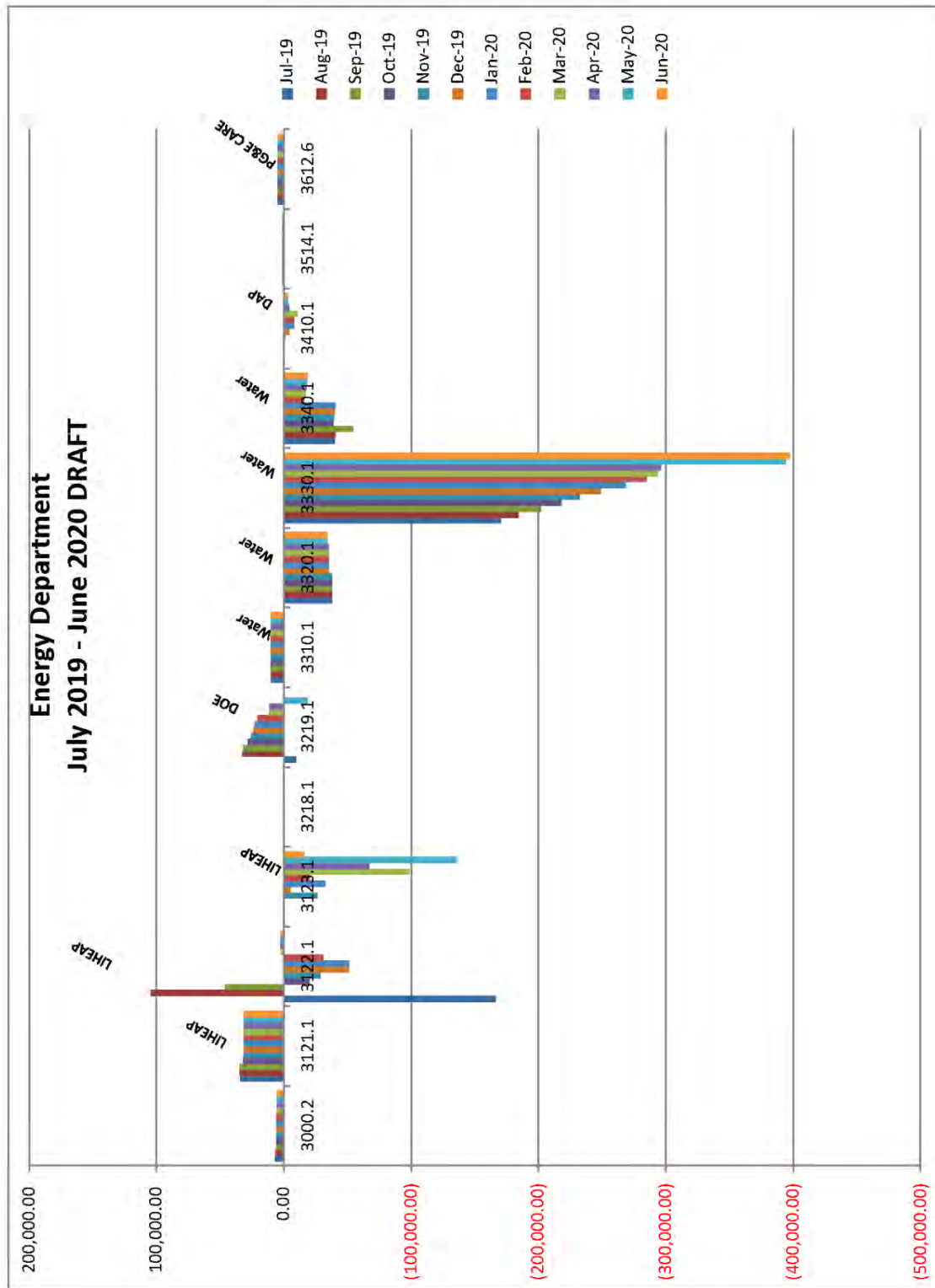
Totals By Program	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
Housing	(177,577.36)	(274,627.95)	(281,976.03)	(381,254.25)	(461,836.90)	(266,701.48)	(197,460.33)	(233,941.39)	(261,506.97)	(193,207.50)	(322,255.66)	(190,311.40)
Food Bank	37,966.31	72,011.38	80,972.78	72,918.47	71,927.64	41,359.56	121,509.48	121,592.07	108,199.05	179,353.01	181,587.91	172,852.08
Energy	(367,994.98)	(69,757.06)	(160,086.04)	(233,037.91)	(286,905.56)	(307,413.95)	(360,189.09)	(321,676.47)	(387,754.05)	(353,587.69)	(549,279.92)	(414,034.11)
Amador Youth	(3,498.82)	(6,391.78)	(7,489.24)	(7,489.24)	(7,046.19)	(1,750.00)	(4,610.97)	(74,862.22)	1,754.33	1,403.73	2,569.41	274.04
Amador Family Resource & Support	(68,749.27)	(82,248.90)	(41,842.27)	(59,452.42)	(73,421.83)	(45,346.76)	(60,206.59)	(74,862.22)	(44,135.11)	(60,330.86)	(34,384.62)	(47,383.56)
Tuolumne Family Learning Support	36,861.77	88,769.94	86,759.86	83,065.92	95,424.56	94,435.80	92,025.72	86,842.05	94,384.11	95,465.60	106,715.12	102,240.91
Tuolumne Youth	38,950.21	58,073.74	45,053.44	27,879.00	13,444.93	8,863.06	(2,150.96)	69,690.40	56,510.49	41,568.95	31,714.02	52,162.18
Properties	(432.52)	(819.41)	(650.91)	(482.41)	(313.91)	(145.41)	23.09	191.59	360.09	528.59	697.09	(247.41)
Lifeline	(221.69)	3,447.07	2,914.01	9,415.77	7,244.24	8,341.43	13,167.59	13,613.75	13,280.26	11,036.83	10,546.75	7,175.31
InfoNet	(52,808.56)	(47,123.40)	(53,074.20)	(60,314.78)	(67,179.63)	(74,516.21)	(77,915.96)	(50,934.08)	(17,501.65)	(24,045.89)	(30,277.61)	(37,596.29)
General Agency Support (donations)	208,070.66	207,979.92	207,581.77	203,364.20	204,695.38	204,453.74	201,596.28	193,808.78	186,713.39	170,483.57	148,470.63	186,949.30
Early Childhood Services	25,916.90	(76,575.87)	(82,896.74)	(180,288.13)	(66,341.15)	(78,216.32)	(116,088.73)	(98,692.77)	(108,696.55)	(199,103.59)	(98,672.63)	(29,263.11)
CSBG	(3,762.52)	15,499.00	(9,178.37)	(9,182.40)	(45,277.24)	(63,452.28)	(99,230.07)	(96,065.29)	(62,498.94)	(16,885.09)	(60,732.09)	(58,972.82)
Admin	(31,299.16)	(16,730.96)	(18,865.50)	(15,520.17)	10,609.72	60,000.34	41,299.93	28,889.03	79,276.87	63,141.83	96,084.66	63,702.97
Net Receivables	(358,579.03)	(128,494.28)	(232,777.44)	(548,378.35)	(604,975.94)	(420,088.48)	(447,230.61)	(359,011.12)	(341,614.68)	(284,178.51)	(517,216.94)	(192,451.91)

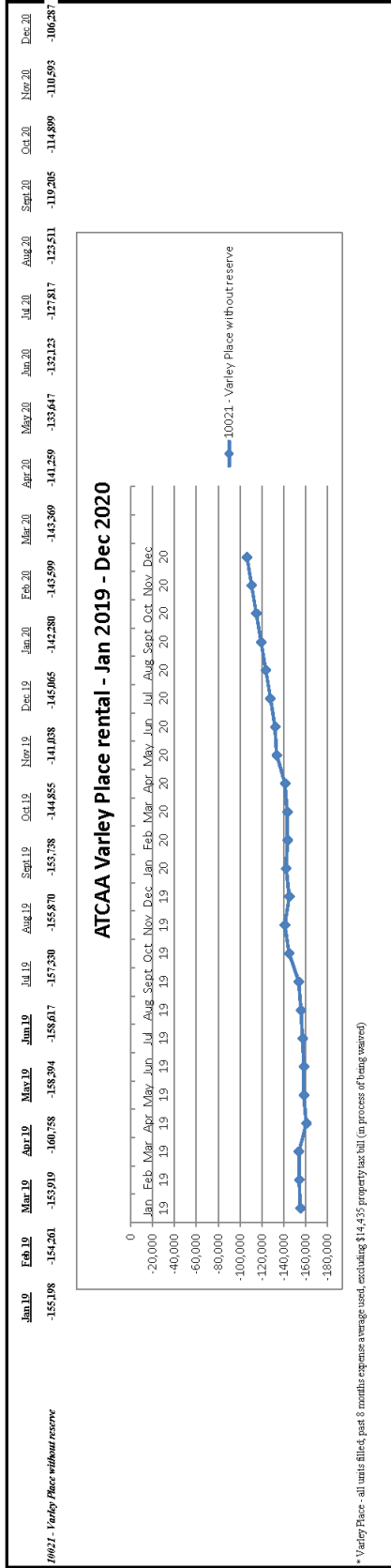
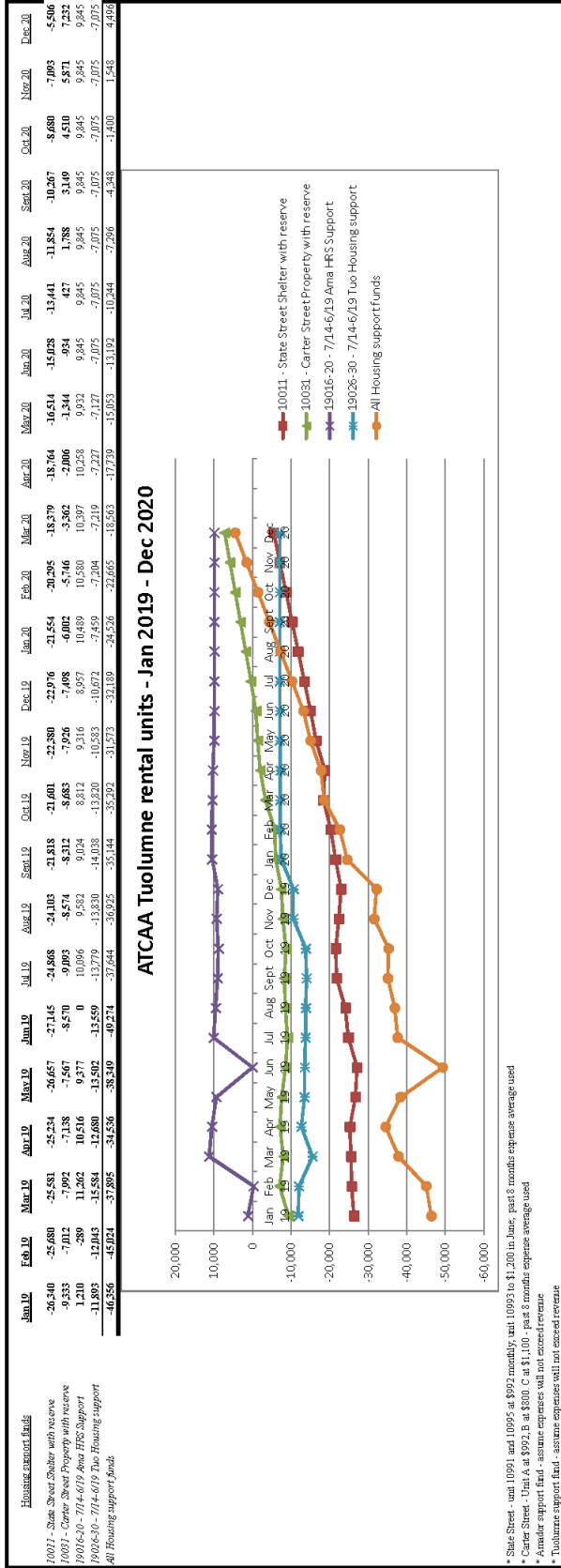


347,765.85    350,259.11    337,471.11    208,939.46    403,346.47    417,453.93  
 (706,344.88)    (478,753.39)    (570,248.55)    (757,317.81)    (1,008,322.41)    (837,542.41)











**ATCAA Fiscal Officer Narrative – August 2020 p1**

Still busy with new contracts, extensions and revisions. Cash flow issues are still no problem with up front receipt of HHAP \$1.9 million and COVID \$316k. The current Umpqua line of credit extension is on a 3 month extension – with no need for bank borrowing, we will re-negotiate for a 2021 renewal. We continue to borrow against funds advanced, saving money. Property insurance increased, much less due to using Cal Fair Plan quote.

We are still responding to the one remaining Targeted Case Management (TCM) audit.

**Housing – Denise Cloward      Issue: timely funding and contract receipt**

*COVID: Housing is fully operational – full time work, generally from home.*

Community Dev. Block Grant (CDBG): Tuolumne only – (\$75k over 2 yrs) Housing

Stabilization through 9/21 being billed; new COVID funds in process – up to \$189k.

Emergency Shelter Grants (ESG): New \$200k Shelter contract (1320.1) is now being expensed, with new homeless prevention/rapid rehousing funds now running low.

New funds applied for may be available in fall.

CalWorks – New Amador and Tuolumne contracts set at last year's levels. Calavaras will not contract with ATCAA for 2020-21. Only Amador fully spent 2019-20 contract.

Continuum of Care: ATCAA as administrator CESH #1 (received \$225K advance 12/9/19, spent 22%), HEAP funds (received a lump \$1.2 million, interest bearing, spent 65%) and COVID-19 funding (received \$316k, spent 75%).

HHAP funds (received a lump \$1.9 million) received county responses to RFP – to be spent over years. ATCAA is the admin entity for all 4 counties. Tuolumne County submitted a request for all funds including CSCoC, choosing not to fund ATCAA, Appeals are in process, as of 8/7/2020.

Varley Place: No vacant units at the moment, VASH funds are being received timely. At full occupancy, this project projects a small net positive result.

CACFP: supplements shelter food costs – needs about \$1,000/month from operations

Carter St/Rose quartz: fully occupied, is now running a small net positive result.

**Food bank – Joe Tobin      Issue:**

*COVID: Food bank is fully operational – full time from warehouse. Social distancing and PPE protections in place.*

Community Dev. Block Grant (CDBG): \$391k contract over 2 years now being billed through Sept 2021. New COVID funds in process – \$140k for equipment.

Emergency Food Assist. Program (EFAP): CARES \$71k is being spent first through Sept 2020. New \$125k normal EFAP may be extended thru 9/2022. This pays for staff to handle free Fed commodities – billed quarterly.

State EFAP: New \$43k grant for 2020-21 awarded - only pays for CA food.

Anthem generator: Holding \$31k to purchase emergency generator.

Steinberg/Goldberg foundation: New \$40k set aside for equipment.

Feeding America: Awarded another \$35k for operations in 2020-21, as a donation.

Adventist Health: Received \$20,800 to support purchase of new refrigeration truck

Pantries: pays for food on a per pound basis

Donations: Holiday/soliciting letters are important.

Fundraising: A local celebrity fundraiser and a new cooking-oriented fundraiser have both been postponed due to COVID. \$20K commitment from Sonora Sunrise Rotary for generator project is uncertain.

**ATCAA Fiscal Officer Narrative – August 2020 p2****Energy – Astrid Torres      Issue: timely water billings**

*COVID: Some Wx staff returned to work on 8/3, outreach/intake working from home.*  
 Low Income Heat & Energy Assist Program (LIHEAP): weatherization & PGE assist – consistent funding, cash advance has been used, Wx staff laid off for COVID  
 DOE: small, slow spending – some of a cash advance remains for this program.  
 Amendment -3 submitted, 50% reduction is consistent with our capacity.  
 TCRCD DWR water conservation: all water made up half of the line of credit balance  
 Prop 84 water/DWR water direct: slow paying  
 Solar contract: Received – not in operation due to COVID

**Amador youth – Pat Porto      Issue: last year of 5 year contract**

*COVID: Full time work, from home, therapists not working – will probably be underspent*  
 Child Abuse Treatment (CHAT): New 1 year \$230k proposal filed for 2021.  
 IDA: \$15k foster youth; contracted coordinator put fundraising on hold due to COVID.  
 United Way Relief Fund for Families: \$20k for 40 Amador families has increased to \$50K for 100 families affected by COVID-19, almost spent out

**Tuolumne youth – Bob White      Issue:**

*COVID: Staff severely reduce hours, school is out – will probably be underspent.*  
 Friday Night Live (FNL): spending under budget  
 Mentoring: spending under budget  
 Suicide prevention: spending under budget, new contract received and signed by ATCAA  
 Opioid safety: underspent – new contract got a no-cost extension to fiscal year end  
 Youth Empowerment Solutions (YES) partnership:

**Community – various      Issue:**

*COVID: Staff working fewer hours, outreach impacted*  
 Central Sierra connect (Patrick): 4th yr on a no-cost extension \$73k/yr for Broadband, will end in September.  
 Lifeline (Tonya): program is adding clients, difficulty finding/retaining volunteers due to COVID.  
 Community Services Block Grant (CSBG): Additional \$37k to this year's contract being partly applied to drug free program in Amador. Increased CARES Act \$350k in funding application due Aug 14.  
 CSBG Earned Income Tax Credit (EITC): New contract awarded at \$110k starting 10/20 for year end 6/21. COVID makes outreach difficult, plans are changing.  
 Census: Initial Tuolumne \$65k funding boosted by added \$97K will expand outreach, COVID and early shutdown makes outreach difficult, plan is changing.

**ATCAA Fiscal Officer Narrative – August 2020 p3****Early Child Services – Nancy Miner    Issue: transition plan for higher enrollment**

*COVID: Head Start/State preschool allows payment of normal hours during COVID, tracking unpaid hours on which staff doesn't earn PTO*

Head Start/Early Head Start: 2019 underspending rollover, 2% COLA (retro to Jan.) and new COVID funding of \$204k approved. HS & EHS shut down in-class services, but HS and CSPP allows expensing costs as normal.

Latino outreach: spending within budget – underspent due to COVID

CACFP: supplements Head Start food costs, underspent due to inability to charge staff costs in COVID times - needs about \$1,000/month from operations

Cal State Preschool Program (CSPP): higher funding/child makes program self-sufficient.

Family Learning Center (FLC): spending reduced – and revised budget accepted.

**Administration – Bruce Giudici    Issue:**

*COVID: AP: fewer invoices = shorter hours, rest of fiscal mostly full time remote work*

Admin budget running positive. Payroll savings (\$22k) offset lower indirect on under earning contracts.

**Health insurance/special projects    Issue:**

Health fund running positive (\$35k) due to lower participation

Spending on yellow bldg. needed - \$90k available

**CSBG CARES Program budget - March 27, 2020 - May 31, 2022****Salaries**

Drug Free Community (Startup to augment CSBG Discretionary funding)	\$42,632	
Isolation time (24 staff * \$15/hr*80 hrs)	28,800	
Outreach Dollars (Video Training, Constant Contact) (1 IT staff \$23.81/hr*180hr)	4,286	
<b>Total salaries</b>		<b>\$75,718</b>

**Fringe**

Drug Free Community (Startup to augment CSBG Discretionary funding)	\$10,901	
Isolation time (24 staff * \$6/hr*80 hrs)	11,520	
Outreach Dollars (Video Training, Constant Contact) (1 IT staff \$9.52/hr*180hr)	1,714	
<b>Total fringe</b>		<b>\$24,135</b>

**Operating expense**

Drug Free Community (Startup to augment CSBG Discretionary funding)	\$6,467	
PPE Costs (\$1.5K / mo.)	36,000	
<b>Total operating expense</b>		<b>\$42,467</b>

**Equipment**

BU Generators for Service Centers during power outage (Negotiate 50/50% pay/owner)	\$30,000	
Computer assets (5 laptops, 3 routers, 5 gigabit switches, VPN licenses)	9,000	
<b>Total equipment</b>		<b>\$39,000</b>

**Contract/consultant**

Distance Learning: WebEx licenses, professional Zoom, etc.	\$12,000	
Digitizing Needs Assessments and Intake forms (eDocs)	16,000	
Teleconferencing Applications: WebEx / Zoom (licenses)	4,000	
<b>Total contract/consultant</b>		<b>\$32,000</b>

**Other**

Transportation Vouchers (1,000 * \$20)	\$19,976	
Rental / Mortgage Assistance (60 * \$1,000)	60,000	
Water Vouchers (100 * \$400)	40,000	
Paying (\$200) bills for 160 HS/EHS families affected by COVID-19.	32,000	
<b>Total other</b>		<b>\$151,976</b>
		<b><u>\$365,296</u></b>



## AMADOR TUOLUMNE COMMUNITY ACTION AGENCY PERSONNEL POLICIES

### 3.4.8 Conflict of Interest in Hiring - **DRAFT**

(Board – xx/xx/xx, PC – xx/xx/xx, Effective – xx/xx/xx)

ATCAA wants to ensure that agency practices do not create situations such as conflict of interest or favoritism based on employment of family members. This extends to practices that involve employee hiring, promotion and transfer.

No person will be hired for **or promoted/transferred to** an ATCAA position over which ~~an immediate~~ **a** family member (**as defined below**) exercises direct supervisory authority or directs the work of another immediate family member.

~~Immediate family members may not work under the same direct supervisor, or hold a position where they would work with a family member under the same direct supervisor.~~

No ATCAA or **Policy Council (PC)** ~~PC~~ member, nor any ~~immediate~~ family member of an ATCAA Board or PC member, may be hired for any ATCAA position, except that a PC member may occasionally substitute in the ATCAA ECS/Head Start Program.

~~“Immediate Family Member”~~ includes any of the following: spouse, domestic partner, sibling, child, parent, grandparent, grandchild, foster parent, step parent, sibling-in-law, child-in-law, parent-in-law, uncle, aunt, nephew, niece, step-sibling, and step-child. **“Family Member” also includes domestic partners (a person with whom the employee’s life is interdependent and who shares a common residence) and, a daughter or son of an employee’s domestic partner.**

~~Note: This policy is effective 05/01/13 and hiring and placement situations prior to this date are grandfathered in and this policy does not affect those current situations.~~

#### **Procedures**

**If employees begin a dating relationship or become relatives, partners or members of the same household, and one party is in a supervisory position exercising supervisory responsibilities over the other party, that person is required to inform management and human resources of the relationship. The employees will have 60 days to resolve the situation on their own. After 60 days, if the employees have not yet resolved the situation on their own by means acceptable to ATCAA, such as a transfer or employment outside the agency, the employees’ supervisors will work with human resources (HR) to determine the most appropriate action for the specific situation. This may include transfer or, if necessary, termination of one of the employees.**



**AMADOR TUOLUMNE COMMUNITY ACTION AGENCY  
PERSONNEL POLICIES**

If there is a situation where an action of ATCAA, such as reduction in workforce, results in an involuntary circumstance in which two relatives, partners or members of the same household may be reporting to each other, one of the employees will be reassigned within 60 days. During those 60 days, the supervisory employee will not have involvement or direct input in the employment decisions of the other employee.

ATCAA reserves the right to apply this policy to situations where there is a conflict or the potential for conflict because of the relationship between employees, even if no direct reporting relationship or authority is involved. In these situations, ATCAA will reassign one of the employees within 60 days.

Any exceptions to this policy must be approved by the Executive Director. Written justification for the exception must be submitted to HR prior to any employment decisions.

## AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY BOARD BYLAWS

Adopted in 1981

Reviewed/Revised in 6/83, 6/86, 10/89, 7/91, 7/93, 4/95, 10/96, 8/98, 2/01, 3/09, 8/10, 2/19

## SECTION B. EXECUTIVE COMMITTEE

The Executive Committee shall consist of up to seven (7) members. The membership will consist of the Board Chair, Vice-Chair, Secretary/Treasurer, and one Joint Powers Governing Board member from each county. The remaining seats will be appointed in such a way as to adhere closely to the appropriate proportions of the public, private, and low-income sector, each sector being made up of members from both counties. The Board Chair shall be the Chair of the Executive Committee. The Executive Committee shall have the following responsibilities:

1. Review and report to the Board on proposed new programs presented by the ATCAA staff or Board members.
2. Advise and confer with the Executive Director on project planning, program development, budget proposals and program administration.
3. Make recommendations to the Board on policies for project developments.
4. Review and evaluate projects in operation.
5. Transact routine and ordinary business between regular meetings of the Board with the authority of the Board for those items of business where time is of the essence and cannot be held over until the next regular Board meeting. The exception to this authority is Early Head Start/Head Start actions which require Board approval.
6. Report to the Board actions taken between regular Board meetings.
7. The Chairperson of the Board will appoint a special committee of the Executive Committee to annually review and evaluate the Executive Director's performance and recommend the Executive Director's contract and salary to the Executive Committee or Board.

**Committee Assignments  
2020**

**EXECUTIVE COMMITTEE:**

**Lynn Morgan, Board Chairperson – Chairperson of Committee:** Private Sector, Amador County

**Walt Kruse, Board Vice Chairperson –** Low Income Sector, Tuolumne County

**Karl Rodefer, Board Secretary/Treasurer –** Public Sector, Tuolumne County

**Jeff Brown –** Public Sector, Amador County

**Ryan Campbell –** Public Sector, Tuolumne County

**Joni Drake –** Low Income Representative, Amador County

**Lloyd Schneider –** Private Sector, Tuolumne County



**Proposed timeline for Executive Director Review meetings:**

8/24-8/28 Meeting - 30 minutes:

- 1) Finalize questions to be asked
- 2) Finalize list of reviewers (Board members, key staff, and community members. ED will create list and provide contact information)

8/31 Survey created by committee member or designated staff and link emailed out

9/1-9/20 Survey available

9/21 Survey data compiled by committee member or designated staff

9/21-9/25 Meeting - 90 minutes:

- 1) Review compiled data

9/28-10/7 Meeting - 90 minutes:

- 1) Conduct review with Executive Director

10/9 Report out findings in Closed Session at the regularly scheduled October 9<sup>th</sup> Board meeting

6/19/2020

Mail - Rachel Leach - Outlook

**Review of Organizational Standards 2020 (Public ).**

DoNotReply@CommunitySoftwareGroup.com &lt;DoNotReply@CommunitySoftwareGroup.com&gt;

Fri 6/19/2020 1:39 PM

To: Rachel Leach &lt;rleach@atcaa.org&gt;

**A Organizational Standards 2020 (Public ) Report was  
Reviewed****Here are the details:****Agency:** ATCAA**Fiscal Year:** 2020**Period:** 1**Version:** 1**Reviewed At:** 6/19/2020 1:37:25 PM**Reviewed By:** Stephanie Williams**Review Status:** Accepted**Reviewer Message:** Thank you. Your 2020 Organizational Standards Assessment is accepted.**Submitter Username:** rleach**Submitter Full Name:** Rachel Leach**Submitter Title:** CSBG Coordinator**Submitted At:** 6/16/2020 2:41:55 PM

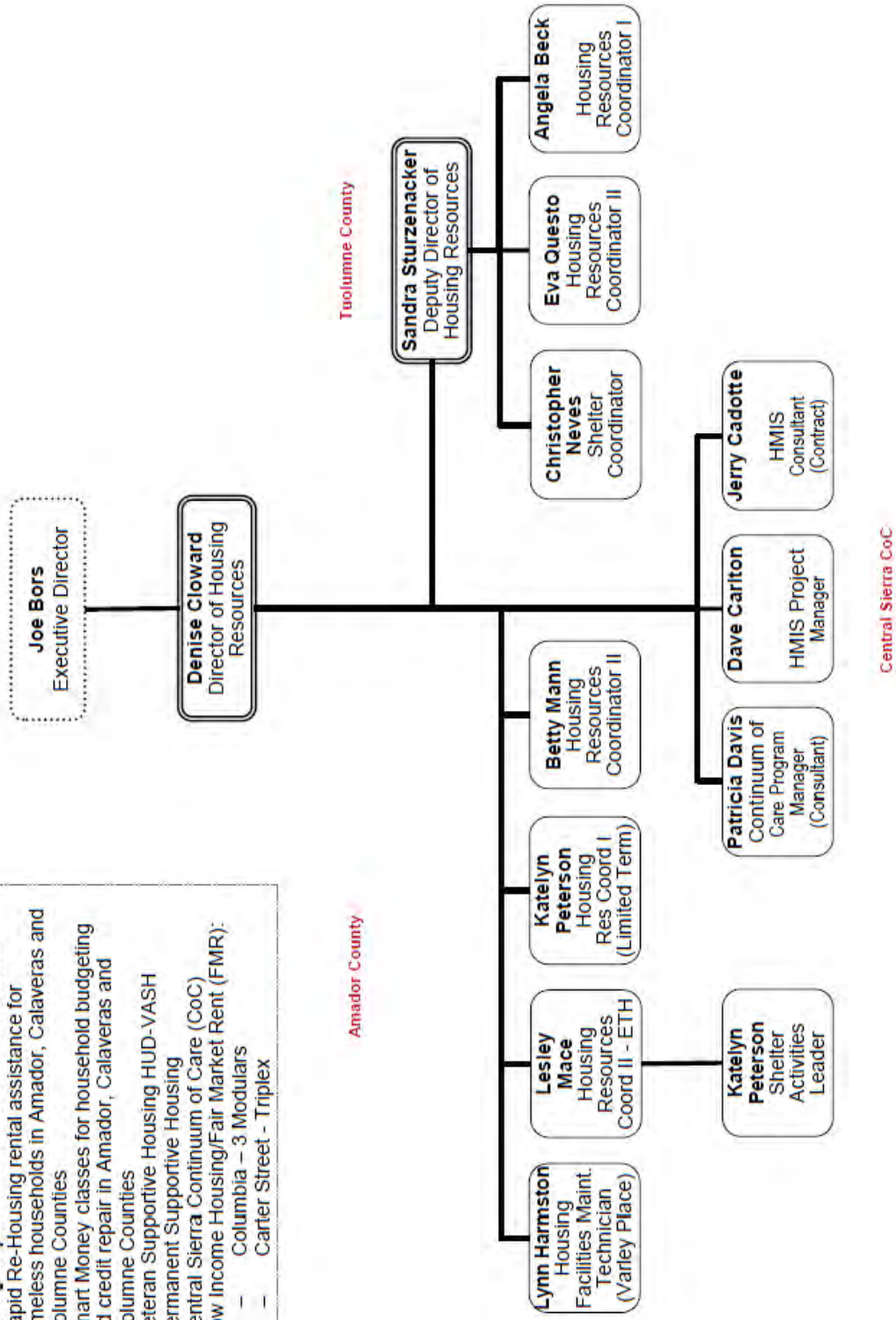




# Amador Tuolumne Community Action Agency Organizational Chart – July 2020

## Housing Resources

- Emergency Shelters in Sonora and Jackson
- Rapid Re-Housing rental assistance for homeless households in Amador, Calaveras and Tuolumne Counties
- Smart Money classes for household budgeting and credit repair in Amador, Calaveras and Tuolumne Counties
- Veteran Supportive Housing HUD-VASH
- Permanent Supportive Housing
- Central Sierra Continuum of Care (CoC)
- Low Income Housing/Fair Market Rent (FMR):
  - Columbia – 3 Modulares
  - Carter Street - Triplex





## HOUSING

Denise Cloward

### Contracts/Amendments

- ESG-CV \$548,000 Submitted via ECIVIS Portal (4 County wide)
- HHAP Funds- RFP Process complete 1.9, contracts in August 2020
- CDBG-CV Funds, Applied for Tuolumne T Cox \$100,000K (Prevention)
- 2020 ESG Competitive applications Binders x 4 submitted \$461,000
- Both Amador / Tuolumne EFSP/FEMA Distributed (Cares Act plus phase 38)
- Amador /Tuolumne HSP Awarded to ATCAA

### Accomplishments

- ESG-CV Submitted 4 County wide
- Finalized HHAP RFP Documentation for 4 County wide competition process.
- ATCAA to collaborate with Amador HHS to deliver modified RoomKey.
- Amador HHAP Awarded to ATCAA- Tiny cabins project

### In Progress

- CA-526 Agenda
- All CESH/ESG Annual reporting Workbooks, HMIS due to State 7/31/20
- HMIS-CES Coordinated Entry training and changes online (CA-526)
- Multiple County trainings in HMIS to HHS Staff across region

*Emergency Shelters in both Amador and Tuolumne County are working diligently with Public Health and other non congregate settings to keep all shelter residents safe.*



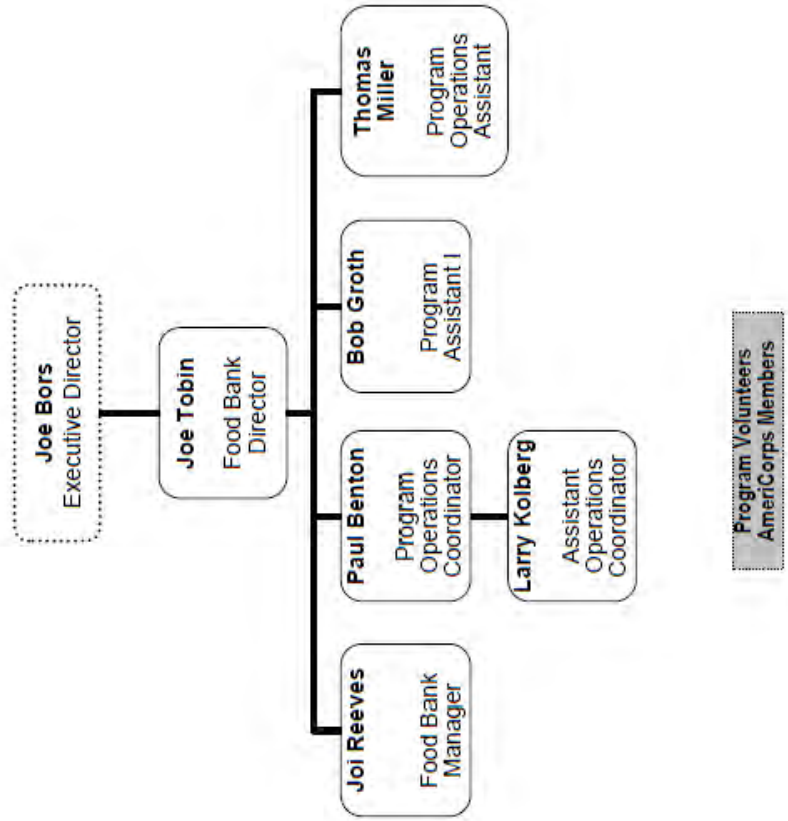


# Amador Tuolumne Community Action Agency

Organizational Chart – July 2020

## Tuolumne Food Program

- Distributing to local pantries
- Tuolumne Food Distributions
- Holiday Baskets
- Seniors/Homebound
- Food for Kids (Plus)
- Produce Program





FOOD BANK  
Joe Tobin

### *Contracts/Amendments*

- TEFAP 15-MOU-00151 increased base funding to \$52,697 (Total including FFCRA, CARES = \$196,838) **9/30/2021**
- TEFAP awarded FFCRA fund, an additional \$72,544 (covers all additional admin costs related to the program) **9/30/2021**
- TEFAP awarded CARES act fund, an additional \$71,597 (Covers COVID related expenses) **9/30/2020**
- CDSS awarded \$100K for Capacity Building Grant - (Attempting to purchase new walk-in freezer)

### *Accomplishments*

- Purchased additional PPE with CARES act fund to help minimize employee's exposure to COVID-19 – Hands free!
- Maintained flow of food purchases, as well as distribution, even with multiple hurdles in the way. - Supply Chain, COVID
- Partnered with a new online hosted inventory system; tracks POs, Invoices, Inventory – "Silo" - Zero Cost!
- Kept CAFB informed with weekly progress reports and attended regularly scheduled conference calls.
- Fully expended round 1 of the Second Harvest COVID-19 grant (\$35K) by the deadline; Round 2 to begin in August 2020.

### *In Progress*

- Working with multiple companies for quotes for new walk-in freezer; must submit to CDSS before we get cash in hand.
- Releasing RFP for Backup Generator Project in August. Generator to power service panel C. - \$50-60K
- Partnering with Tesla to have 2 backup batteries installed for service panels A + B. Thank you Astrid for all your help!
- Working with CDBG to get \$180k; \$140K for a new fridge truck, \$40K towards backup generator, or other projects.

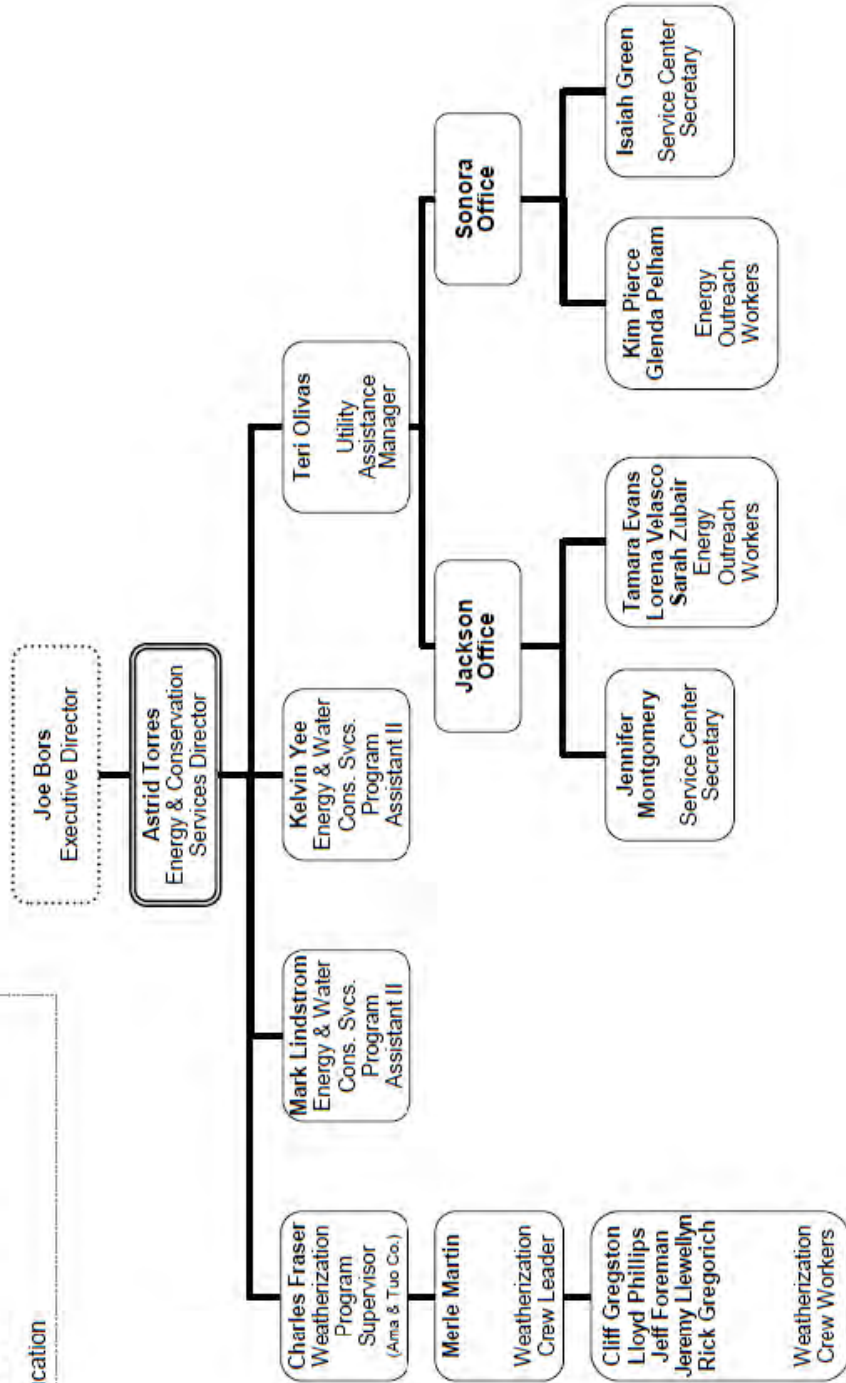
*Budgeting & Prioritizing How To Best Spend Funds By Their Deadlines*



# Amador Tuolumne Community Action Agency Organizational Chart – July 2020

**Energy & Conservation Services**  
**Amador, Calaveras & Tuolumne Counties**

- Home Weatherization
- Home Energy Assistance Program
- Water Conservation
- Energy & Conservation Education



Program Volunteers  
AmeriCorps Members





## ENERGY & WATER CONSERVATION Astrid Torres

### Contracts/Amendments

Prop-84 Drought & 2016 W-E to 12/2020 extended due to Covid 19  
 2020 LIHEAP Contract Package (\$1,638,692) – Amendment II to 12/2020  
 2017 DOE Contract Package (\$81,387) – Amendment IV to 12/2020  
 2020 DAP Contract Package (\$59,064) to 12/2020  
 2020 Solar DAP Phase II (\$92,825) to 12/2020 extended to 2021 due to Covid 19  
 2020 CAP (\$432,367) to 4/2021

### Accomplishments

Completed 2019 LIHEAP in December. Final Report is in work (\$1,640,331)  
 Completed the Prop-84, Rnd-2 Project final report.

### In Progress

MAC IRWM DACI Technical Assistance Survey (\$85,000)  
 PSPS preparedness opportunities – Li Generator Program, SGIP

*Closing Out One Water Program, and 2019 LIHEAP Contract*



# Amador Tuolumne Community Action Agency

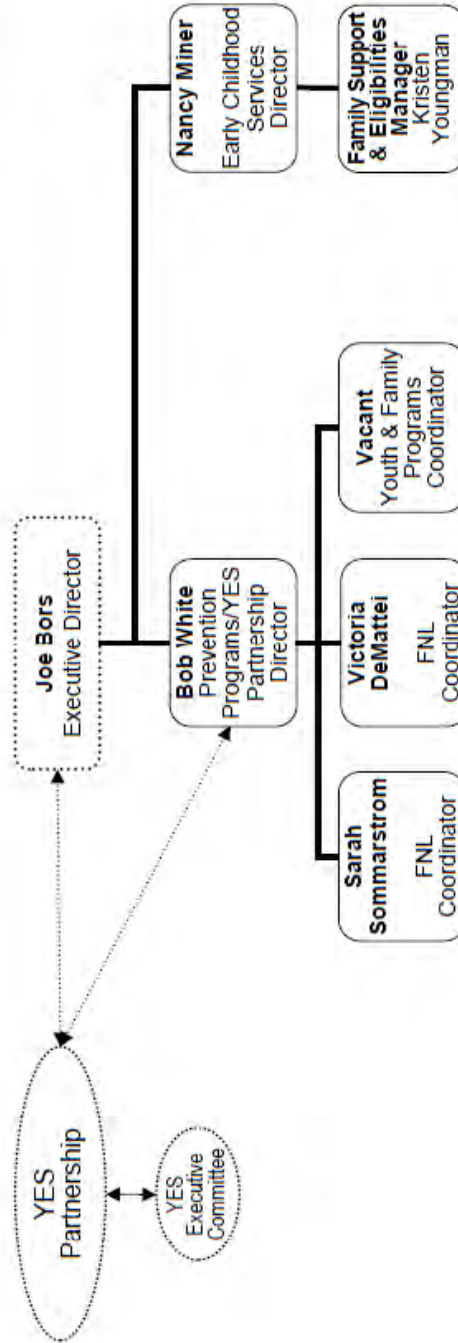
## Organizational Chart – July 2020

### Tuolumne Prevention Programs

- Youth Mentoring
- Friday Night Live/Club Live
- Fiscal Agent for YES Partnership
- Suicide Prevention
- Community Resiliency

### Tuolumne Family Learning Center

- GED Preparation/ESL Instruction
- Parenting and Family Literacy
- Job Readiness
- Home Visiting/Transportation/Translation
- Case Management
- Mental Health and Health Education and Support
- Promotores de Salud – Latino Family Outreach



Program Volunteers  
AmeriCorps Members

Program Volunteers  
AmeriCorps Members



## PREVENTION PROGRAMS/YES PARTNERSHIP Bob White

### Contracts/Amendments

- Suicide Prevention Programs, Friday Night Live, Friday Night Live Mentoring, and Alcohol and Drugs Primary Prevention Services contracts renewed for another year.

### Accomplishments

- Launched Club Live chapter at Gold Rush Charter school.
- Introduced LivingWorks Start online suicide prevention training.

### In Progress

- 2nd Annual "Hope and Honor Walk" for Suicide Prevention and Awareness on September 12. The details are uncertain at this point.
- Preparing to offer our youth development programs in a virtual setting.

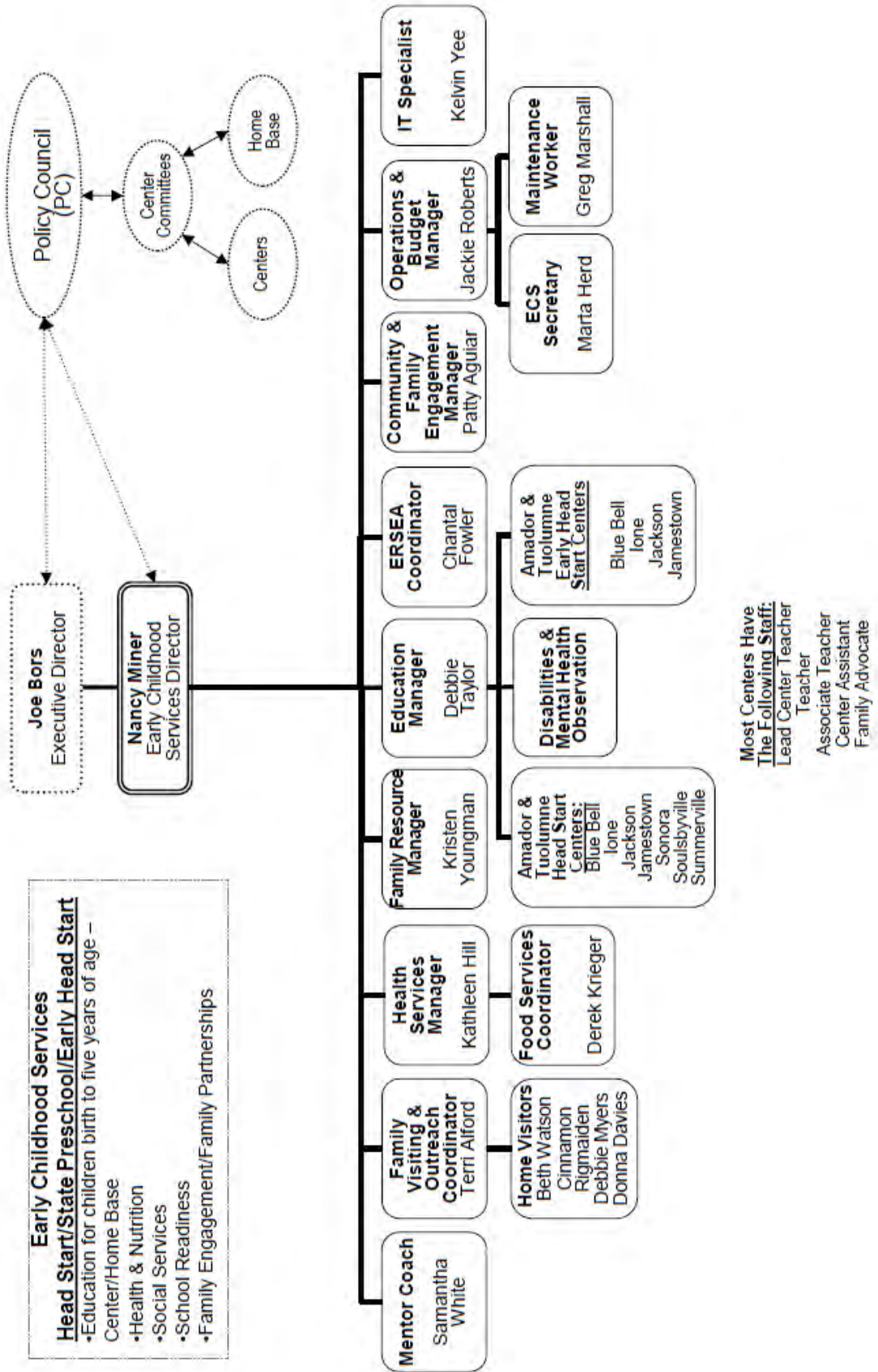
*Because You Matter*





# Amador Tuolumne Community Action Agency

Organizational Chart – July 2020



## Contracts/Amendments

- Head Start COLA, Quality Improvement, and CARES funding for \$339,774 was issued on 7/1/20 with the non-federal share waived.
- The application for the Head Start/ Early Head Start non-competitive baseline grant was released on June 30, 2020 and is due back to OHS by October 1, 2020.
  - Funding levels for the 2021 budget period are \$1,934,208 for Head Start and \$1,417,488 for EHS.
  - Training and Technical Assistance is \$21,860 for Head Start and \$31,634 for Early Head Start.
- 2020-2022 Home Visiting Program grant with Tuolumne County Department of Social Services was finalized with funding of up to \$33,133.34/ fiscal year.

## Accomplishments

- Supplies delivered to all HS/EHS families to help parents complete educational activities with children.
- Summer school activity packets delivered to children scheduled to enter kindergarten/TK this fall.
- Procedures and supplies in place for re-opening centers and home-base programs. Handouts developed for parents and social stories for children to orient them to the “new normal” at school.

## In Progress

- Enrollments being completed with parents while maintaining COVID safety precautions.
- Staff “Town Hall” meetings and training taking place for re-opening Early Head Start/ Head Start sites and home-base programs.
- Carry Over projects in progress: Blue Bell parking lot lighting, stucco repair and painting at Jackson Head Start, sod replacement at Jackson Early Head Start, and purchasing a new vehicle to replace one that was totaled (deer vs car- human driver fine).

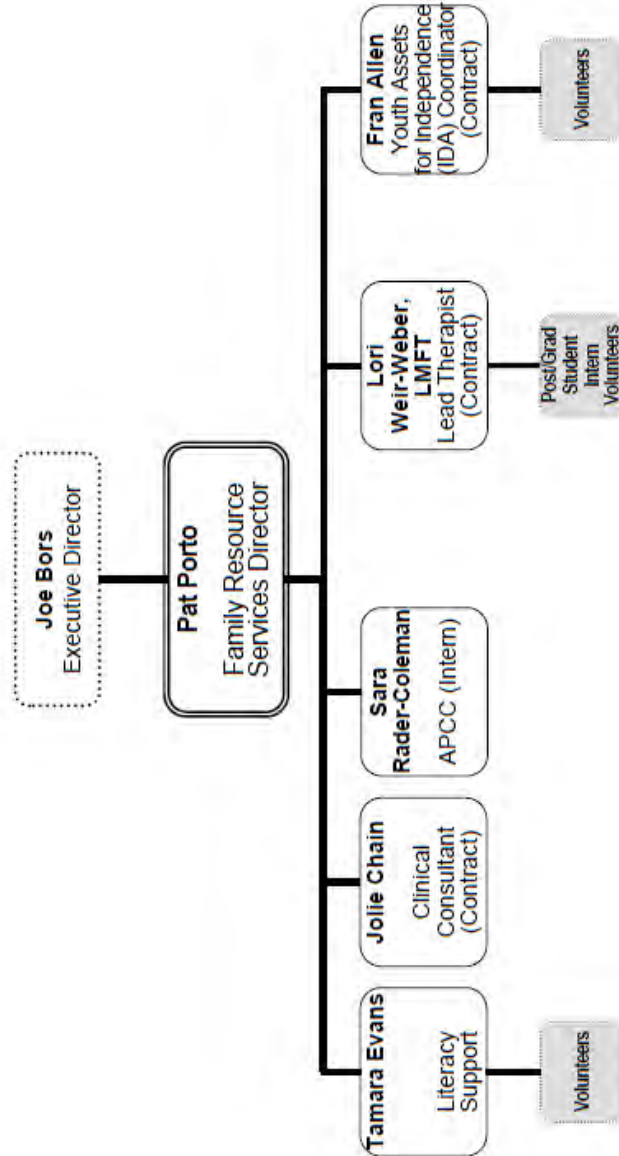




# Amador Tuolumne Community Action Agency

## Organizational Chart – July 2020

- Family Resource Services**
- Child Abuse Prevention & Education
  - Therapeutic Counseling
  - Youth Assets for Independence (IDA)
  - Literacy Support



#### Contracts/Amendments

CHAT: The 5th year of the 5 year grant, ends 12-31-2020. On 6-25-2020 we submitted our application for the new CHAT RFP.

IDA: United Way funding continues through November 2020. IDA is supported by Women United, a philanthropic group of UW.

JAIL CLASS: The contract for 2020 is still in place.

Parent's Place: Information, education and support for ECS families.

#### Accomplishments

CHAT: The 2021 RFP application was submitted 6-25-2020; we are awaiting notification. Our LMFT and APCC (intern) have utilized tele-health training to provide distance therapy services.

IDA: All current clients are living independently, working and/or going to school.

JAIL CLASS: Over 100 inmates were served by this program in 2019.

STAR Readers: In 2019 United Way and Amador Child Abuse Prevention Council sponsored this program which served 98 students, 20 families, and 7 teen volunteers.

Learning By Links: We just received confirmation of \$20,000 grant funding from Sierra Health Foundation's *NorCal COVID-19 Response Fund* for this new program. We will be offering literacy activities to students enrolled in the ELP on 5 elementary campuses.

#### In Progress

CHAT: Our LMFT and APCC continue to serve 25 current and new child clients and their families.

IDA: Ongoing contact with, and support of clients, who live in a variety of locations.

JAIL CLASS: All visitor activities are still suspended due to COVID-19.

Parent's Place: A weekly Family Activity Calendar continues to be distributed to ECS, which includes safety and parenting tips.

STAR Readers: No program this year; instead, UW partnered with ATCAA, allowing staff to nominate approximately 91 families affected by COVID-19, for a one-time monetary benefit.

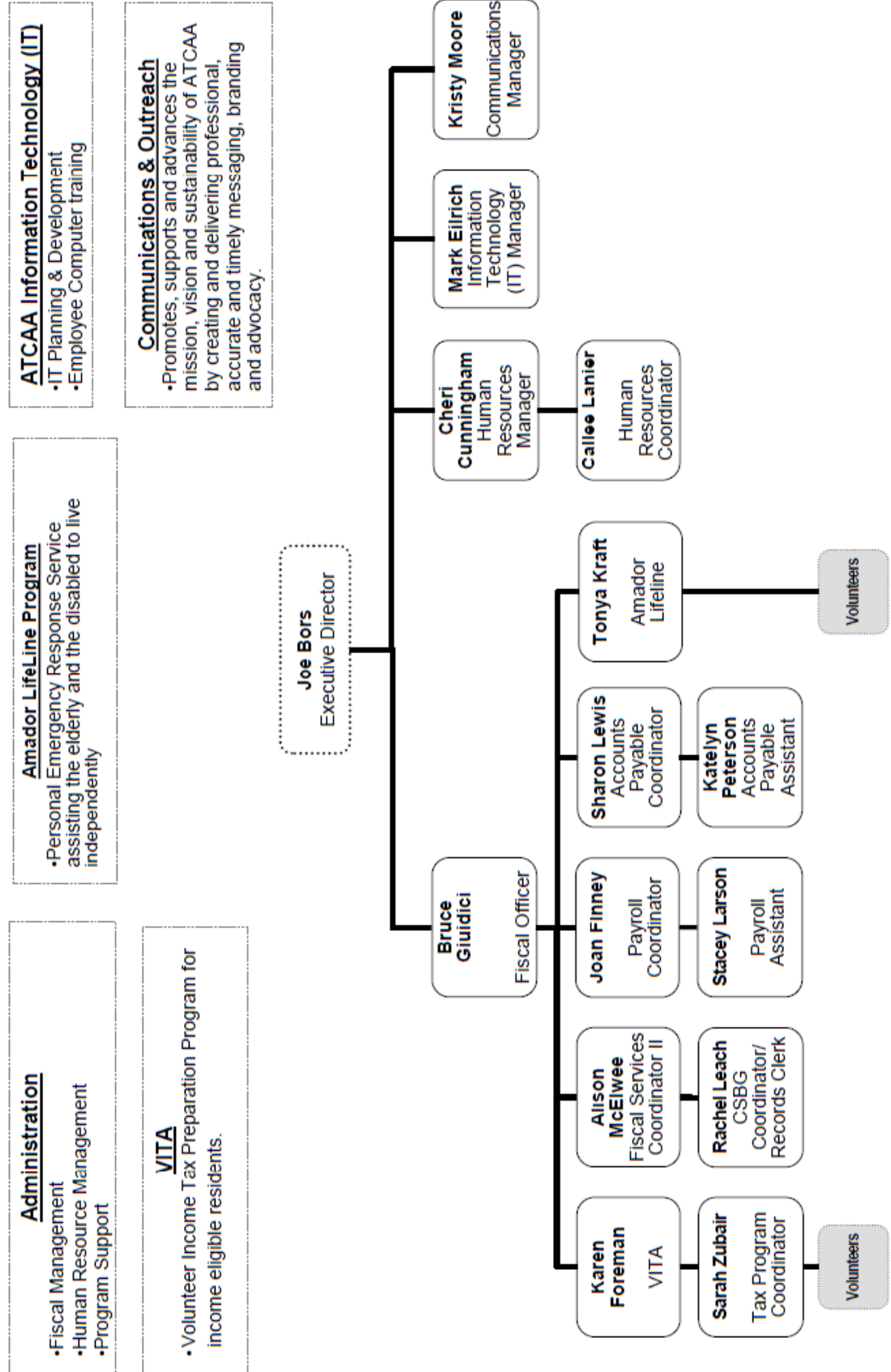
Learning By Links: ATCAA staff are designing activities for a variety of topics, with the goal of re-engaging students to the fun of learning. This will not be achieved in person, but instead coordinated with ATCAA, school site educators, and parents if they choose to participate. Activities will then be shared with students, with a component encouraging family participation.

*Continuing outreach to serve more youth and their families*



# Amador Tuolumne Community Action Agency

## Organizational Chart – July 2020



### Contracts/Amendments

- A semi-annual report was submitted to Sutter Health Community Grant Awards to document the first six months of 2020 and how Amador Lifeline accomplished providing services to a sustained list of low-income clients who depend on our Lifeline service to be kept safe and secure in their homes.

### Accomplishments

- COVID-19 protocols and concerns have decimated the Lifeline volunteer force. 3 installers requested to be furloughed until the pandemic had eased, leaving one installer and the program coordinator to perform installations, change out expired batteries and help buttons. Through this, we both have maintained service to our clients, and have installed a number of new people to be safe and secure during this pandemic.
- Our volunteer checkers have maintained their call list of Lifeline clients, checking on their well-being and ensuring they have groceries in their home. Any concerns are referred to the program coordinator for solutions or referrals.
- Without the ability to attend events to market services, or to enter the hospital or clinics to handout our brochures, we focus on giving the best service to our existing clients, and to disseminate information over the phone to new inquiries.

### In Progress

- At this time, the most important focus is to keep our clients safe with their equipment and Lifeline service, and to perform new installations to help more people in our community. Two people are managing what 6 people used to do, but we are determined to provide as much service as possible to our community. COVID-19 has changed the way we do business, but we are managing well and continuing to bring new clients in.





# Amador Tuolumne Community Action Agency

## Organizational Chart – July 2020

### Census 2020

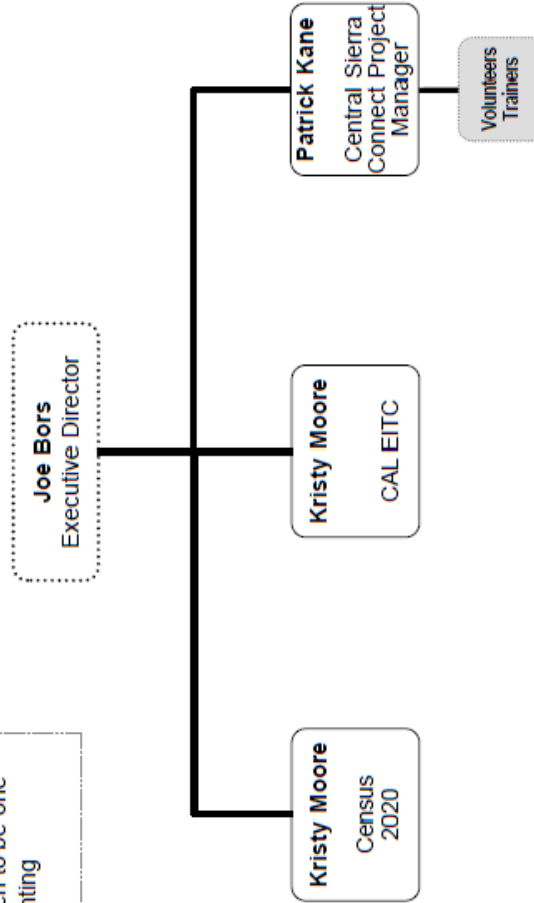
- Ensuring a Complete Count through marketing and outreach as a sub-grantee of Tuolumne County and member of the C.A. Complete Count Committee.

### CAL EITC

- Education and Outreach for the California Earned Income Tax Credit proven to be one of the most effective poverty fighting measures in California.

### Central Sierra Connect

- Central Sierra Connect: Bridging the digital divide.
- Computer training – Tuolumne – "Coach & Learn"



### Contracts/Amendments

- **California Earned Income Tax Credit & Young Child Tax Credit Education & Outreach Grant. \$110,000 awarded for 2020-2021.** Studies have shown that these credits are proven to be some of the best ways to combat poverty and now with COVID, California has decided to keep enhancing these credits and provide funding to let folks know about them and how to claim them. We look forward to continuing this important work with our State and regional partners. In 2020 so far, our residents have received over 1 million dollars in EITC, CalEITC and YCTC credits!
- **Census 2020 outreach for Tuolumne County. \$142,000. *Census NOW SHORTENED TO 9/30.*** Working with State and local partners to continue to encourage residents to participate. Using digital, out of home and limited in-person outreach methods. County has exceeded it's 2010 self-response rate of which we are proud of. Visit [tccounts.org](http://tccounts.org) for detailed information.

### Accomplishments

- Staying sane while living/working 24/7 in a 6' x 10' bedroom at a relative's house until it is safe to return to my home with my 80+ year old mother.

### In Progress

- Enhancing digital outreach strategies and revising traditional outreach methods (events, in-person, etc., ) to effectively target the community we serve. Providing contactless information sharing for those with low to no broadband. Continue to cultivate partnerships locally, regionally and with the State. Innovative solutions are emerging and will likely change how we provide services and the media/messaging landscape moving forward.



*Digital and other contactless outreach methods will not go away when COVID does.*





## CENTRAL SIERRA CONNECT

Patrick Kane

### Contracts/Amendments

- On contract extension – funded through 12/31/20 (\$249,000)
- Working on grant application for CPUC California Advanced Services Fund Adoption Account for continuing funding.

### Accomplishments

- Brought together Central Sierra regional broadband working group to coordinate regional approach toward broadband development
- Worked with regional education partners to find broadband hotspot and computing devices for distance learning.
- Worked with regional and state partners to raise awareness of California Assembly Bill 570 which would "expand the purposes for which rural consortia funds are available - including to identify unserved or underserved households".

### In Progress

- Continuing coordination of regional broadband working group, and expanding the group to include public works departments, schools, and hospitals.

*Expanding and enriching our partnerships in the region!*



**JACKSON SERVICE CENTER**  
10590 Highway 88, Jackson, CA. 95642  
Phone: 209-223-1485 / Fax: 209-223-4178

**SONORA SERVICE CENTER**  
427 N. Highway 49, Ste. 305, Sonora, CA. 95370  
Phone: 209-533-1397 / Fax: 209-533-1034

## Amador Tuolumne Community Action Agency | ATCAA.org

Energy | Food Bank | Head Start | Housing | Lifeline | Youth, Family & Senior Resources | Children's Therapy | Tax Assistance | Referrals

### 2020 Board of Directors

**Lynn Morgan, Chairperson**

**Private Sector, Amador Senior Center**

26871 Woodland Rd, Pioneer, CA 95666

295-8626 (h) ladairmorgan@gmail.com

**Walt Kruse, Vice Chair**

**Low Income Representative**

19295 South Court, Sonora, CA 95370

(707) 548-1829 (c) wkruse@atcaa.org

**Karl Rodefer, Secretary-Treasurer**

**Public Sector, Tuolumne Board of Supervisors**

2 South Green Street, Sonora, CA 95370

533-5521 (w) krodefer@co.tuolumne.ca.us

**Frank Axe**

**Public Sector, Amador Board of Supervisors**

810 Court Street, Jackson, CA 95642

223-6494 (w) faxe@amadorgov.org

**Jeff Brown**

**Public Sector, Amador Board of Supervisors**

810 Court Street, Jackson, CA 95642

223-6470 (w) jeffbrown@amadorgov.org

**Ryan Campbell**

**Anaiah Kirk, Alternate**

**Public Sector, Tuolumne Board of Supervisors**

2 South Green Street, Sonora, CA 95370

533-5521 (w) rcampbell@co.tuolumne.ca.us

akirk@co.tuolumne.ca.us

**Joni Drake**

**Low Income Representative, TANF**

601 Court Street, Suite 150, Jackson, CA 95642

257-6150 (w) jdrake@cttp.net

**Robin Gallegos**

**-Alternate**

**Head Start Policy Council Member, Amador/Tuolumne**

10290 Karlee Ln, Jamestown, CA 95327

288-8214 (c) pcrep@atcaa.org

**Mary Pulskamp**

**Low Income Representative**

PO Box 402, Sutter Creek, CA 95685

267-0946 (h) pulskampmary@yahoo.org

**Dana Reel**

**Low Income Representative**

20394 Brook Dr., Sonora, CA 95370

588-1989 (h) dayner@att.net

**Linda Rianda**

**Public Sector, City of Sutter Creek**

18 Main Street, Sutter Creek, CA 95685

267-0397 (h) lindarianda@shcglobel.net

**Susan Ross**

**Private Sector, Amador School Board-ECE Background**

PO Box 1972, Sutter Creek, CA 95685

267-1853 (h) rossgal@comcast.net

**Lloyd Schneider**

**Private Sector, Schneider Learning Services**

PO Box 892, Tuolumne, CA 95379

928-4015 (h) lschneider@atcaa.org

**Colette Such**

**Ann Segerstrom, Alternate**

**Public Sector, City of Sonora**

610 Daybreak Court, Sonora, CA 95370

768-4955 (h) csuch@sonoraca.com

asegerstrom@sonoraca.com

**Jim Wilmarth**

**Private Sector, Umpqua Bank-Fiscal Background**

11 Ridge Road, Sutter Creek, CA 95685

257-5442 (w) jwilmarth@atcaa.org

**Non-Board Members:**

**Christopher Schmidt**

**Deputy County Counsel, Tuolumne County Counsel**

2 South Green Street, Sonora, CA 95370

533-5517 (w) cschmidt@co.tuolumne.ca.us

**John Whitefleet, Esq.**

**Porter Scott Attorneys**

**Consultant Agreement with Board- Legal Retainer:**

350 University Ave. Suite 200, Sacramento, CA 95825

916-929-1481, x319 (w) jwhitefleet@porterscott.com

**Joseph Bors**

**ATCAA Executive Director**

10590 Hwy 88, Jackson, CA 95642

427 N. Hwy 49, Sonora, CA 95370

223-1485 x224 Jackson jbors@atcaa.org

533-1397 x224 Sonora



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## 2020 Board of Directors Roster by Sector/County

Chair – Lynn Morgan  
Vice Chair – Walt Kruse  
Secretary-Treasurer - Karl Rodefer

The make-up of the ATCAA Board of Directors reflects both community leaders and representatives of the low income community to assure that a wide range of community needs and views are presented. Election of Officers is held every other year. The board has no less than 15 members and no more than 18 members. All board members serve on various committees as well.

### ATCAA Board Meetings

ATCAA Board of Directors meetings are held on the second Friday of every other month beginning with the month of February, alternating between Jackson and Sonora or held at both Service Centers via video conference.

Director Name	Member Since	Representing	County
<b>PRIVATE SECTOR MEMBERS</b>			
Lynn Morgan	2016	Amador Senior Foundation	Amador
Susan Ross	2019	Amador School Board	Amador
Lloyd Schneider	2012	Schneider Learning Services	Tuolumne
Jim Wilmarth	2019	Umpqua Bank	Amador
<b>PUBLIC SECTOR MEMBERS</b>			
Frank Axe	2017	Supervisor, Amador County	Amador
Jeff Brown	2019	Supervisor, Amador County	Amador
Ryan Campbell	2019	Supervisor, Tuolumne County	Tuolumne
Linda Rianda	2016	Council Member, City of Sutter Creek	Amador
Karl Rodefer	2013	Supervisor, Tuolumne County	Tuolumne
Colette Such	2020	Council Member, City of Sonora	Tuolumne
<b>LOW INCOME REPRESENTATIVE MEMBERS</b>			
Joni Drake	2016	California Tribal TANF Partnership	Amador
Walt Kruse	2017	Community Member	Tuolumne
Robin Gallegos	2019	Head Start Policy Council Representative	Amador/Tuolumne
Mary Pulskamp	2019	Community Member	Amador
Dana Reel	2008	Community Member	Tuolumne

Do you have the passion and desire to help your community? Interested in volunteering on a board of other capacity? Call ATCAA's Executive Director Joseph Bors at one of our service centers' numbers above to set up a time to learn more about opportunities within ATCAA.





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10590 Highway 88, Jackson, CA. 95642  
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Energy | Food Bank | Head Start | Housing | Lifeline | Youth, Family & Senior Resources | Children's Therapy | Tax Assistance | Referrals

## **Committee Assignments 2020**

### **EXECUTIVE COMMITTEE:**

**Lynn Morgan, Board Chairperson – Chairperson of Committee:** Private Sector, Amador County  
**Walt Kruse, Board Vice Chairperson –** Low Income Sector, Tuolumne County  
**Karl Rodefer, Board Secretary/Treasurer –** Public Sector, Tuolumne County  
**Jeff Brown –** Public Sector, Amador County  
**Ryan Campbell –** Public Sector, Tuolumne County  
**Joni Drake –** Low Income Representative, Amador County  
**Lloyd Schneider –** Private Sector, Tuolumne County

### **FINANCE COMMITTEE:**

**Karl Rodefer, Board Secretary/Treasurer – Chairperson of Committee:** Public Sector, Tuolumne County  
**Frank Axe –** Public Sector, Amador County  
**Lynn Morgan –** Private Sector, Amador County  
**Linda Rianda –** Public Sector, Amador County  
**Jim Wilmarth –** Private Sector, Amador County

### **INTERNAL AFFAIRS COMMITTEE:**

**Walt Kruse, Board Vice-Chairperson – Chairperson of Committee:** Low Income Sector, Tuolumne County  
**Ryan Campbell –** Public Sector, Tuolumne County  
**Mary Pulskamp –** Low Income Sector, Amador County  
**Dana Reel –** Low Income Sector, Tuolumne County  
**Susan Ross –** Private Sector, Amador County  
**Lloyd Schneider –** Private Sector, Tuolumne County  
**Colette Such –** Public Sector, Tuolumne County

### **REPRESENTATIVE (S) TO PARENT POLICY COMMITTEE:**

**Lynn Morgan –** Private Sector, Amador County  
**Robin Gallegos –** Low Income Sector, Amador/Tuolumne County





## Head Start Transportation Services and Vehicles During the COVID-19 Pandemic

 [eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-20-04](https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-20-04)

[View the Latest Coronavirus Disease 2019 \(COVID-19\) Updates from the Office of Head Start »](#)

## Head Start Transportation Services and Vehicles During the COVID-19 Pandemic ACF-IM-HS-20-04

U.S. Department  
of Health and Human Services

ACF  
Administration for Children and Families

1. **Log Number:** ACF-IM-HS-20-04
2. **Issuance Date:** 06/22/2020
3. **Originating Office:** Office of Head Start
4. **Key Words:** Transportation Services; Vehicles; COVID-19 Pandemic

### Information Memorandum

**To:** All Head Start and Early Head Start Agencies and Delegate Agencies

**Subject:** Head Start Transportation Services and Vehicles During the COVID-19 Pandemic

**Information:**

School buses and allowable alternate vehicles are generally the safest mode of transportation for children. They are also necessary for many children and families to participate in Head Start programs. Implementing safe practices is essential when providing transportation services during the coronavirus disease 2019 (COVID-19) pandemic.

When making decisions about transporting children, programs should consult local health officials and other state and local authorities, to the extent feasible. These authorities can help assess the current level of mitigation needed based on levels of COVID-19 community transmission and the

capacities of local public healthcare systems. Staff should take steps to ensure they mitigate the risk with respect to school buses and allowable alternate vehicles. The steps Head Start programs take to reduce risk should be the same whether the program is providing its own transportation or relying on contracted or school district-provided transportation.

### Support Transportation Staff Safety

- Strongly encourage staff members who are sick to stay home, particularly those who have tested positive or are showing COVID-19 [symptoms](#) . Sick staff members should not return to work until [the criteria to discontinue home isolation are met](#) , in consultation with healthcare providers and state and local health departments. Staff who have recently had [close contact](#) with a person with COVID-19 should also [stay home and monitor their health](#) . The U.S. Centers for Disease Control and Prevention (CDC) has [recommendations sick people should follow](#) .
- Send home staff experiencing symptoms during work hours.
- Assign [vulnerable workers](#) alternate duties that minimize their contact with children, families, and other employees, if possible.
- Make available and ensure the use of [cloth face coverings](#) per CDC recommendations. Vehicle operators should wear a cloth face covering only if it will not interfere with safe driving. Cloth face coverings [should not be placed on](#) children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.
- Make available and ensure the use of [hand hygiene supplies](#) per CDC recommendations. Key times to clean hands:
  - Before and after eating, preparing, or handling food and drinks
  - After using the toilet
  - After coming in contact with bodily fluid
  - After blowing your nose, coughing, or sneezing
  - After handling garbage

Additional times to clean hands:

- Before and after work shifts and breaks
- After touching frequently touched surfaces, such as handrails
- After putting on, touching, or removing cloth face coverings

### Use of Head Start Vehicles During Periods of Service Interruption

Based on public health guidance, programs may temporarily stop regular program operations, including center-based, family child care, and home-based services. During this time, to the extent possible, employees should continue to engage families and deliver critical services remotely. Programs should continue to provide children with supplies they would receive normally through the program, such as diapers, formula, snacks, meals, and learning supplies.

When programs use agency vehicles to transport food and supplies, they should:



- Minimize contact between vehicle operators and other staff, children, and families as they load and deliver supplies.
- Make available and ensure the use of cloth face coverings and hand hygiene supplies, as described above. Ensure staff maintain at least 6 feet (about two adult arms' length) between each other and families receiving supplies.

#### **Use of Head Start Vehicles to Provide Transportation Services for Children**

For programs that are currently operating:

- Minimize contact between vehicle operators and other staff. If possible, stay at least 6 feet from other people.
- Make available and ensure the use of cloth face coverings and hand hygiene supplies as described above.
- Conduct a [health check](#) of all children and staff before they board the vehicle. Do not transport individuals with a fever of 100.4°F (38°C) or above or who show other signs of illness. Do not transport individuals who have been in close contact (within 6 feet) of someone who has tested positive for, or is showing symptoms of, COVID-19. Consider training and equipping bus monitors to use a non-contact thermometer.
- Position children as far apart as possible, preferably 6 feet apart, with one child per bench and no consecutive rows. If children are coming from the same home, they may sit together. If possible, ensure children sit 6 feet away from the vehicle operator.
- Reroute or stagger bus runs, as needed, to keep group size small and minimize potential exposure between children.
- If possible, keep class groups together on bus runs to minimize potential exposure between different groups of children.
- Use visible cues, such as stickers on the floors, to guide children and offer gentle prompts to help them understand the new protocols. Remember that young children do not understand the need for physical distancing. They rely on adults for their safety and care.
- Vehicle operators should avoid touching surfaces often touched by bus passengers, to the extent possible. Staff should use gloves if touching surfaces contaminated by body fluids.

#### **Fluctuating Service**

Programs should check state and local health department notices daily about COVID-19 transmission and mitigation levels in the area and adjust operations accordingly. As community conditions continue to change, some programs may need to adjust their program operations and services.

Based on local data and guidance or directives, programs should be prepared to stagger routes, reduce bus runs, or end bus runs temporarily. Programs should engage staff and families when making changes to transportation policies.

#### **Clean Vehicles Between Each Use**

Programs should [clean and disinfect](#) vehicles between each use pursuant to CDC's recommended process using [products that are U.S. Environmental Protection Agency-approved for use against the virus that causes COVID-19](#). Be sure to thoroughly clean and disinfect commonly touched surfaces. Ensure [safe and correct use](#) of cleaning and disinfection products, including storing products securely away from children. Cleaning products should not be used near children. Staff should ensure there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic vapors.

- For hard and non-porous surfaces inside the vehicle (e.g., hard seats, arm rests, door handles, light and air controls, doors, windows), clean with detergent or soap and water if the surfaces are visibly dirty, prior to disinfectant application.
- For seatbelts, and other child safety restraints, programs must employ methods and products that are effective on COVID-19 and safe for use with the restraint system, particularly seatbelt webbing. Chlorine- or ammonia-based solutions may cause deterioration of safety restraint components and cannot be used. For cleaning guidelines, consult the vehicle or restraint system manufacturer.
- For soft or porous surfaces (e.g., fabric seats), remove any visible contamination and clean with appropriate cleaners indicated for use on these surfaces.

Refer to the [CDC](#) for additional information, particularly:

- [Interim Guidance for Administrators of US K–12 Schools and Child Care Programs](#)
- [Guidance for Child Care Programs That Remain Open](#)
- [Child Care Decision Tool](#)
- [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)
- [What Bus Transit Operators Need to Know About COVID-19](#)

Please stay in touch with your program specialist as you plan and provide program services.

Thank you for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron  
Director  
Office of Head Start  
Office of Early Childhood Development

See PDF Version of Information Memorandum:

[Head Start Transportation Services and Vehicles During the COVID-19 Pandemic](#) [PDF, 97KB]  
Historical Document

This is a message from the California Department of Education (CDE), Early Learning and Care Division (ELCD).

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## **COVID-19 Management Bulletin Guidance to the Field**

Since the beginning of the declared State of Emergency, the CDE, ELCD has issued eight (8) Management Bulletins (MB) and three (3) MB revisions. These MBs are aimed at sharing new, waived, or modified requirements for early learning and care (ELC) service contractors. The ELCD appreciates the ELC field's hard work responding to the challenges that COVID-19 has presented and adapting to the directives that the Legislature and the Governor's administration charged the CDE with implementing while continuing to serve children and their families.

Many of the COVID-19 MBs were based on statutory authority from Senate Bill (SB) 117, which expires June 30, 2020. As a result, there will be some areas where guidance issued over the last several months will now revert back to existing regulatory and statutory requirements. Additionally, the 2020-21 Budget Act (Assembly Bill [AB] 89) and Education Omnibus Trailer Bill (Senate Bill [SB] 98) give the CDE new authority for COVID-19 response in some areas. The CDE will be issuing guidance on those areas in MBs as specified below.

This guidance serves to share with the field:

- Specific MBs that have expired effective July 1, 2020
- Requirements for contractors reverting back to Pre-COVID guidance
- Additional upcoming MBs from CDE

## **Management Bulletins to be Rescinded**

Effective July 1, 2020 the following MBs have expired and will no longer be in effect:

- **MB 20-04A:** COVID-19 Guidance on Apportionment, Attendance, and Reporting Requirements – Amendment
- **MB 20-05:** COVID-19 Guidance: Temporary Waiver of Family Fees
- **MB 20-07:** COVID-19 Guidance to California Resource and Referral Programs and Local Planning Councils
- **MB 20-08A:** COVID-19 Guidance on Procurement and Audits – Amendment
- **MB 20-09:** COVID-19 Guidance on Program Self-Evaluation, Contract Monitoring, and Program Quality Requirements
- **MB 20-10:** COVID-19 Guidance regarding Family Child Care Home Education Networks
- **MB 20-11:** COVID-19 Guidance: Emergency Closures

(Note: MB 20-06a will be in effect through August 28, 2020)

### COVID-19 Requirements Reverting Back to Pre-COVID Guidance

The following requirements are now back to pre-pandemic guidance:

Pandemic COVID-19 Policy	Policy After July 1, 2020 (FY 2020-21)
Fiscal and attendance reporting requirements extended	The fiscal and attendance reporting requirements are now on a typical schedule and there is no extension provided.
Dual Provider Payments for Alternative Payment Programs	Providers serving children in the Alternative Payment Programs will no longer be paid for thirty days of closure in addition to their 10 non-operation days. Providers will only be paid for days of service and for their 10 non-operation days.
Attendance records and/or invoices; signatures for AP providers reimbursement	The monthly attendance records and/or invoices to the parent and provider must be signed by the parent and the provider. ( <i>Education Code [EC] 8221.5</i> )
Data collection from AP Contractors and County Welfare Departments on dual provider payments and variable schedules	This specific data collection is not continuing, though there will be new data collection requirements implemented as part of the 2020-21 Budget Act.
Family Fees Waived	As of July 1, 2020, Family Fees must be assessed and collected in accordance with MB 20-13 ( <i>EC 8273</i> ). This includes families enrolled in the Essential Worker Child Care program.
Emergency Childcare services, enrollment of at-risk populations, children of essential workers, and children with disabilities or other special health care needs that do not meet need and eligibility requirements as specified in <i>EC</i> Section 8263.	As of July 1, 2020, no new families may be enrolled in Emergency Childcare. Only families/children that meet the eligibility and need requirements set forth in <i>EC 8263</i> may be enrolled. (The CDE will issue guidance on continuing to serve families in the Emergency Childcare program after June 30, 2020).
Ratios	Ratios for direct service contractors will return to what is required in 5 <i>CCR</i> 18290 through 18292.



<b>Pandemic COVID-19 Policy</b>	<b>Policy After July 1, 2020 (FY 2020-21)</b>
Waiver of Teacher definition	The teacher definition for direct service contractors will return to what is required in EC 8208 (a-f)
California Preventative Health and Safety Practices training hubs to prioritize training for those serving essential workers	These hubs are no longer required to prioritize providers serving essential worker families.
Program Self-Evaluation suspension	Program self-evaluation will be in effect for FY 2020-21, but no retroactive self-evaluation for 2019-20 will be required (5 CCR 18279).
Parent conferences suspension	Parent conferences are no longer suspended (5 CCR 18275).
Environmental Rating Scales (ERS) suspension	The ERS requirements resume for the 2020-21 program year (5 CCR 18281).
Developmental Profile of Desired Results System	The profile requirements resume for the 2020-21 program year. (5 CCR 18272)

### **Fiscal Year 2020-21 COVID-19 New Guidance to the Field**

On June 29, 2020, Governor Newsom signed AB 89, the Budget Act of 2020-21, and SB 98, the Education Omnibus Trailer Bill. While the MBs listed above expired on June 30, 2020, some of the directives from them will continue, or continue in slightly different form, due to the Budget Act.

To implement the 2020-21 Budget Act provisions around COVID-19 and other needed guidance within CDE's existing authority, the CDE will be releasing MBs covering the following topics:

- Guidance regarding a fiscal hold harmless, navigating local rules regarding ratios and group size, emergency closures, and distance learning guidance for direct service contracts.
- Guidance regarding a fiscal hold harmless for AP providers by reimbursing at the certified need
- Guidance regarding how families currently enrolled in Emergency Childcare can continue to be served and how eligible families will be prioritized for transition into longer-term early learning and care programs

- Guidance regarding Resource and Referral agencies and Local Planning Councils
- Guidance regarding extending certain procurement provisions of MB 20-08a, in a reissued MB or other guidance.

**Contractors are hereby advised not to create new policies or practices to implement the provisions of the Budget Act listed above under “New Guidance to the Field” until they receive MB directives from the ELCD.**



## CDE Management Bulletin 20-06A Updated COVID-19 Guidance Regarding Emergency Childcare Services

The California Department of Education released an update to [Management Bulletin 20-06](#), with information for providers providing care during the COVID-19 pandemic.

### Summary of Management Bulletin 20-06

- The CDE is encouraging all programs that can safely remain open or reopen to do so in order to serve essential worker families during this State of Emergency.
- Programs may enroll children in the following populations:
  - Children of “essential workers”
  - At risk populations, including:
    - Children in the child welfare system or those at risk of maltreatment
    - Families experiencing homelessness
    - Children of domestic violence survivors
  - Children with special needs whose individualized education programs (IEP) and/or individual family support plans (IFSP) include ELC services.
  - If providers have space in their program after eligible children have been enrolled, they may consider serving the children of private-pay essential workers at their discretion.
- Children of essential workers are eligible if the following criteria are met:
  - Only or both parent(s) in a household are essential workers or the other parent is unable to provide care for the child due to incapacitation.
  - The family requires childcare to perform their essential work.
  - The family is unable to complete their work remotely.
  - The family assets do not exceed \$1,000,000.
- Families can enroll by submitting an [application](#) certifying their eligibility. Childcare centers are not responsible for determining if a parent or guardian’s work is “essential” or if a family is part of the “at-risk” population.
- Alternative Payment (AP) contractors may allow new enrollments of children for Emergency Childcare provided their contract funds support the additional enrollment. At this time, there is no additional funding being awarded to contractors for this purpose.

- Providers must adhere to the Health and Safety Guidelines described in [Provider Information Notice 20-06-CPP](#).

#### Updates in Management Bulletin 20-06A

##### *Emergency Childcare*

- Families of essential workers or at-risk populations can receive services through June 30, 2020, or for 60 calendar days following the date of the child's enrollment, whichever is longer, subject to available funds.
- Programs may continue to enroll new families in Emergency Childcare following the procedures and priorities described in [MB 20-06](#). The family must be certified for services by June 30, 2020.
- Alternative Payment (AP) contractors may allow new enrollments of children for Emergency Childcare provided their contract funds support the additional enrollment. AP contracts have been augmented with additional funding to support childcare providers and Emergency Childcare.
- Beginning July 1, contractors must collect family fees from all families receiving Emergency Childcare after June 30, if applicable to the program type.

##### *Non-Emergency Child Care*

- Programs may resume serving currently enrolled children who are not at-risk or in the family of an essential worker, subject to guidance from the local public health department.
- All currently-enrolled families will have the option to stay in care, or return to care, before any new essential worker families are enrolled.
- All CDE contractors may begin enrolling families for the upcoming 2020-21 program year at this time, following typical enrollment guidelines.

##### *Health and Safety Regulations*

- Group sizes are no longer limited to 10 children. Children should remain in groups as small as possible. Should these guidelines differ from local health ordinances, follow the stricter guidance.
- Ratios remain as described in MB 20-06:
  - 1:4 infant
  - 1:6 toddler
  - 1:10 Preschooler
  - 1:6 - mixed age group (max 2 infants)
- The CDC has released a [Childcare Decision Tree](#) to assist providers in making the decision to reopen.

For more detailed information, please review [Management Bulletin 20-06A](#) in full.





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## Management Bulletin 20-12

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### Early Learning and Care Division

**Subject:** Revised State Median Income (SMI) Ceilings and Income Ranking Table for Fiscal Year 2020–21

**Number:** 20-12

**Date:** June 16, 2020

**Expires:** Until Rescinded

**Authority:** California Education Code, sections 8263, 8263.1 and 8447(e);

**Attention:** Executive Officers and Program Directors of All State Subsidized Early Learning and Care Programs

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### Purpose

The purpose of this Management Bulletin (MB) is to notify contractors of:

- The revised Schedule of Income Ceilings to be used to determine families' income eligibility for state subsidized early learning and care programs
- The updated Income Ranking Table to be used to determine a family's income ranking for purposes of enrollment priorities for state subsidized early learning and care based on income

This MB supersedes MB 19-03.

### Background

California Education Code (EC) Sections 8263.1 and 8447(e) require the California Department of Finance to annually recalculate the SMI based on the most recent census data and pursuant to the formula set forth in EC Section 8263.1(c), and provide the calculations to the California Department of Education (CDE). The updated SMI calculations are used to revise the income ceilings used to determine a family's initial and ongoing eligibility for services, as part of the certification and recertification process, and to update the Income Ranking Table used for determining priority for enrollment.

In accordance with EC Section 8263.1(a) and (b), for families to be eligible for subsidized early learning and care services based on income, a family's adjusted monthly income must be at or below 85 percent of the SMI adjusted for family size.

In addition, EC Section 8263(b) requires contractors to enroll families in priority order. The EC Section 8263(b)(2) authorizes the State Superintendent of Public Instruction to adopt an Income Ranking Table for purposes of determining enrollment priorities when the priority is related to a family's income level.



The EC Section 8263(b)(1) specifies that the first priority for enrollment must be families with children who are receiving child protective services or are at risk of abuse, neglect, or exploitation. For programs other than the California State Preschool Program (CSPP), second priority for enrollment goes to income-eligible families in income ranking order, with families with the lowest gross monthly income receiving the highest priority.

For agencies offering CSPP, after all children who are receiving child protective services or are at risk of abuse, neglect, or exploitation are enrolled, families shall be enrolled following Sections 18130.1 and 18130.2 of the CSPP Implementation Guidance included in the MB 20-01 and use the Income Ranking Table when enrollment priority is based on income ranking.

### Policy

Effective July 1, 2020, contractors must use the revised Schedule of Income Ceilings when determining both initial and ongoing income eligibility for families and the revised Income Ranking Table when determining enrollment priorities related to a family's income level.

### Directive

The following Schedule of Income Ceilings must be used for determining income eligibility for families initially certified or recertified on or after July 1, 2020.

**Schedule of Income Ceilings (85% SMI)  
for State Fiscal Year 2020-21 Child Care and Development Programs**

Family Size	Family Monthly Income	Family Yearly Income
1-2	\$5,540	\$66,479
3	\$6,157	\$73,885
4	\$7,069	\$84,822
5	\$8,199	\$98,393
6	\$9,330	\$111,965
7	\$9,542	\$114,509
8	\$9,755	\$117,054
9	\$9,967	\$119,598
10	\$10,179	\$122,143
11	\$10,391	\$124,687
12	\$10,603	\$127,232

Source: 2018 American Community Survey (ACS) Public Use Microdata Sample File

Updates based on 2018 ACS from California Department of Finance

Note: State Median Income for families of 5 persons or more are calculated by multiplying the SMI for a family of four by the ratio for the appropriate family size used in the federal Low-Income Home Energy Assistance Program and specified in federal regulations at paragraphs (5), (6), and (7) of subdivision (b) of Section 96.85 of Title 45 of the Code of Federal Regulations.

Effective July 1, 2020, contractors must use the revised Income Ranking Table at <https://www.cde.ca.gov/sp/cd/ci/documents/incomerankingtable2020.xlsx> when determining priority for enrolling families.

If you have any questions regarding the information in this MB, please contact your assigned Early Learning and Care Program Quality Implementation Regional Consultant via the CDE Consultant Regional Assignments web page at <https://www.cde.ca.gov/sp/cd/ci/assignments.asp> or by phone at 916-322-6233.

**This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California Education Code Section 33308.5.**

**Questions: Early Learning and Care Division | 916-322-6223**

Last Reviewed: Tuesday, June 16, 2020

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## Management Bulletin 20-13

### Early Learning and Care Division

**Subject:** Family Fee Schedule for Fiscal Year 2020–21

**Number:** 20-13

**Date:** June 26, 2020

**Expires:** Until Rescinded

**Authority:** California Education Code sections 8236.3, 8263, 8263.1, 8273, 8273.1, and 8447(b) (1), (e) and (f).

**Attention:** Executive Directors and Program Directors of All Subsidized Early Learning and Care Programs except the Severely Handicapped Program

#### Purpose

The purpose of this Management Bulletin (MB) is to notify contractors of the Fiscal Year (FY) 2020–21 Family Fee Schedule that will become effective July 1, 2020, and provide guidance on recalculating family fees for currently enrolled families.

This MB rescinds and replaces MB 19-04.

#### Background

California Education Code (EC) Section 8263.1 requires the Department of Finance (DOF) to update State Median Income (SMI) annually.

EC Section 8273 requires the State Superintendent of Public Instruction (SSPI) to establish a family fee schedule for families receiving early learning and care services, subject to the approval of the schedule by the Department of Finance. The SSPI is charged with designing the family fee schedule, based on the most current SMI, adjusted for family size.

EC Section 8273 further requires that the family fee schedule differentiate between full-time fees and part-time fees and that families be assessed a flat monthly fee. Assessment of the monthly fee is based on the following factors:

- Hours of certified need as documented on the application for services
- The family's adjusted monthly income
- Family size

For guidance on family fees for Emergency Childcare, please refer to MB 20-06a and any other directives released to implement the Budget Act of 2020–21.

## Policy

Effective July 1, 2020, contractors must use the current FY 2020–21 Family Fee Schedule available at <https://www.cde.ca.gov/sp/cd/ci/documents/familyfeeschedulejul2020.xlsx> when assessing fees as follows:

- Recalculating family fees for currently enrolled families as directed below
- At initial certification
- At recertification, or
- When a family requests a reduction to their family fees

The following families are exempt from paying family fees:

- Families with children who have been identified as at risk of abuse or neglect may be exempt from paying a family fee for 12 months when the referral indicates that the fee is waived (EC 8273.1[a]).
- Families with children who are receiving Child Protective Services may be exempt from paying a family fee for 12 months when the referral indicates that the fee is waived (EC 8273.1[a]).
- Families receiving California Work Opportunity and Responsibility to Kids (CalWORKs) cash aid (EC 8273.1[b]).
- Families with children receiving part-day California state preschool program (CSPP) services as described in EC Section 8235(e) (EC 8273.1[c]).
- Families receiving Severely Disabled Program (CHAN) services (EC 8250[d][3]).

Families with a certified need of less than 130 hours per month will be assessed a part-time fee, while families with a certified need of 130 hours or more per month will be assessed a full-time fee. Pursuant to EC Section 8273 (f), fees may only be assessed at certification and recertification unless a parent requests a reduction to their family fees.

This family fee assessment process does not affect how contractors collect family fees. Alternative Payment agencies that have policies allowing providers to collect family fees can continue using those policies.

Families who were certified based on an eligibility criterion other than income and who are not exempt from fees as described above, are required to be assessed a fee. Families whose incomes are not represented on the annual family fee schedule, shall be required to pay the highest fee rate on the chart for their family size.

## Directive

### Recalculating Family Fees for Currently Enrolled Families

Currently enrolled families that were assessed a family fee based on the FY 2019–20 family fee schedule must have their family fee recalculated effective July 1, 2020. Agencies have until September 1, 2020, to complete this process.

Contractors must review records for all currently enrolled families who have been assessed a family fee and recalculate the family's fee as follows:

- Using existing documentation, recalculate the family fee using the FY 2020–21 Family Fee Schedule. No additional information is required, and must not be requested.
- If the assessment results in an increased fee, no action is necessary and the family's fee remain the same until recertification, unless the family requests a reduction.

- If the family fee recalculation results in a reduced family fee, the contractor must issue a Notice of Action (NOA) in accordance with California Code of Regulations, Title 5 (5 CCR), Section 18119 reflecting the new family fee. The effective date of the NOA must be July 1, 2020. In addition, contractors must credit or refund any overpayment in family fees that parents have paid. The NOA should include the amount to be refunded or credited to the family as a result of the recalculation.

**Note:** While effective dates of NOAs are normally prospective in nature, this action must be implemented as of July 1, 2020, to give families the benefit of the reduction in fees. Families will still have an opportunity to appeal the calculation of their family fees within 14 calendar days of the date the NOA is issued, assuming it is hand-delivered to the parent, or within 19 calendar days of issuance if served by mail.

Agencies needing additional time to complete this process must contact their Early Learning and Care Division (ELCD) Program Quality Implementation Office Regional Consultant prior to July 31, 2020, to request an extension.

### At Initial Certification

At initial certification, contractors must determine whether the family will be assessed a fee, in accordance with 5 CCR 18109.

- For newly enrolled families with **predictable** schedules, contractors will assess fees using the total monthly certified need as documented in the application for services.
- When assessing family fees for families with **unpredictable** or **variable** schedules (as described in, Section 18086(b)(2)(D) and 18086(c)(2) of the *12-Month Eligibility Implementation Guidance (Implementation Guidance)*, issued with MB 17-14, the contractor will use the certified schedule documentation collected to determine need to average the total hours needed during the four (4) weeks immediately preceding the initial certification. The average number of hours calculated will determine whether the family will pay a part-time or a full-time fee. If at the time of initial certification, the parent does not have a work history, the contractor will assess a flat monthly fee based on: (1) the verified hours the employer expects the parent to work, or (2) the self-employment documentation provided by the parent.

When the initial enrollment is not on the first day of the month, the contractor must assess a fee based on the certified hours for the partial month and another fee for subsequent months based on the certified need as documented in the application for services. For example, a family works 40 hours per week (or full-time), and their initial enrollment date is May 20. For the month of May, the family will utilize less than 130 hours. In this example, the family will be assessed a part-time fee for May and a full-time fee for each subsequent month of service.

### At Recertification

All families will have their family fees reassessed during the annual recertification process. Contractors will continue to assess fees for families with **predictable** schedules using the total monthly certified need as documented in the application for services.

For families with **variable** or **unpredictable** work schedules, the contractor will reassess the fee by using the certified schedule documentation collected to determine need to average the total hours needed during the four weeks immediately preceding the recertification. The average number of hours calculated will determine whether the family will pay a part-time or a full-time fee.

A NOA must be issued upon recertification if there is a change in the family fee. Changes in fees take effect as follows:



- If a decreased family fee is assessed, the fee will become effective on the first day of the month after the NOA is issued.
- If a new or increased family fee is assessed, the fee will become effective on the first day of the month after the appeal request period has expired.
  - ◊ Families have an opportunity to appeal their family fee assessment within 14 calendar days of the date the NOA is issued, assuming it is hand-delivered to the parent, or within 19 calendar days of issuance if served by mail.
  - ◊ If an appeal is filed, the new fee will not be implemented until the first day of the month after the appeal process is exhausted. The reassessed fee must be collected monthly in accordance with 5 CCR.

### Parent request for reduction to the family fee

Families that request a reduction to their family fee in accordance with Section 18084.2(a) of the *Implementation Guidance* issued with MB 17-14 will have their fee assessed as follows:

- For families with **predictable** work schedules, the contractor will use the total monthly certified need as documented in the application for services.
- For families with **variable** or **unpredictable** work schedules, the contractor will use the certified schedule documentation collected to determine need to average the total hours needed during the four weeks immediately preceding the assessment. The average number of hours calculated will determine whether the family will pay a part-time or a full-time fee.

A NOA must be issued only when a fee reduction is assessed. Changes in fees take effect as follows:

- If a decreased family fee is assessed, the fee will become effective on the first day of the month after the NOA is issued.
- If the assessment results in an increased fee, no action is necessary and the family fees remain the same until recertification.

### Additional Directives

When certifying families with school-age children for FY 2020–21, contractors must certify the family based on the vacation/non-school schedule. If schools reopen, families may request a reduction to their family fee based on the school schedule.

Additionally, the CSPP, General Child Care (CCTR), Family Child Care Home Education Networks (CFCC), Migrant Child Care (CMIG) contractors shall factor in the Program Calendar to assess the fee and include in the NOA which months the part-time and/or full-time fees apply. For example, if a school is closed for two (2) weeks in December, a family that was assessed a full-time fee would be assessed a part-time fee for that month if the anticipated hours of care were below 130 hours for that month, and this would be documented in the NOA.

Families that are certified for CSPP services based on residing within the school boundaries of a school where 80% of the enrolled students qualify for free or reduced-price meals, must self-certify their income and family size and need for service in order to determine their family fee. For more information on enrollment for these children, please see MB 20-01.

### Other Relevant Information

For information on the revision to the State Median Income, please see MB 20-12: *Revised State Median Income Ceilings and Income Ranking Table for Fiscal Year 2020–21* at <https://www.cde.ca.gov/sp/cd/cl/mb2012.asp>.

For Sections 18084.2 and 18086 of the *12-Month Eligibility Implementation Guidance (Implementation Guidance)* and MB 17-14, please visit the 12-Month Eligibility web page at <https://www.cde.ca.gov/sp/cd/ci/mb1714.asp>.

Contractors that have concerns regarding the impact that issuing family fee refunds or credits may have on contract apportionments can contact their assigned Child Development and Nutrition Fiscal Services fiscal analyst. A directory of analyst assignments can be found on the California Department of Education (CDE) *Fiscal Apportionment Analyst Directory* web page at <https://www.cde.ca.gov/fg/aa/cd/faad.asp>.

If you have any questions regarding the information in this MB, please contact your assigned Early Learning and Care Program Quality Implementation Office Regional Consultant. A list of consultants can be found on the *ELCD Consultant Regional Assignments* web page at <https://www.cde.ca.gov/sp/cd/ci/assignments.asp>, or by phone at 916-322-6233.

**This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California *Education Code* Section 33308.5.**

**Questions: Early Learning and Care Division | 916-322-6223**

Last Reviewed: Friday, June 26, 2020

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## Management Bulletin 20-14

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### Early Learning and Care Division

**Subject:** Guidance Regarding the Temporary Extension of Emergency Childcare Services, Transition into Ongoing Childcare Services, and Assessment of Family Fees for Essential Workers and At-risk Populations

**Number:** 20-14

**Date:** July 13, 2020

**Expires:** June 30, 2021, or until rescinded

**Authority:** Senate Bill 117 (Chapter 3, Statutes of 2020); Executive Order N-33-20; Executive Order N-45-20; Executive Order N-47-20; Senate Bill 89 (Chapter 2, Statutes of 2020); Executive Order N-66-20; Assembly Bill 89 (Chapter 7, Statutes of 2020); Senate Bill 98 (Chapter 24, Statutes of 2020)

**Attention:** Executive Directors and Program Directors of All State-Subsidized Early Learning and Care Programs

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### Purpose

This Management Bulletin (MB) rescinds and replaces MB 20-06A, which set forth directives for "Emergency Childcare" services for essential workers, and other designated populations, after the signing of Executive Order (EO) N-33-20, EO N-45-20, EO N-47-20, and EO N-66-20.

This MB provides guidance to state-subsidized early learning and care (ELC) programs on the extension of services for families whose children were enrolled in Emergency Childcare during Fiscal Year (FY) 2019–20, and the assessment of Family Fees beginning July 1, 2020. This MB also provides guidance for the transition and prioritization of enrolling eligible families into ongoing childcare services in FY 2020–21.

The directives below only apply to FY 2020–21, pursuant to Senate Bill (SB) 98 (Chapter 24 of the Statutes of 2020). As the situation evolves, the Legislature may choose to change or modify the actions they have taken in the 2020–21 Budget Act. To the extent that any changes are made, the California Department of Education (CDE) will release or update additional guidance.

### Background

The California *Education Code* (EC) Section 8263(a) sets forth the eligibility and need requirements for families receiving subsidized ELC services. Generally, families must meet one eligibility requirement and one need requirement to be eligible for ELC services.

With the exception of the California State Preschool Program (CSPP), EC Section 8263(b) specifies the priority order for enrolling families. Families with children who are receiving child protective services (CPS) or are at-risk of abuse, neglect, or exploitation receive first priority for services.

EC Section 8263(c) specifies the requirements for promoting continuity of care in a state- or federally-funded child care program.

Additionally, EC Section 8263(h) specifies that a family who is certified as meeting eligibility and need requirements must receive services for no less than 12 months from the certification date, and must not be required to report changes to income or other changes for at least 12 months.

In accordance with EC sections 8227.3, 8262.1, and 8262.2, contractors are authorized to use digital signatures and maintain records electronically, or convert records from a paper format to an electronic format. Please refer to MB 16-02, located at <https://www.cde.ca.gov/sp/cd/ci/mb1602.asp>, or additional guidance.

EC Section 8273 requires the State Superintendent of Public Instruction (SSPI) to establish a family fee schedule for families receiving ELC services, subject to the approval of the schedule by the Department of Finance. The SSPI is charged with designing the family fee schedule, based on the most current State Median Income (SMI), adjusted for family size.

On March 19, 2020, April 4, 2020, and April 7, 2020, respectively, the Governor issued EO N-33-20, EO N-45-20, and EO N-47-20 which in pertinent part, during the State of Emergency:

- Required that all California residents stay at home unless they are considered "Essential Critical Infrastructure Workers" (essential workers).
- Defined "essential workers," which can be found at: <https://covid19.ca.gov/img/EssentialCriticalInfrastructureWorkers.pdf>.
- Sustained childcare subsidies for currently enrolled families.
- Waived eligibility requirements for children with parents who are essential workers, as defined above, and children with disabilities and special health care needs whose Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs), which include ELC services in the following subsidized ELC programs: California Alternative Payment Program (CAPP), California State Preschool Program (CSPP), General Child Care (CCTR), California Migrant Child Care (CMIG), California Migrant Alternative Payment Program (CMAP), and Family Child Care Home Education Networks (CFCC).
- Waived enrollment priorities in EC Section 8263(b)(2) and (3), other than prioritizing income-eligible families over families that are not income eligible; and any accompanying regulations, with respect to non-CalWORKs ELC services provided to children of essential workers and children with disabilities or special health care needs whose IEPs and IFSPs include early childhood education services.
- Waived requirements to allow children enrolling in Emergency Childcare, that are at-risk of abuse, neglect, or exploitation to enroll without the need for a written referral from a legal, medical, or social services agency.

On March 17, 2020, the Governor signed SB 89 (Chapter 2, Statutes of 2020), which appropriated funds for Coronavirus Disease (COVID) response. The Governor and the Legislature identified \$50 million of these funds for CAPP contractors for new Emergency Childcare enrollments during FY 2019–20.

The CDE also identified \$400,000 appropriated for Migrant Child Care to fully reimburse CMAP contractors for enrollment of essential workers, and other designated populations in Emergency Childcare.

Based on the authority of SB 117 and these Executive Orders, the CDE issued guidance stating that CAPP, CSPP, CCTR, and CFCC contractors could enroll families in Emergency Childcare until June 30, 2020, if they are one of the following:

1. Deemed to be an "essential worker", as defined above.
2. Identified as a member of an at-risk population, which includes:
  - a. Children who are receiving CPS or who have been deemed to be at-risk of abuse, neglect, or exploitation.

- b. Children eligible through the Emergency Childcare Bridge Program for Foster Children (authorized by California *Welfare and Institutions Code* Section 11461.6).
  - c. Families experiencing homelessness as defined in Section 11434(a)(2) of Title 42 of the *United States Code*, known as the *McKinney-Vento Homeless Assistance Act*.
  - d. Children of domestic violence survivors.
3. Families with children with disabilities or special health care needs whose IEPs and/or IFSPs include ELC services.

Based on the authority of SB 117 and these Executive Orders, families enrolled in Emergency Childcare were required to self-certify their status.

On May 29, 2020, the Governor issued EO N-66-20, which allows essential worker families, at-risk populations, and children with disabilities or other health care needs, whose IEPs and/or IFSPs include ELC services and who are enrolled in Emergency Childcare through either a CCTR, CSPP, CFCC, or a CAPP contract, to receive services through June 30, 2020, or for 60 calendar days following the date of the child's enrollment, whichever is longer, subject to available funds.

On June 29, 2020, the Governor signed SB 98 (Chapter 24, Statutes of 2020), which appropriated \$73 million for CAPP and CMAP contractors to provide Emergency Childcare services for essential workers and other designated populations for an additional ninety (90) days, in addition to the sixty (60) calendar days specified in

EO N-66-20, and possibly longer if a contractor has not exhausted its funds. SB 98 also requires all children who received Emergency Childcare services to be given first priority for enrollment in alternative payment programs with available capacity.

On June 29, 2020, the Governor signed Assembly Bill (AB) 89 (Chapter 7, Statutes of 2020), which appropriated \$47,236,000 available beginning July 1, 2020, for 5,600 CAPP slots to provide continuity of care for families who were previously enrolled in Emergency Childcare. AB 89 requires that families previously enrolled in Emergency Childcare through CAPP and CMAP be given first priority for enrollment into ongoing subsidized childcare through CAPP.

## Policy

New enrollments in Emergency Childcare cannot occur after June 30, 2020. All new enrollments of children who received Emergency Childcare services into ongoing care must be consistent with the directives and prioritizations described in this MB.

Effective July 1, 2020, services for families currently enrolled, or enrolled as of June 30, 2020, in Emergency Childcare through the CAPP or CMAP may be extended for an additional ninety (90) days, in addition to the days specified in EO N-66-20. If a CAPP or CMAP contractor projects that it will have unspent Emergency Childcare funds after Emergency Childcare services are provided, the contractor may extend childcare services beyond 90 days for enrolled families, until funds are exhausted.

Families who were receiving Emergency Childcare services through the CAPP or CMAP and were disenrolled prior to July 1, 2020, may be reenrolled before July 15, 2020, without needing to provide additional eligibility and need documentation. A CAPP or CMAP contractor must, to the extent possible, work directly with a family that receives Emergency Childcare services and the local Resource and Referral (R&R) agency to assist the family in accessing ongoing subsidized or nonsubsidized childcare services that meets the family's needs.

All families who meet the eligibility and need requirements as defined in *EC* sections 8263 and 8263.1, and who were previously enrolled in Emergency Childcare through any contract prior to June 30, 2020, have priority for enrollment into ongoing subsidized childcare over any other family on the contractor's wait list, as specified in the



directive below. These families are eligible for ongoing subsidized services for no less than twelve (12) months. Families who transition from Emergency Childcare into ongoing childcare will be enrolled in priority order as specified in the directive below. All families enrolled in Emergency Childcare must be assessed a monthly family fee, effective July 1, 2020, assuming the family is not otherwise exempt from fees pursuant to EC Section 8273.1. Contractors must use the FY 2020–21 Family Fee Schedule available at <https://www.cde.ca.gov/sp/cd/ci/documents/familyfeeschedulejul2020.xlsx>.

## Directive

New enrollments of children into Emergency Childcare after June 30, 2020, are not permissible.

### **Continuation of Emergency Childcare for Children in California Alternative Payment Program (CAPP) and Migrant Alternative Payment Program (CMAP)**

As authorized in SB 98, families whose children who were enrolled in Emergency Childcare through the CAPP or CMAP prior to June 30, 2020, may be served for up to an additional ninety (90) days, in addition to the time specified in EO N–66–20. (As a reminder, EO N–66–20 authorized families to be served until June 30, 2020, or 60 days from the date of enrollment, whichever is longer.) If a CAPP or CMAP contractor projects that it will have unspent Emergency Childcare funds after Emergency Childcare services are provided, the contractor may extend childcare services beyond 90 days, until funds are exhausted.

#### Examples:

- If a child was enrolled in Emergency Childcare in CAPP or CMAP between April 4, 2020 and May 2, 2020, under EO N-66-20, that child would have received services until June 30, 2020. SB 98 extends the timeline for that child to be served for 90 additional days in Emergency Childcare, or until September 28, 2020. If the contractor projects that it will have unspent funds after Emergency Childcare services are provided, the contractor may extend the duration of childcare services beyond September 28, 2020, until funds are exhausted.
- If a child was enrolled in Emergency Childcare in CAPP or CMAP on June 1, 2020, under EO N-66-20, that child would have received services until July 30, 2020. SB 98 extends the timeline for that child to be served for 90 additional days in Emergency Childcare, or until October 28, 2020. If the contractor projects that it will have unspent funds after Emergency Childcare services are provided, the contractor may extend the duration of childcare services beyond October 28, 2020 until funds are exhausted.
- If a child was enrolled in Emergency Childcare in CAPP or CMAP on June 30, 2020, (the last permissible day of enrollment), under EO N-66-20, that child would have received services until August 28, 2020. SB 98 extends the timeline for that child to be served for 90 additional days in Emergency Childcare, or until November 26, 2020. If the contractor projects that it will have unspent funds after Emergency Childcare services are provided, the contractor may extend the duration of childcare services beyond November 26, 2020, until funds are exhausted.

If a child was enrolled in Emergency Childcare through CAPP and CMAP on or before June 30, 2020, and was disenrolled, that child can be reenrolled in Emergency Childcare between July 1 and July 15, 2020, without needing to provide eligibility documentation or sign a new self-certification. For families with a lapse in service, the 90 days should be counted from the date of reenrollment.

CDE strongly encourages CAPP and CMAP contractors to reach out by email and phone to any families disenrolled to allow them the opportunity to reenroll before July 15.

For families that were disenrolled and are being reenrolled in Emergency Childcare, contractors may either issue families a Notice of Action (NOA) or a letter notifying them of re-enrollment. Similarly, families who were not previously disenrolled but whose care is being extended should be issued a NOA or a letter notifying them that care has been extended. In either case, the notification must include the effective date of re-enrollment or extension of temporary Emergency Childcare, the revised last date of enrollment in temporary Emergency Childcare, and any Family Fee assessed, as specified below. If the contractor is unable to determine a definite last date of enrollment in temporary Emergency Childcare, an estimated date may be provided on the NOA with a notation for the family that the end date is estimated and dependent on the availability of Emergency Childcare funds. A letter template for notification of re-enrollment in, or extension of Emergency Childcare services, assessment of family fees, and the revised last date of Emergency Childcare services can be located at <https://www.cde.ca.gov/sp/cd/ci/documents/emergencyextension.docx>.

As specified in Title 5, *California Code of Regulations*, (5 CCR), Section 18119 contractors shall issue a NOA; Recipient of Services at least fourteen (14) days before the end date of the limited term authorization of Emergency Childcare.

### **Family Fee Collection for Families Enrolled in Emergency Childcare**

Contractors must provide written notification to families receiving Emergency Childcare after June 30, 2020, if they will be required to pay a family fee, effective July 1, 2020, or the date they were re-enrolled into Emergency Childcare. Family Fees shall be assessed based on the family's self-certification of income, family size, and hours of need provided at enrollment into Emergency Childcare services. Families whose circumstances have changed since they were enrolled may submit a revised self-certification if they wish to do so.

Families whose children were enrolled in Emergency Childcare prior to June 30, 2020, must be notified of the family fee at the time they are notified that their services will be extended. Contractors may either issue families a NOA or a letter notifying them of the Family Fee. In either case, families must be given appeal rights, in accordance with 5 CCR, Section 18120. A letter template for notification of reenrollment into or extension of Emergency Childcare, assessment of family fees, and the revised last date of Emergency Childcare services can be located at <https://www.cde.ca.gov/sp/cd/ci/documents/emergencyextension.docx>.

At the time CAPP and CMAP contractors notify families of the fee assessment, they must also notify providers of the assessed fees and the date fees are to be collected from the family.

Family fees are effective either July 1, 2020, or the date the family was re-enrolled in Emergency Childcare, and for the month of July only, are due fourteen (14) days after notification of the fee assessment. Fees will become delinquent on the date they are due. Failure to pay the family fee could result in disenrollment from Emergency Childcare. Unlike in ongoing childcare, in Emergency Childcare if a family appeals the contractor's decision to assess family fees, and if the family's appeal of the assessed family fee is successful, the contractor shall issue a refund of overpayment of fees, as applicable.

Family fees for August and subsequent months are due on the 1<sup>st</sup> day of the month, just as they are for families enrolled through the typical subsidized process, and will become delinquent in accordance with normal procedures. Failure to pay the family fee could result in disenrollment from services. Unlike in ongoing childcare, in Emergency Childcare if a family appeals the contractor's decision to assess family fees, and if the family's appeal of the assessed family fee is successful, the contractor shall issue a refund of overpayment of fees, as applicable. Contractors may, but are not obligated to, offer families a reasonable repayment plan for delinquent fees. Contractors should ensure that all delinquent fees are resolved prior to the end of the families' extension of Emergency Childcare services.

Families who are disenrolled due to not paying the assessed family fees must be given appeal rights. Contractors may notify families of disenrollment due to non-payment of family fees by issuing a NOA, or a letter. In either case, the family shall be given appeal rights, in accordance with 5 CCR Section 18120. A letter template to notify families of dis-enrollment from Emergency Childcare due to unpaid fees can be found at <https://www.cde.ca.gov/sp/cd/ci/documents/emergencyenrollment.docx>.

Contractors must use the FY 2020–21 Family Fee Schedule available at <https://www.cde.ca.gov/sp/cd/ci/documents/familyfeeschedulejul2020.xlsx> when assessing fees as directed below:

- Fees are based on the income, family size, and hours of need self-certified by the parent at time of enrollment. No additional documentation will be required.
- Part-time fees are assessed for self-certified need of less than 130 hours per month, and full-time fee are assessed for self-certified need of 130 hours or more per month.
- Families whose incomes are higher than those represented on the family fee schedule are required to pay the highest fee rate on the chart for the family size.
- Families currently enrolled in Emergency Childcare, and whose family circumstances have changed, may submit a revised self-certification.

The following families are exempt from paying family fees:

- All families with children who are receiving CPS (for the duration of the extension of Emergency Childcare)
- All families with children who have been identified as at-risk of abuse or neglect, (for the duration of the extension of Emergency Childcare)
- All families enrolled in part-day CSPP

Note: While the CDE, ELCD realizes that the assessment of family fees, and the short time frame in which to pay fees, is a burden to some families, the CDE, ELCD does not have the authority to waive any fees after June 30, 2020.

### **Transition of Emergency Childcare Families to Ongoing Childcare Services in CAPP and Priorities for Enrollment**

To the extent possible, beginning July 1, 2020, CAPP contractors must begin to transition children who are enrolled in Emergency Childcare into ongoing (non-Emergency) subsidized the CAPP consistent with the requirements below.

Families must meet the eligibility and need requirements specified in EC sections 8263 and 8263.1 in order to be enrolled into ongoing subsidized CAPP childcare.

CAPP contractors must prioritize families that were certified for Emergency Childcare before July 1, 2020, for ongoing subsidized childcare, prior to any other new enrollments, and must enroll families in the following priority order, as specified in Item 6100-194-0890, Provision 7 of AB 89, Section 111(f) of SB 98, EC 8263(b) and (c), and 5 CCR Section 18106.

**First Priority Category:** Families that received temporary Emergency Childcare through a:

1. CAPP or CMAP and who seek to enroll children that are receiving CPS through a county welfare program.

2. CAPP or CMAP and who seek to enroll children that are identified by a legally qualified professional as at-risk of being neglected or abused.
3. CAPP or CMAP and who meet income eligibility requirements, with the lowest gross monthly income in relation to family size admitted first.
4. CCTR, CSPP, or CFCC and who seek to enroll children that are receiving CPS through a county welfare program.
5. CCTR, CSPP, or CFCC and who seek to enroll children that are identified by a legally qualified professional as at-risk of being neglected or abused.
6. CCTR, CSPP, or CFCC and who meet income eligibility requirements, with the lowest gross monthly income in relation to family size admitted first

**Second Priority Category:** Families that did not receive temporary Emergency Childcare who:

1. Seek to enroll children that are receiving CPS through a county welfare program.
2. Seek to enroll children that are identified by a legally qualified professional as at- risk of being neglected or abuse
3. Meet income eligibility requirements, with the lowest gross monthly income in relation to family size admitted first

**Note:** Within each priority category, families must be prioritized in the order listed.

Families receiving Emergency Childcare services that are certified for ongoing subsidized services for FY 2020–21 shall follow the typical enrollment process and must provide all documentation as specified in 5 CCR, and the *12-Month Eligibility Implementation Guidance* issued with MB 17-14, and located at <https://www.cde.ca.gov/sp/cd/ci/documents/twelvemonthguidance.doc>.

Families certified for ongoing subsidized services shall receive services for no less than twelve (12) months, as specified in MB 17-14, which can be located at <https://www.cde.ca.gov/sp/cd/ci/mb1714.asp>. Families who are certified for ongoing 12-month eligibility shall receive services for no less than twelve months from the date they are certified for ongoing childcare.

Families who were enrolled in Emergency Childcare through a CMAP, CSPP, CCTR, or CFCC may apply for ongoing subsidized childcare services through a CAPP, and shall be prioritized for CAPP services, as specified above. CAPP contractors must verify that those families were enrolled in Emergency Childcare before prioritizing them for ongoing childcare services.

Families seeking to enroll children who are receiving CPS through a county welfare program, or who are seeking to enroll children who have been identified by a legally qualified professional as at-risk of being neglected or abused must provide a written referral to be eligible for prioritization into ongoing childcare. If the family does not have a written referral at the time of enrollment into ongoing childcare, contractors should allow the family time to obtain the referral and continue to provide Emergency Childcare services until the extension of Emergency Childcare services has expired,

To the extent possible, CAPP contractors must work directly with families whose children are enrolled in Emergency Childcare, and the local R&R agency to assist those families with accessing ongoing subsidized or nonsubsidized childcare services that meet the family's needs. As part of this process, families who meet need and eligibility requirements must be provided information and assistance to access subsidized childcare, while families who do not meet the eligibility and need requirements for ongoing subsidized childcare must be provided information and assistance to access nonsubsidized childcare.

## **Transition of Emergency Childcare Families to Ongoing Childcare in CMAP and CMIG**

Contractors who enrolled families into Emergency Childcare services through CMAP or CMIG contracts may transition those families into ongoing subsidized childcare with twelve (12) month eligibility, provided that they meet eligibility and need requirements specified in *EC* sections 8231, 8263, and 8263.1, and **their existing contract funds support such enrollments.**

Families who were enrolled in Emergency Childcare on or before June 30, 2020 must be prioritized for ongoing care before other families that were not enrolled in Emergency Childcare are enrolled. CMAP and CMIG contractors must prioritize families who were enrolled in Emergency Childcare for enrollment in ongoing services based on the priorities in *EC*, 5 *CCR*, and Funding Terms and Conditions.

Once all interested and eligible families who were enrolled in Emergency Childcare have been enrolled in ongoing child care, CMAP and CMIG contractors shall prioritize families who were not enrolled in Emergency Childcare based on the priorities in *EC*, 5 *CCR*, and Funding Terms and Conditions.

To the extent possible, CMAP and CMIG contractors must work directly with families whose children are enrolled in Emergency Childcare, and the local R&R agency to assist those families with accessing ongoing subsidized or nonsubsidized childcare services that meet the family's needs. As part of this process, families who meet need and eligibility requirements must be provided information and assistance to access subsidized childcare, while families who do not meet the eligibility and need requirements for ongoing subsidized childcare must be provided information and assistance to access nonsubsidized childcare.

### **Transition of Emergency Childcare Families to Ongoing Childcare in CSPP, CCTR, and CFCC**

Pursuant to EO N-66-20, families whose children were enrolled through a CSPP, CCTR, or CFCC into Emergency Childcare were required to be certified for services by June 30, 2020, and may receive services for 60 calendar days from the date of enrollment, or until June 30, 2020, whichever is longer, subject to available funds.

The SB 98 does not provide a 90-day extension for Emergency Childcare for these families.

Examples:

- If a child was enrolled in Emergency Childcare in CSPP, CCTR or CFCC between April 4, 2020 and May 2, 2020, that child may only be served in Emergency Childcare until June 30, 2020.
- If a child was enrolled in Emergency Childcare in CSPP, CCTR or CFCC on June 1, 2020, that child may only be served in Emergency Childcare until July 30, 2020.
- If a child was enrolled in Emergency Childcare in CSPP, CCTR or CFCC on June 30, 2020, (the last permissible day of enrollment), that child may only be served in Emergency Childcare until August 28, 2020.

The CSPP, CCTR, and CFCC contractors who enrolled families into Emergency Childcare services may transition those families into ongoing subsidized childcare with twelve (12) month eligibility, provided that they meet eligibility and need requirements specified in *EC* sections 8263 and 8263.1, and **their existing contract funds support such enrollments.**

Families receiving Emergency Childcare services that are certified for ongoing subsidized services for FY 2020–21 shall follow the typical enrollment process and must provide all documentation, as specified in 5 *CCR*, and the 12-Month Eligibility Implementation Guidance, located at <https://www.cde.ca.gov/sp/cd/ci/documents/twelvemonthguidance.doc>.



Families certified for ongoing subsidized services shall receive services for no less than twelve (12) months, as specified in MB 17-14, which can be located at <https://www.cde.ca.gov/sp/cd/ci/mb1714.asp>. Families who are certified for ongoing 12-month eligibility shall receive services for no less than twelve months from the date they are certified for ongoing childcare.

As specified in EC 8263(c) in order to promote continuity of care, contractors must prioritize families enrolled in Emergency Childcare by June 30, 2020 for ongoing subsidized childcare, prior to any other new enrollments, and must enroll families in the following priority order, as specified 5 CCR Section 18106:

**First Priority Category for Enrollment in CSPP, CCTR, and CFCC Contracts (Continuity of Care):** Families that received temporary Emergency Childcare in CSPP, CCTR, CFCC, CAPP, or CMAP who:

1. Seek to enroll children that are receiving CPS through a county welfare program.
2. Seek to enroll children that are identified by a legally qualified professional as at-risk of being neglected or abused.
3. Meet income eligibility requirements, with the lowest gross monthly income in relation to family size admitted first.

**Second Priority Category for Enrollment in CCTR and CFCC Contracts:** Families that did not receive temporary Emergency Childcare who:

1. Seek to enroll children that are receiving CPS through a county welfare program.
2. Seek to enroll children that are identified by a legally qualified professional as at-risk of being neglected or abused.
3. Meet income eligibility requirements, with the lowest gross monthly income in relation to family size admitted first.

**Second Priority Category for Enrollment in CSPP Contracts:** Families that did not receive temporary Emergency Childcare. For new enrollments in CSPP, contractors must follow eligibility and enrollment priorities in MB 20-01, located at <https://www.cde.ca.gov/sp/cd/ci/mb2001.asp>.

**Note:** Within each priority category, families must be prioritized in the order listed.

Families seeking to enroll children who are receiving CPS services through a county welfare program, or who are seeking to enroll children who have been identified by a legally qualified professional as at-risk of being neglected or abused must provide a written referral to be eligible for prioritization into ongoing childcare. If the family does not have a written referral at the time of enrollment into ongoing childcare, contractors should allow the family time to obtain the referral and continue to provide Emergency Childcare services until the extension of Emergency Childcare services has expired,

If the CSPP, CCTR and CFCC contractors do not have sufficient contract funds to support such enrollments, they should refer families to the local R&R agency and/or the local CAPP to apply for ongoing services that provide twelve (12) month eligibility.

## **Application Process for Families Transitioning from Emergency Childcare into Ongoing Childcare**

As described above, to the extent possible based on the availability of funds, contractors shall begin transitioning eligible families from Emergency Childcare into ongoing childcare beginning July 1, 2020, following the certification processes specified in 5 CCR and the 12-Month Eligibility Implementation Guidance, located at <https://www.cde.ca.gov/sp/cd/ci/documents/twelvemonthguidance.doc>.

At the time of certification into ongoing subsidized childcare, the contractor must determine if the family is responsible for paying a flat monthly family fee, and shall assess the family fee as specified in MB 20-13, available at <https://www.cde.ca.gov/sp/cd/ci/mb2013.asp> using the FY 2020–21 Family Fee Schedule available at <https://www.cde.ca.gov/sp/cd/ci/documents/familyfeeschedulejul2020.xlsx>.

Contractors shall issue families transitioning from Emergency Childcare into ongoing childcare a NOA informing them of their twelve-month (12) eligibility in accordance with EC Section 8263 (h) and MB 17-14. Contractors are required to issue a NOA as specified in 5 CCR Section 18118, and shall also provide families with due process as specified in 5 CCR Section 18120. Families transitioning from Emergency Childcare into ongoing childcare shall be assessed fees, if applicable, based on eligibility and need documentation submitted during the enrollment process. If family fees are applicable, contractors shall determine and calculate the appropriate full time or part-time monthly fee in accordance with MB 20-13 and issue a NOA informing the parent of the applicable full-time and part-time fee.

### **Hold Harmless for Emergency Childcare Determinations**

ELC contractors that obtained a signed Coronavirus Disease 2019 (COVID-19) Self-Certification form for families who were enrolled into Emergency Childcare shall not be held responsible for determining if a parent or guardian's work is "essential" or if a family is an at-risk population. Furthermore, the ELC contractors shall not be subjected to a penalty for accepting a child whose parent or guardian is determined not to meet those definitions. The state shall hold harmless any ELC contractors that, in good faith, enrolled a child in Emergency Childcare whose parent or guardian is determined not to meet those definitions.

### **Alternative Payment Contractor Augmentations**

The length of time families may be extended for Emergency Childcare is subject to the availability of funds for each CAPP and CMAP contractor. Augmentations provided in FY 2019–20 as well as forthcoming FY 2020–21 augmentations must be taken into consideration when determining the length of time care may be extended.

For example, contractors that fully expended their FY 2019–20 Emergency Childcare augmentation by June 30, 2020, may not have had the ability to extend care for up to sixty (60) days as allowable by EO-N-66-20. In this instance, the contractor will utilize funding from a forthcoming FY 2020–21 augmentation to extend emergency care for ninety (90) days or longer, contingent upon the availability of funds. If contract funds do not allow for a ninety (90) day extension of Emergency Childcare, contractors must decrease the number of days families receive care to ensure adequate contract funds are available to reimburse providers for services rendered.

Alternatively, a contractor may have authorized care for sixty (60) days by utilizing their FY 2019–20 augmentation. In this instance, the contractor may extend care for an additional ninety (90) days with their forthcoming FY 2020–21 augmentation. In all instances, the extension of care is contingent upon availability of funds.

Similarly, the number of enrollments allowable for ongoing subsidized care is dependent on the availability of funds for each CAPP or CMAP contractor. As such, each CAPP or CMAP contractor must assess the cost of extending care for each child enrolled in Emergency Childcare, as well as determine the number of children that can be enrolled into ongoing subsidized care, to ensure that the cost of providing care does not exceed the CAPP and CMAP total contract amount.

A FY 2020–21 augmentation will be provided to CAPP and CMAP contractors to support ongoing enrollments of families previously enrolled in Emergency Childcare. To ensure the CDE has the necessary data to allocate these funds in a timely manner, the CDE is requiring all CAPP and CMAP contractors to fill out a survey by Thursday, July 23, 2020. The survey can be found at <https://surveys2.cde.ca.gov/go/apemergencychildcare.asp>.

### **Child Development and Nutrition Fiscal Services (CDNFS) Reporting Updates**

CDNFS report forms will continue to collect the same data as in FY 2019–20. CAPP and CMAP contractors will be required to provide additional data elements as specified in a forthcoming MB. A child that continues to be enrolled in an ELC program (either Emergency Childcare or ongoing, non-Emergency Childcare), with eligibility based upon the criteria set forth in this MB, is to be considered and reported as a certified child.

Contractors who have enrolled children in a CSPP or CCTR program on the basis of Emergency Childcare eligibility will report the days of enrollment in the appropriate adjustment factor categories for certified children.

Contractors who enrolled children in a CAPP or CFCC program, on the basis of an Emergency Childcare eligibility, will report the provider payments on the Direct Payments to Providers line of the Fiscal Report submitted online.

All enrollments reported on CDNFS reports forms must align with enrollment and eligibility criteria set forth in this MB. If there are questions related to the reporting of the child days of enrollment, please contact your assigned CDNFS Fiscal Analyst. The CDE Fiscal Apportionment Analyst Directory web page can be found at <https://www.cde.ca.gov/fg/aa/cd/faad.asp>.

## **Resources**

### **State Guidelines—CDE and ELCD specific**

The CDE, Early Learning and Care Division (ELCD) has developed a COVID-19 guidance and resource page that includes answers to frequently asked questions, all management bulletins issued to implement pertinent legislation, and other relevant resources at <https://www.cde.ca.gov/sp/cd/re/elcd/covid19.asp>.

To be informed of updated information, please sign up for ELCD's email list at <https://www.cde.ca.gov/sp/cd/ci/prospectlist.asp>.

The CDE has developed a guidebook for the safe reopening of California's public schools which can be found at <https://www.cde.ca.gov/ls/he/hr/documents/strongertogether.pdf>.

### **Social and Physical Distancing Guidance and Healthy Practices for ELC Facilities**

All contractors must follow healthy and safe practices in all ELC settings.

For the state's Early Learning and Care playbook for caring for children and getting back to work, visit: <https://californiaall.org/home>

CDE worked collaboratively together with the California Department of Public Health, the California Department of Social Services (CDSS) and the California Division of Occupational Safety and Health (Cal/OSHA) at the California Department of Industrial Relations, to issue joint updated guidance on the following topics:

- Child care: <https://covid19.ca.gov/pdf/guidance-childcare.pdf>
- Family friendly practices: <https://covid19.ca.gov/pdf/guidance-familyfriendlypracticesemployers.pdf>
- Support for working families: <https://covid19.ca.gov/pdf/guidance-supportworkingfamilies.pdf>

The California Department of Social Services (CDSS) Community Care Licensing Division has developed Provider Information Notices (PIN) which provides guidance on social and physical distancing, ratio and group sizes, and healthy practices during the COVID-19 pandemic. The PINs released by CDSS can be found at <https://www.cdss.ca.gov/inforesources/community-care-licensing>.

### **Choosing to Reopen and What it Looks Like to Reopen Facilities**

The Center for Disease Control (CDC) has released guidance to assist providers in making the decision to reopen. You can find the Childcare Decision Tree at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Childcare-Decision-Tree.pdf>.

For more information about COVID-19 guidance from the Office of Head Start, including the Collaborating Actively in Meaningful Planning (CAMP) series, please visit their website at <https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19>.

### **Other State and Federal Guidelines regarding Childcare and COVID-19**

For more information about federal and state guidance and response to COVID-19, please refer to the CDC website at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>,

the California Department of Public Health's website at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx>,

and the California COVID-19 Response website at <https://covid19.ca.gov/>.

The CDC recently released additional guidance for childcare providers in *The Supplemental Guide for Child Care* which can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

### **Contacting your Program Quality Implementation Office Regional Consultant**

If you have any questions regarding the information in this MB, please contact your assigned ELCD, Program Quality Implementation Office Regional Consultant via the *ELCD Consultant Regional Assignments* web page at <https://www.cde.ca.gov/sp/cd/ci/assignments.asp> or by phone at 916-322-6233.

**This Management Bulletin is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this Management Bulletin that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California Education Code Section 33308.5.**

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Early Learning and Care Division

**Questions: Early Learning and Care Division | 916-322-6223**

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