AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

BOARD OF DIRECTORS MEETING

AGENDA

September 13th 2019 | 10:00 a.m.

ATCAA Jackson Service Center, Jackson Community Room, 10590 Hwy 88, Jackson, CA 95642

1. **CALL TO ORDER:**

2. **ROLL CALL**:

ATCAA 2019 Board of Directors					
Lloyd Schneider	TUO PRI		Board Chairman		
Lynn Morgan	AMA PRI		Board Vice-Chair		
Karl Rodefer	TUO PUB		Board Secretary/Treasurer		
Amador			Tuolumne		
Frank Axe	PUB		Ryan Campbell	PUB	
Jeff Brown	PUB		Walt Kruse	LIR	
Joni Drake	LIR		Alisha Morrow	HSPC	
Mary Pulskamp	LIR		Dana Reel	LIR	
Linda Rianda	PUB		Connie Williams	PUB	
Susan Ross	PRI				
Jim Wilmarth	PRI				

Others Present:

Joseph Bors	ATCAA Executive Director	
Bruce Giudici	ATCAA Fiscal Officer	
Rachel Leach	CSBG Coordinator	
Katelyn Goehner	Secretary to the Board	

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 of 8/9/2019. Pg. 4
    - 5.2. Personnel Policy Changes.
        - 5.2.1. Policy 3.4 - Hiring Process Specific to Employees. Pg. 6
        - 5.2.2. Policy 3.10 - Performance Evaluations. Pg. 11
        - 5.2.3. Policy 4.12 - Pay Practices. Pg. 15
        - 5.2.4. Policy 5.2 - Retirement Plan. Pg. 18
    - 5.3. ECS 2020 Continuation Application
        - 5.3.1. 2020 Application Cover Sheet/Table of Contents. Pg. 19
        - 5.3.2. 2018/2019 Program Goals and Data. Pg. 20
        - 5.3.3. Fiscal Year 2020 Head Start and Early Head Start Proposed Budget. Pg. 23
        - 5.3.4. 2019/2020 Program Approach Form. Pg. 25
        - 5.3.5. 2019/2020 Eligibility Points Worksheet. Pg. 27
        - 5.3.6. 2019/2020 Organizational Chart. Pg. 29
        - 5.3.7. Strategic Plan Update. Pg. 32
        - 5.3.8. School Readiness Goals. Pg. 38
        - 5.3.9. Community Assessment Update. Pg. 54
    - 5.4. Financial Reports
        - 5.4.1. Administrative Budget to Actual. Pg. 58
        - 5.4.2. Contract Status Summary. Pg. 60
        - 5.4.3. ATCAA Balance Sheet. Pg. 62
        - 5.4.4. ATCAA Revenue & Expenditure Report. Pg. 63
        - 5.4.5. ATCAA Budget to Actual by Department. Pg. 64

6. **COMMITTEE REPORTS:**
    - 6.1. Finance Committee: Has not met.
    - 6.2. Executive Committee: Has not met.
    - 6.3. Internal Affairs Committee: Verbal Report of 9/9 Meeting.
        - 6.3.1. Policy 3.4. - Hiring Policy Specific to Executive Director. Pg. 67
          Internal Affairs approved yellow highlighted sections in Policy
    - 6.4. Early/Head Start Policy Council: Verbal Report of 9/6 Meeting.
    - 6.5. Board Member Reports/Site Visits

7. **NEW BUSINESS:** Executive Director 6 Month Review
    - 7.1. Create Ad Hoc Committee to perform Joseph Bors' 6 month Contract and Salary Review in October. Pg. 73

8. **NEW BUSINESS:** ATCAA Owned Properties Recovery Plan. Handouts.
    - 8.1. Varley Place
    - 8.2. 10991, 10993, 10995 State St
    - 8.3. 18966 Carter St

9. **DISCUSSION:** Board of Director Vacancies Process
    - 9.1. Proposed Process for Filling Board of Director Vacancies. Pg. 74

10. **FISCAL OFFICER REPORT:**
    - 10.1. Fiscal Officer Narrative. Pg. 76

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

12. **PROGRAM PRESENTATIONS**:

13. **ITEMS FOR FUTURE AGENDAS:**

14. **INFORMATIONAL:**
    - 14.1. CDE Management Bulletin 19-06 on Collection of Data for the Subsidized Provider Report. Pg. 78
    - 14.2. ACF Information Memorandum (ACF-IM-HS-19-02) on Notice of Proposed Rulemaking (NPRM) on Designated Renewal System (DRS) Changes – Public Comment Period. Pg. 82

15. **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

SPECIAL BOARD OF DIRECTORS MEETING

MINUTES

August 9th 2019 | 10:30 a.m.

Telephone Conference Between:

ATCAA Jackson Service Center, Jackson Community Room, 10590 Hwy 88, Jackson, CA 95642; 19300 Mira Monte Rd, Tuolumne, CA 95379; 26871 Woodland Rd, Pioneer, CA 95666; 2 S Green St, 4th Floor, Sonora, CA, 95370; 810 Court St, 2nd Floor, Jackson, CA 95642; 16929 McKenzie Dr., Pioneer, CA 95666; 26 Main St, Jackson, CA 95642; 2915 12th St S, Moorhead, MN, 56560; 11 Ridge Rd, Sutter Creek, CA 95685; 8547 Meeks Bay Ave, Tahoma, CA 96142

1. **CALL TO ORDER:**
   The meeting was called to order at 10:33am by Chairperson Lloyd Schneider.

2. **ROLL CALL:**

ATCAA 2019 Board of Directors					
Lloyd Schneider	TUO PRI	*P*	Board Chairman		
Lynn Morgan	AMA PRI	*P*	Board Vice-Chair		
Karl Rodefer	TUO PUB	*P*	Board Secretary/Treasurer		
Amador			Tuolumne		
Frank Axe	PUB	*P*	Ryan Campbell	PUB	*A*
Jeff Brown	PUB	*P*	Walt Kruse	LIR	*P*
Joni Drake	LIR	*P*	Alisha Morrow	HSPC	*A*
Mary Pulskamp	LIR	*P*	Dana Reel	LIR	*P*
Linda Rianda	PUB	*P*	Connie Williams	PUB	*P*
Susan Ross	PRI	*P*			
Jim Wilmarth	PRI	*P*			

Member Rodefer joined at Item 6.

Others Present:

Joseph Bors	ATCAA Executive Director	*P*
Bruce Giudici	ATCAA Fiscal Officer	*A*
Rachel Leach	CSBG Coordinator	*P*
Katelyn Goehner	Secretary to the Board	*P*

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)
   Member Axe moved and Morgan seconded the Approval of the Agenda. MPU.

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.
   Executive Director Joseph Bors asked the Internal Affairs Committee for assistance in creating a process to fill Board Vacancies. He also reminded that in the ATCAA Bylaws it says that the Ethics Training needs to be completed every two years. There is an in-person option in Tuolumne County in November. The Board Secretary will send those who will need to renew the information when she receives it. For those who are unable to make it in November, there is an online option.

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 of 6/14/2019. Pg. 3
   5.2. Request for Extension of Head Start Enrollment Reduction. Pg. 8
   5.3. Conflict of Interest Code. Pg. 10
   5.3.a. Declaration of Chief Executive Director. Pg. 12
   Member Kruse moved and Williams seconded the approval of the Consent Agenda. MPU.

6. **NEW BUSINESS:**
   6.1. Approval of Hire for Early Childhood Services Director.
   There were nine applications submitted. Three of those were interviewed. The position was offered to Nancy Miner. She has worked directly with Marcia Williams and her leadership team over the past years. The Parent Policy Council approved of hiring Miner at their meeting last week.
   Member Kruse moved and Williams seconded the Approval of Hiring Nancy Miner as the Early Childhood Services Director. MPU.

7. **ADJOURNMENT:**
   The meeting was adjourned at 10:49am by Chairperson Lloyd Schneider.

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
PERSONNEL POLICIES
DRAFT

3.4 Hiring

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

3.4.1 Hiring Policy

ATCAA Hiring Policies and Procedures will adhere to the ATCAA Equal Employment Opportunity (EEO)/Affirmative Action (AA) Policy.

Current ATCAA employees and program participants, including ATCAA Head Start parents, are eligible and encouraged to apply for available ATCAA positions for which they are qualified.

3.4.2 Hiring Authority

The ATCAA Executive Director will be hired by the ATCAA Board (Board) in accordance with Board By-laws. The ATCAA Head Start Director hire must also be approved by the ATCAA Board and the ATCAA Head Start Policy Council.

The Board has delegated hiring authority on its behalf to the Executive Director for all other positions, including both open hires and limited term hires. The Executive Director may delegate that authority to the Deputy Director of Administration.

All hires must: 1) comply with all policies and procedures, 2) meet all program requirements, and 3) meet all Agency requirements for documentation and reporting, including documentation of acceptable reference checks. These requirements apply to all hires, including both open hires, limited term hires and substitute hires.

~~All applicants for ATCAA Early/Head Start positions, including those for limited term employment, must be approved by the Policy Council (PC) prior to hire, except in an emergency situation. An "emergency" exists only when an applicant must begin work prior to obtaining PC approval in order to maintain the necessary teacher student ratio. The ATCAA Executive Director has delegated authority to the ATCAA ECS Program Director to determine if an emergency need exists. An employee hired to fill an emergency need must be approved by the Executive Director within five (5) working days from the date of hire, and must be approved by the PC within no more than 30 days from the date of hire.~~ A full background clearance check must still be obtained for any employee hired for any amount of time for Early/Head Start programs.

~~Applicants on an eligibility list and/or a substitute list must also be sent to the Head Start Policy Council for approval.~~

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

3.4.3 Recruitment and Selection

An "open hire process" will be used for recruitment and selection for all introductory and regular status positions. An open hire will have an established final filing date and will be advertised, and applicants screened/interviewed according to ATCAA Policies and Procedures.

An open hire will be advertised for a minimum of five (5) business days to ensure widespread announcement of the vacancy. The Program Director or designee, at his/her discretion, may extend the final filing date and re-advertise for any position if the Program Director or designee determines that the applications received do not reflect a sufficient pool of qualified applicants.

All applications for an open hire will be screened by a committee having a minimum of three (3) people. The Program Director or designee will make the final selection for interviews from the top applicants who either: 1) were mutually acceptable to the majority of the screening committee, or 2) whose qualifications and experience most closely match the requirement of the position. Screening may be eliminated when there is a limited pool of applicants and all candidates will be interviewed.

An interview committee will interview the applicants selected by screening. The interview committee will recommend to the Program Director the top candidate(s) for hire and for placement on an eligibility list. During the interview, the interview committee will ask all applicants the same interview questions and will not include questions regarding any of the protected State and Federal classes. The Program Director or designee may also include various types of tests appropriate to the position. If the interviews will take more than one (1) day to complete, the Program Director or designee will make every effort possible to ensure that the second interview committee includes the same panel members.

The Program Director or designee may re-interview the candidates recommended by the interview panel prior to submitting a final recommendation to the Executive Director. The second interview committee does not have to have the same panel of interviewers as in the first interview and may include only the Program Director or designee.

If an interview panel determines that none of the interviewed applicants are qualified, the Program Director may have the applicant pool screened again or may re-advertise for the position, at his/her discretion.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

Both screenings and interviews will include a minimum of three (3) individuals, including the position's supervisor or designee, a person with expertise in the job being filled, and a third person appointed by the Program Director or designee. Screenings and interviews do not have to be conducted by the same individuals.

For the ATCAA Early/Head Start Program, both screeners and interview committees will include one or two ATCAA Head Start parents/guardians of children currently enrolled in the Early/Head Start program. Scheduled interviews may proceed without Head Start parents/guardians only if the absent parent/guardian cancels without enough prior notice to inform all those attending of the cancellation, or fails to show up. In the case of an ATCAA Head Start position, if two applicants are equally qualified, priority will be given to any applicant who is or has been an ATCAA Head Start parent/guardian.

Reference checks are required for all hires, including eligibility lists, limited term hires, and substitutes prior to hire and prior to submitting a final recommendation for hire to the Executive Director.

The only exceptions to not using an open hire are:

- the placement is temporary relief
- the hire will eliminate the layoff of an existing employee who has gone through an open hire for an existing position similar in nature and with like minimum qualifications, job duties and responsibilities.

These exceptions are always subject to Executive Director approval.

3.4.4 Internal Open Hires

Internal open hire situations are opportunities for existing introductory, regular, limited term, and substitute employees to upgrade their current position after having met an educational requirement, training experience, etc. The Program Director or designee will send a notice to all qualified staff members within the same tier/job category as the new position which will list: 1) the description of job responsibilities; 2) the minimum qualifications of the position; and 3) the final filing date in which interested employees must submit their Letter of Interest. After the final filing date, the Program Director or designee will follow the same screening, interviewing and selection process listed above.

3.4.5 Eligibility Lists

An "eligibility list" of applicants not recommended for immediate hire but determined by the interview process as eligible for hire will remain valid for a period of one (1) year. Applicants can be hired from a valid eligibility list in lieu of an open hire if the position for which they applied becomes available. Upon

approval by the Executive Director, applicants may be hired from a valid eligibility list in lieu of an open hire for another comparable position if the position is within the same intent and scope of the position for which they applied.

3.4.6 Hiring for Limited Term and Substitute Positions

Hiring for Limited term and substitute positions, including those for substitute, temporary relief and trainee employment, is exempt from the open hire process but must meet all other Agency requirements, ~~including approval by the Head Start Policy Council for those working in the Early/Head Start programs.~~

A Program Director may prefer to use an open hire process for limited term or substitute positions. A "substitute list" developed through an open hire process is equivalent to an eligibility list and can be used in lieu of open hiring if the position becomes available within one year.

3.4.7 Upgrades in Position Duties, Restructuring and Transfers

When the job duties and responsibilities are upgraded due to meeting new educational requirements or program restructuring, the person holding the position does not need to be rehired, but may be filled by the employee currently filling the position if the employee meets the minimum qualifications of the upgraded position. The upgrade of responsibility must be within the intent and scope of the position for which they were originally hired.

3.4.8 Conflict of Interest in Hiring

(Board – 04/12/13, PC – 05/03/13, Effective – 05/01/13)

No person will be hired for an ATCAA position over which an immediate family member 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 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.

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.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT: 8-29-19

3.10 Performance Evaluation

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

None of the following employee or placement status definitions, work hour classifications, or FLSA status, will alter, diminish or negate ATCAA's At-Will employment policy.

General Information
The job performance of each Introductory and Regular status employee will be evaluated by the employee's Supervisor.

Performance evaluations are intended to provide a clear path to success for our employees. They will inform employees of their job performance and progress, communicate expected standards of performance, identify appropriate training needs and develop career plans, and establish future objectives and goals, as well as provide recognition of effective performance and identify areas which may need improvement or be of concern to the Supervisor. They provide an objective, consistent, and fair way to gauge each employee's on-the-job effectiveness.

All evaluations will be done on an approved evaluation form which may be obtained from the Personnel Department.

3.10.1 Evaluation Schedule

Introductory-Status Employees

- Supervisors are encouraged to perform an evaluation after three (3) months;
- Supervisors must provide an evaluation at six (6) months of continuous work time, and;
- Supervisors must provide an evaluation for employees after twelve (12) months of Introductory Status work time. The evaluation must include a recommendation to either 1) transition the employee to Regular Status, 2) extend the employee's Introductory Status through a Corrective Action Plan (CAP), or 3) terminate the employee's employment.

The End of Introductory period will establish a new anniversary date for subsequent, scheduled evaluations.

The end of an Introductory period and eligibility for a merit increase will be recalculated and extended for periods of leave not covered by PTO, including but not limited to FMLA/CFRA,WC leaves, summer lay-off, etc. over 30 days.

Regular Status Employees
Supervisors will perform evaluations annually of Regular status employees on their established anniversary date. ~~twelve (12) months after the effective date of the employee's most recent evaluation.~~ The evaluation must include a recommendation to either grant or deny a merit increase.
(X-Reference ATCAA's Merit Advancement/Increases Policy 4.12.3).

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT: 8-29-19

Annual evaluations and eligibility for a merit increase will be recalculated for any leaves of absence not covered by PTO, including but not limited to FMLA/CFRA,WC leaves, etc. over 30 days.

If a Supervisor is recommending ~~denial of a~~ no merit increase due to unsatisfactory job performance, the evaluation must include a Corrective Action Plan (CAP). If a Supervisor is recommending no merit increase due to budgetary reasons, no CAP is required.

Unsatisfactory Job Performance:
Supervisors recommending a Corrective Action Plan ("CAP") for unsatisfactory job performance must communicate directly with their Program Director prior to meeting with the employee and throughout the entire process. CAPs must identify clear objectives/goals that are ~~what is~~ required in order for the employee to meet the program's performance standards and end his/her CAP, and include a follow-up date when the Supervisor will re-evaluate the employee's performance. The follow-up date cannot exceed three (3) months. During the CAP, the Supervisor is required to provide frequent guidance and training to the employee (at least monthly) and document the guidance and training that was provided to the employee.

The length of the CAP will be adjusted for any periods of layoff, program closure or medical leaves of absence.

At the end of the CAP, any of the following may occur:

1. The employee has met the requirements under the CAP and a merit increase may or may not be recommended. The end of the CAP will establish a new anniversary date for subsequent, scheduled evaluations. The employee is reminded to continue with acceptable job performance. The written follow-up to the CAP and all supporting documentation will be filed in the employee's Personnel file.

2. The Program Director may recommend a maximum of one additional 3-month extension of the CAP by submitting a written memo and all supporting documentation to the Personnel Department. The memo must include the follow-up date for the 3-month extension. At the end of the extended CAP, refer to step #1.

In all instances above, the Supervisor should communicate with the employee that they are in the process of following up with their CAP and schedule a date and time with the employee to meet.

3. The Program Director may recommend a demotion in position by submitting a written memo and all supporting documentation to the Personnel Department. A demotion is when an employee is reassigned to a position with responsibilities and salary range that is lower than the responsibilities and salary range of the

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT: 8-29-19

former position due to the employee being unable to perform satisfactorily in the higher-level position. A demotion may only be recommended if there are other positions that are available/open of which the employee meets the minimum qualifications and the responsibilities are within the intent and scope of the position for which the employee was originally hired. The agency is not obligated in any way to grant demotions over termination of employment.

4. The Program Director recommends termination of employment. The Program Director will write a memo with the recommendation and submit all supporting documentation to the Personnel Department. The Personnel Department will work closely with the Program Director for a final recommendation of termination by the Executive Director.

3.10.2 Performance Evaluation Process

~~Within a month of~~ The month before the employee's scheduled performance review date, the Supervisor will ~~conduct~~ complete an evaluation of the employee's work ~~in writing on the current ATCAA evaluation forms~~.

A Supervisor may provide an evaluation earlier than the scheduled due date however, the effective date of the merit increase ~~remains as scheduled~~ will be as outlined in ATCAA's Merit Advancement/Increases Policy 4.12.3.

The Supervisor will discuss the evaluation with the employee and obtain the employee's signature confirming receipt of the evaluation. The employee's signature is mandatory, and indicates only that the employee has read and understands the completed evaluation. It is not indicative of the employee's agreement or disagreement with the statements contained in the evaluation itself. The employee will have the opportunity to submit a written response to their evaluation prior to signing and submitting their evaluation. ~~The employee is given a copy of the evaluation to take with him/her. The original will stay with the Supervisor.~~ Evaluations will be available to employees and supervisors through ATCAA's on-line employee portal.

The employee will have two working days to submit a written response to their evaluation. If a response is not received within that period, the evaluation will be processed without the employee's response.

Supervisors will forward the original evaluation to their Program Director, who will forward it to the ATCAA Personnel Department for Executive Director approval and necessary payroll processing. The original will then be placed in the employee's personnel file.

3.10.3 Evaluation Appeal

An employee may only appeal a performance evaluation for the following reasons:

1. If the evaluation results in denial or delay of an introductory employee's transition to regular status once minimum Introductory time for eligibility is completed,
2. The evaluation results in recommendation of denial or delay of a merit salary increase, or

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT: 8-29-19

3. A required performance evaluation is not completed in a timely manner resulting in delay of a merit increase that would have otherwise been recommended.

(See ATCAA's Grievance Policy 3.11)

3.10.4 Access Rights

Past employee performance evaluations will be accessible only to the employee, the employee's Supervisor, the Program Director, Executive Director, and authorized clerical staff. If the employee is appealing an evaluation through the grievance process, the performance evaluation and documents directly associated with the evaluation may be made available to the members of the ATCAA Board, the Early/Head Start Policy Council, and to any other person acting as counsel to ATCAA in the appeal at the time it is before them as a grievance.

3.10.5 Additional Performance Evaluations
Additional performance evaluations may be completed at any time at the discretion of the supervisor in order to provide additional guidance to an employee regarding performance standards and expectations, establish new goals and objectives, or provide additional feedback regarding employee's job effectiveness.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT: 8-29-19

4.12 Pay Practices

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

4.12.1 Rates of Pay

All ATCAA positions are assigned a salary range comparable to that of other Agency positions with similar minimum requirements, job duties and responsibilities. The Executive Director has the authority to establish the salary range for new or upgraded positions. Rates of pay will follow the ranges and steps of the ATCAA Salary Schedule.

4.12.2 Step Appointments for ~~Introductory Status~~ New Employees/Positions

~~An Introductory status employee~~ New employees, or existing employees hired in a new position, will normally be appointed at Step A of their position's assigned salary range. Depending on the ~~introductory status~~ new employee's previous qualified experience and at the discretion of the Executive Director, an appointment may be made up to Step F within the position's scheduled range.

4.12.3 Merit Advancement/Increases

Satisfactory job performance is the basis for secure employment but is not inherently a basis for a merit increase. Unsatisfactory job performance is a basis for a corrective action plan. Merit increases are contingent upon the following:

1. An increase in role and/or responsibility within your current job description. *Note: Additional roles and/or responsibilities beyond your current job description may warrant a job upgrade.*
2. Demonstration of innovation and/or increase in productivity;
3. Additional training and/or education and/or skill-acquisition that enhances/improves job performance and/or enables an expansion of duties.
4. Once an employee reaches peak capacity of a job and maintains excellent work and reliability, they can be recommended for a merit increase when evaluated by providing evidence that previously attained benchmarks are being maintained.

A review completed by the employee's supervisor must provide evidence and justification supporting one or more areas listed above. The employee's Program Director must also approve the supervisor's request for a merit increase.

Final approval of all merit increases will be made by the ~~Executive~~ Program Director, with the exception of merit increases for Program Directors, which will be approved by the Executive Director. All requests for merit increases are subject to HR's review/approval of policy compliance.

~~It is important to note that m~~ Merit increases are ~~not~~ tied to ~~work~~ the employee's established annual anniversary~~ies~~ date ~~but are tied to reviews and the corresponding dates of a review~~. Supervisors are ~~expected~~ required to conduct reviews on time and

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT: 8-29-19

on an annual basis. ~~and this supervisorial responsibility will be a key component in the reviews of supervisors.~~ Supervisors will be evaluated during their annual evaluation regarding their adherence to this component.

All wage increases are contingent upon current funding AND projections of stable funding.

~~Merit increases will take effect only on the following dates:~~

~~January 1~~
~~April 1~~
~~July 1~~
~~October 1~~

~~When an evaluation is submitted and a merit increase approved, it will take into effect on the date listed above immediately following.~~

When an evaluation is submitted and a merit increase approved by the Program Director, merit increases will be effective the first of the month following the employee's established annual anniversary date. If submitted PRIOR to the employee's established annual anniversary date, the effective date of the merit increase will still be effective the first of the month following the employee's established annual anniversary date. LATE evaluations and requests for a merit increase will be effective the first of the month following the date the evaluation is submitted and a merit increase approved by the Program Director. However, the employee's established annual anniversary date does not change and will remain the same.

Merit advancements are limited to the steps contained in the ATCAA Salary Schedule and will be limited to one step per evaluation period, unless approved by HR and the Executive Director. Employees who have reached the last step in the Salary Schedule are no longer eligible for merit increases.

Merit increases denied due to budgetary reasons will affect all evaluations within that department during that time period. If budgetary constraints end within 12 months, past employees denied a merit increase due to budgetary reasons will be revisited in chronological order. The Program Director may request a merit increase at this time and it will be effective the 1st of the month following the request.

At no time will a retroactive merit increase be implemented.

Employees denied a merit increase due to unsatisfactory job performance will be placed on a Corrective Action Plan ("CAP") which will identify clear objectives and goals that are required in order for the employee to meet the program's performance standard and end/his/her CAP. (See ATCAA's Performance Evaluation Policy 3.10)

Employees denied a merit advancement and not provided an explanation ~~for why they have not been recommended for merit advancement after meeting time eligibility~~ may appeal by following the ATCAA personnel grievance policies and procedures.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT: 8-29-19

Eligibility for a merit increase will be recalculated and extended for periods of leave not covered by PTO, including but not limited to FMLA/CFRA/WC leaves, ~~summer lay-off~~, etc. over 30 days.

4.12.4 Minimum Work Time

An Introductory status employee will be eligible for their first merit increase upon the ~~Executive~~ Program Director's approval of the end of the employee's introductory period and his or her appointment to Regular status.

A Regular status Year-round or Partial-year employee working more than 6 months per year will be eligible for merit advancement one (1) year after the effective date of his or her ~~last merit advancement~~ established anniversary date. A Regular status Partial-year employee working less than six (6) months per year will be eligible for merit advancement two (2) years after the effective date of his or her last merit advancement or after he/she has worked 12 months.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

5 Employee Benefits

5.2 Retirement Plan

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

As a public Agency, ATCAA provides a Defined Contribution Retirement Plan ("Plan") to Regular & Introductory status employees in lieu of participation in either the state Public Employees Retirement System (PERS) or the Social Security portion of Federal FICA.

Employees become eligible for participation in the Plan upon eighteen (18) months of continuous Regular & Introductory status employment. Employees may enroll in the Plan the first pay period following eighteen (18) months of continuous employment. Employees must complete enrollment documents. If completed enrollment documents are not received, employee will continue to participate in the Social Security portion of Federal FICA. (Note: This policy is effective 07/01/17 and will apply only to new employees hired after the effective date. This policy does not affect hiring and placement situations prior to the effective date.)

~~Update to ATCAA's Retirement Plan effective 05/01/18:~~ Once an employee becomes eligible to participate in ATCAA Retirement plan as defined above, they may choose not to participate in the retirement plan and choose instead to continue to participate in the Social Security portion of Federal FICA. If the election form is not received, employee will continue to participate in the Social Security portion of Federal FICA.

Employees will be able to change their election every year during a retirement "open enrollment" ~~April 1 – April 30~~ December 1 – December 31, with the change taking into effect ~~May~~ January 1st. If we do not receive a change form during the open enrollment period, your elections will remain the same as the prior year.

The Plan is explained fully in the Summary Plan Description, a copy of which is provided to all participating employees.

The Plan is subject to change by the ATCAA Board.

All employees who are not eligible to participate in the Plan are subject to Social Security withholding. All employees, regardless of participation in the Plan, are subject to Medicare withholding.

The ATCAA Board approved the following documents for the 2020 Continuation Application
2019/2020 will be the fifth year of our five year grant. Each year we submit a continuation application which outlines our program design, our budget and our plans for continuous improvement. This grant application is due on October 1, 2020.

2018/2019 Program Goals and data

Fiscal Year 2020 Head Start and Early Head Start Proposed Budget

2019/2020 Program Approach Form

2019/2020 Eligibility Points Worksheet

2019/2020 Organization Chart

Strategic Plan Update

School Readiness Goals

Community Assessment Update

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

PROGRAM GOALS FOR APPROVAL

Revised June 2019

Program Goals, Measurable Objectives, and Status

Program Goal from last grant application	**Achieve Full Staffing:** Inadequate staffing caused by staff turnover and lack of qualified applicants
Measurable Objectives	All Centers have at least a Supervisor/LCT and 2 qualified Teachers, a Family Advocate and a Center Assistant.

STATUS: We started out with this in place but have not been able to keep fully staffed. We are continuing to explore ways to recruit and retain our staff.

Program Goal from last grant application	**Improve average daily attendance at all centers**
Measurable Objectives	**The average daily attendance for all centers and home visits will be 90% or better. The average attendance for home visits will be 80% or better.***

STATUS: Head Start enrollment has improved but we have not achieved this goal for EHS or HS. We will continue to work on this goal. *Home visits are only once a week so an absence is weighted more heavily.

Program Goal from last grant application	**Families will be presented with increased education about the importance of dental care** Family interviews show that parents often feel that dental care for young children is not important. **STATUS**: Parents are reporting that they received dental education. Access to dental care is improving.
New Program Goals	• Ensure that 100% of children have a dental home • Provide education to parents about the importance of a dental home and full dental exams and not just screenings.
Measurable Objectives	• Head Start: Increase the number of children who receive follow up care from screenings from 95% to 100%. Early Head Start (starting at age one) Increase the number of follow ups from 67% (3 children) to 100% • 100% of children have a dental home and are seen by a dentist.

Program Goals for Review and Discussion Page 2

Program Goal from last grant application	**Families will be offered information about the value of movement and music for their children's development** Parents will learn that music and movement can help to develop children's self-regulation, physical dexterity and strength, phonological awareness and listening skills. At least three activities will be presented for families to try at home and supporting educational materials will be included.
New Program Goal	Increase the amount of music that is sent home and see if we can provide YouTube song playlists, KidsStation and other on-line resources to help parents with not only the words but the music.
Measurable Objectives	At the end of the program year, families will be surveyed to see if they changed their behavior as a result of this information. We will also be looking at child outcome data to see if the indicators related to these activities have improved.

STATUS: Parents are reporting that they received information on music and movement.

Below is data showing the child outcome data for 4 year olds for the last three program years where we have had this goal. The data is not showing significant change in all areas. Emphasizing school to home and providing resources is our strategy to help with this.

4 yr. olds DRDP PS 2015 Measures **Data is for children showing highest levels of mastery**	Pre: Fall 2015-2016	Post: Spring 2015-2016	Pre: Fall Higher 2016-2017	Post: Spring 2016-2017	Pre: Fall 2017-2018	Post: Spring 2017-2018	Pre: Fall 2018-2019	Post: Spring 2018-2019
ATL-REG 5 Self-Control of Feelings/Behavior	24%	54%	20%	63%	30%	69%	19%	61%
LLD-9 Letter/Word Knowledge	22%	54%	17%	61%	17%	70%	**10%**	**63%**
LLD -8 Phonological Awareness	11%	49%	8%	61%	28%	68%	**10%**	**63%**
LLD -7 Concepts About Print	14%	56%	15%	65%	34%	83%	13%	70%
LLD -6 Comprehension of Age Appropriate Text	18%	68%	15%	74%	32%	81%	23%	69%
LLD -4 Reciprocal Communication and Conversation	26%	78%	41%	80%	43%	92%	32%	80%
PD-HLTH – 2 Gross Locomotor Movement Skills	47%	89%	64%	98%	60%	96%	47%	90%
PD-HLTH -1: Perceptual –Motor Skills and Movement Concepts	38%	83%	53%	91%	57%	97%	45%	88%

Policy Council Meeting August 2, 2019

Program Goals for Review and Discussion Page 3

Program Goal from last grant application	**Increase communication with receiving schools**
Measurable Objectives	1. We will present information on our program's data to School Boards and administration of the 7 school districts that oversee our receiving schools. 2. We will also work to create relationships with local charter schools by setting up meetings with charter school administrators. 3. We will set up a meeting with kindergarten teachers to learn more about how we can support successful transition from Head Start to Kindergarten.

STATUS: Presentations were made to School Boards. Amador Kids in Common started up again and HS staff met with Kindergarten teachers. No work has been done with Charter Schools.

New Program Goal	**Teaching Children and Parents Social Emotional Skills**
Measurable Objectives	1. Children will increase their self-regulation skills as measured by the DRDP. 2. We will continue to train staff in Social Emotional Curriculum. By the end of the school year, we will have trained staff at three Head Start centers and two EHS centers. 3. We will continue to train coaches how to work with staff to implement social emotional curriculum. At the end of the school year, two coaches will be trained to do coaching on Social Emotional Curriculum.

Office of Head Start

09CH010310 - Amador-Tuolumne Community Action Agency
FY2020 - 01/01/2020-12/31/2020 - Non-Competing Continuation

Head Start - Budget Categories

Budget Category	*Program Operations*	*Training Technical Assistance*	*Non-Federal Share*
Personnel	$944,781	$0	$524,299
Fringe Benefits	$387,876	$0	$92,143
Travel	$4,000	$4,000	$5,000
Equipment	$30,000	$0	$5,000
Supplies	$60,000	$0	$15,000
Contractual	$31,516	$11,932	$19,500
Construction	$0	$0	$0
Other	$211,475	$3,744	$39,984
Total Direct Charges	**$1,669,648**	**$19,676**	**$700,926**
Indirect Charges	$188,560	$2,184	$34,560
Total	**$1,858,208**	**$21,860**	**$735,486**

Early Head Start - Budget Categories

Budget Category	*Program Operations*	*Training Technical Assistance*	*Non-Federal Share*
Personnel	$765,156	$2,498	$38,452
Fringe Benefits	$284,776	$0	$257
Travel	$2,000	$2,000	$1,500
Equipment	$5,000	$0	$0
Supplies	$36,000	$0	$10,000
Contractual	$3,000	$8,924	$19,800
Construction	$0	$0	$0
Other	$122,432	$15,000	$12,000
Total Direct Charges	**$1,218,364**	**$28,422**	**$82,009**
Indirect Charges	$140,112	$3,212	$0
Total	**$1,358,476**	**$31,634**	**$82,009**

Note: This report only includes values specified in the Budget tab.

2019/2020 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	18-20*	175	5 days School Year	6 hrs/day
Ione Head Start/State Preschool	18-20*	175	5 days School Year	6 hrs/day
Blue Bell Head Start/State Preschool	18-20*	175	5 days School Year	6 hrs/day
Jamestown Head Start/State Preschool	18-20*	175	5 days School Year	6 hrs/day
Sonora Head Start/State Preschool	18	175	5 days School Year	6 hrs/day
Soulsbyville Head Start/State Preschool	18-20*	175	5 days School Year	6 hrs/day
Summerville Head Start/State Preschool	18-20*	175	5 days School Year	6 hrs/day

*depending on age of children and community needs. Sonora center will stay at 18 to accommodate mainstreaming from Special Education preschool co-located in the building.

Total Required Enrollment Head Start = 133

Planned Center Based = 128-130

Home Based = 3 to 5 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

For approval by the ATCAA Policy Council June 2019

2019/2020 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	Year Round Center	6 hrs/day
Ione Early Head Start	11 8 toddlers and 3 infants	230	Year Round Center	6 hrs/day
Blue Bell Early Head Start	12 toddlers	230	Year Round Center	6 hrs/day
Jamestown Early Head Start	12 toddlers	230	Year Round Center	6 hrs/day
Tuolumne Home Base	29	48 weeks	Home Base: 4 home visits and 2 socializations per month (21 socializations total)	
Amador Home Base	11	48 weeks	Home Base 4 home visits and 2 socializations per month (21 socializations total)	

Total Enrollment Early Head Start = 87

Number in Centers = 47

Numbers in Home Based = 30

Number of Pregnant Women = 10

For approval by the ATCAA Policy Council June 2019

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 (*Children previously dropped from the program due to attendance issues do not receive priority points.)	99
Child 4 years old by September 1st for the 2018/19 school year	9
Child 0-3 years old by September 1st for the 2018/19 school year	5

Approved by the ATCAA Policy Council at its regular meeting on May 3, 2019

ATCAA Early Childhood Services

Early Head Start ❖ Head Start ❖ California State Preschool

Developing People – Changing Lives – Building Community

EARLY HEAD START---HEAD START

2018 Income Guideline

Size of family	Federal Poverty Line	130% above	pts		Income Percentages
1	$12,140	$15,782	9	$6,070	Eligible: up to 50% of poverty line
			8	$9,105	Eligible: from 51% to 75% of poverty line
			7	$12,140	Eligible: from 76% of poverty line to poverty line
			3	$18,210	Over income: 1%-50% above poverty line
			2	$21,245	Over income: 51%-75% above poverty line
			0	$24,280	Over income: 76%-100% above poverty line
2	$16,460	$21,398	9	$8,230	Eligible: up to 50% of poverty line
			8	$12,345	Eligible: from 51% to 75% of poverty line
			7	$16,460	Eligible: from 76% of poverty line to poverty line
			3	$24,690	Over income: 1%-50% above poverty line
			2	$28,805	Over income: 51%-75% above poverty line
			0	$32,920	Over income: 76%-100% above poverty line
3	$20,780	$27,014	9	$10,390	Eligible: up to 50% of poverty line
			8	$15,585	Eligible: from 51% to 75% of poverty line
			7	$20,780	Eligible: from 76% of poverty line to poverty line
			3	$31,170	Over income: 1%-50% above poverty line
			2	$36,365	Over income: 51%-75% above poverty line
			0	$41,560	Over income: 76%-100% above poverty line
4	$25,100	$32,630	9	$12,550	Eligible: up to 50% of poverty line
			8	$18,825	Eligible: from 51% to 75% of poverty line
			7	$25,100	Eligible: from 76% of poverty line to poverty line
			3	$37,650	Over income: 1%-50% above poverty line
			2	$43,925	Over income: 51%-75% above poverty line
			0	$50,200	Over income: 76%-100% above poverty line
5	$29,420	$38,246	9	$14,710	Eligible: up to 50% of poverty line
			8	$22,065	Eligible: from 51% to 75% of poverty line
			7	$29,420	Eligible: from 76% of poverty line to poverty line
			3	$44,130	Over income: 1%-50% above poverty line
			2	$51,485	Over income: 51%-75% above poverty line
			0	$58,840	Over income: 76%-100% above poverty line
6	$33,740	$43,862	9	$16,870	Eligible: up to 50% of poverty line
			8	$25,305	Eligible: from 51% to 75% of poverty line
			7	$33,740	Eligible: from 76% of poverty line to poverty line
			3	$50,610	Over income: 1%-50% above poverty line
			2	$59,045	Over income: 51%-75% above poverty line
			0	$67,480	Over income: 76%-100% above poverty line
7	$38,060	$49,478	9	$19,030	Eligible: up to 50% of poverty line
			8	$28,545	Eligible: from 51% to 75% of poverty line
			7	$38,060	Eligible: from 76% of poverty line to poverty line
			3	$57,090	Over income: 1%-50% above poverty line
			2	$66,605	Over income: 51%-75% above poverty line
			0	$76,120	Over income: 76%-100% above poverty line
8	$42,380	$55,094	9	$21,190	Eligible: up to 50% of poverty line
			8	$31,785	Eligible: from 51% to 75% of poverty line
			7	$42,380	Eligible: from 76% of poverty line to poverty line
			3	$63,570	Over income: 1%-50% above poverty line
			2	$74,165	Over income: 51%-75% above poverty line
			0	$84,760	Over income: 76%-100% above poverty line

Amador Tuolumne Community Action Agency

Organizational Chart – August 2019

Amador/Tuolumne Joint Powers Agreement

Amador Tuolumne Community Resources, Inc. ⟷ **Board of Directors** ⟷ Policy Council (PC)

Board of Directors → Board Committees

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

Central Sierra Connect/InfoNet
- Central Sierra Connect: Bridging the digital divide.
- InfoNet: Website directory providing community assistance.
- Computer training – Tuolumne – "Coach & Learn"

Communications
- Enhancing agency recognition through website design, social media, and press releases.

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
- $mart 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

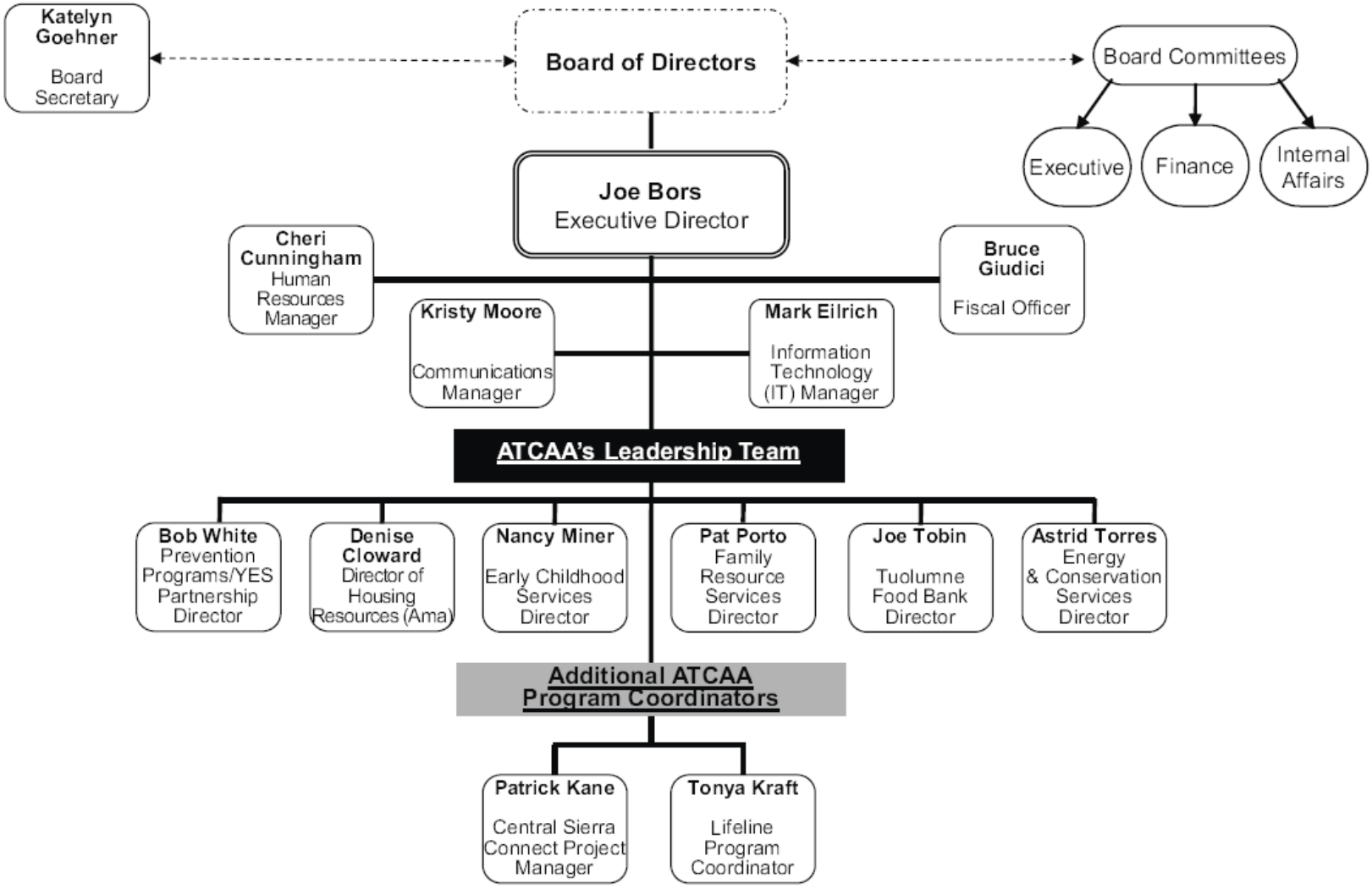
Tuolumne Family Learning Center
- GED Preparation/ESL Instruction
- Parenting and Family Literacy
- Job Readiness
- Home Visiting/Transportation/Translation
- Case Management
- Mental Health and Health Education and Support
- Promotores de Salud – Latino Family Outreach

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

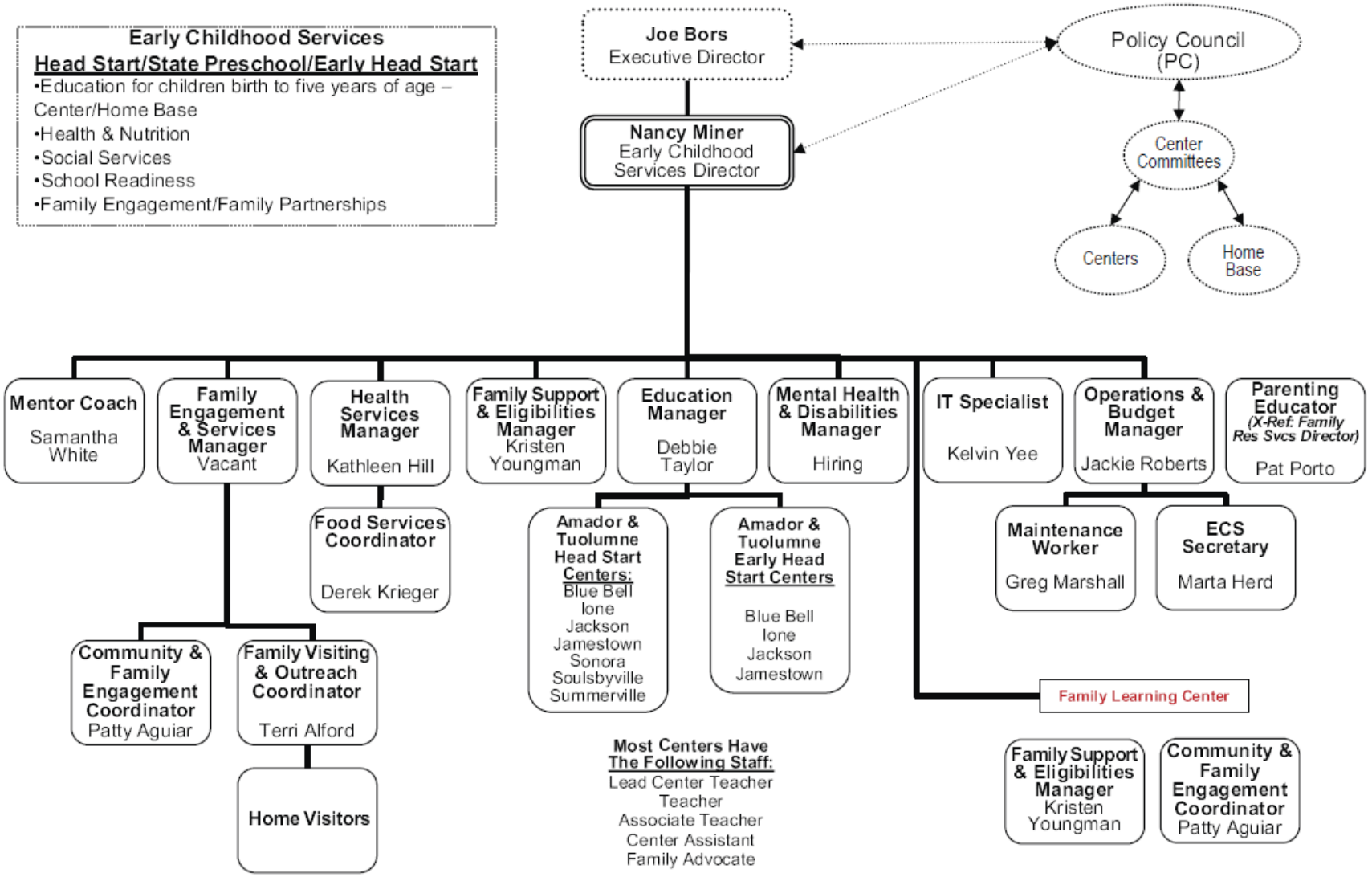
Amador Tuolumne Community Action Agency

Organizational Chart – August 2019



Amador Tuolumne Community Action Agency

Organizational Chart – August 2019



ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start

Strategic Plan for 2017/2018, 2018/2019 and 2019/2020 Program Years with Updates

Strategic Plan Area #1 Family, Parent and Community Engagement

Parent, Family and Community Engagement Framework Outcome (PFCE) Area(s): Family as Learners, Parents as Lifelong Educators

Goals	Ties to School Readiness Goals	Action Steps	Evaluation/Data	Resources
Parents as Lifelong Educators Through increased family engagement and parent understanding of child development, children will show increased literacy development, better peer interactions, fewer behavior problems, and more motivation and persistence during learning activities as measured on the DRDP.	Classroom environments and socializations will be enhanced to support parents' understanding of ways they can support children's growth in the areas of literacy, social emotional skills and numeracy	Classroom environments will be intentionally enhanced to serve as a teaching tool for parents as well as children *Ready Rosie* parenting curricula implemented for home based and center-based families School to home activities will be strengthened and standardized across the program. Parent education/training opportunities will be enhanced through educational opportunities at individual centers	ECERS and other environment rating scores for classrooms Number of trainings offered to parents and attendance DRDP scores for children show more improvement Number of *Ready Rosie* videos watched by parents Parent survey and focus group responses Update: Ready Rosie sign-ups are happening at enrollment and parent orientation.	First 5 IMPACT coaching and funding Head Start Early Learning and Outcomes Framework Community Partner provided parenting classes

ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start

Strategic Plan for 2017/2018, 2018/2019 and 2019/2020 Program Years with Updates

Strategic Plan Area #1 Family, Parent and Community Engagement

Parent, Family and Community Engagement Framework Outcome (PFCE) Area(s): Family Well-Being, Family Connections to Peers and Community

Goals	Ties to School Readiness Goals	Action Steps	Evaluation/Data	Resources
Family Self-Sufficiency: Educational opportunities such as GED prep, ESL, Financial Literacy and others will be offered through our partnership with Columbia College and other educational institutions. We will offer information to families about community resources. We will also build families' skills and knowledge by offering volunteer opportunities that will give parents transferrable skills.	Increasing and stabilizing family income is related to improved child behaviors Building family financial assets can positively affect children's long-term outcomes.	Make sure staff are aware of opportunities for GED, ESL and other educational opportunities. Enrich and enhance volunteer opportunities for parents and provide training to go along with it. Examples are: Food Safety & Computer Skills Update: Provide videos about volunteering	Number of parents participating in classes Family Partnership Goals and Family Assessments Number of presentations Pre and Post focus group/survey data, Referrals Volunteers	Partnership with Columbia College provides GED and ESL classes and is expanding to include citizenship, financial literacy, and job skills. Community Presentations, offered monthly during the school year bring information about Community Resources to staff and families
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 will be presented with increased education about the importance of dental care. The program will offer at least three dental education experiences to all parents in Early Head Start and Head Start.	Create/Distribute Nutrition Resources Work with Community Partners to provide more dental education	Pre and Post focus group and survey data Attendance at dental education experiences Follow up to dental screenings	Amador County Oral Health Coalition, First 5, Smile Keepers, Public Health, U.C. Cooperative Extension Update: Amador County now providing 2 screenings and dental education per year

ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start

Strategic Plan for 2017/2018, 2018/2019 and 2019/2020 Program Years with Updates

Strategic Plan Area #1 Family, Parent and Community Engagement

Goals	Ties to School Readiness Goals	Action Steps	Evaluation/Data	Resources
Family Well-being Staff and families understand the link between attendance and school readiness. Staff and families work together to develop strategies for success and to overcome barriers to regular attendance including health, transportation and mental health.	Children will attend center based or home-based sessions an average of 90% of the time.	Create and document an on-going awareness and incentive program Create a unified approach to communicating the goal and its importance. Provide awareness Trainings – Attendance and Tardiness – for staff and parents; Strengthen staff intervention/education strategies employed with parents having difficulty with regular attendance.	Attendance reports and DRDP data presented at Parent/Teacher Conferences	*Attendance Works* Curriculum, Public Health
Family Connections to Peers and Community In order to promote family well-being and to support resiliency, ATCAA provides direct support and opportunities for parents/guardians to build relationships with their peers and with the community.	Children will improve their conflict resolution skills and empathy Through positive relationships with family members and staff, children will demonstrate a variety of self-comforting behaviors when emotionally distressed and will seek out help from others for support if need be	Create more support groups – i.e., single parents, parents of children with special needs, kinship care Research and Implement Social Emotional curriculum for parents Provide training for parents on temperament.	Attendance at groups Number of groups functioning Implementation of Social Emotional Curriculum Update: Staff are being trained in CSEFEL coaching and train the trainers. Teacher training will begin in Fall 2019	Community Partners help with support groups CSEFEL Site and other sources for Social Emotional Curricula including First 5 SELF Coach

ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start

Strategic Plan for 2017/2018, 2018/2019 and 2019/2020 Program Years with Updates

Strategic Plan Area #2 Health and Safety

Parent, Family and Community Engagement Framework Outcome (PFCE) Area(s): Family as Learners, Parents as Lifelong Educators, Family Well-Being

Head Start Early Learning Outcomes Framework (ELOF) Domain area(s): Perceptual, Motor and Physical Development

Goals	Ties to School Readiness Goals	Action Steps	Evaluation/Data	Resources
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 will be presented with increased education about the importance of dental care. Families will be offered information about the value of movement and music to develop children's self-regulation, gross motor skills and listening skills.	The program will provide at least three dental education experiences to all parents At least three music and movement activities will be presented for families to try at home	Pre and Post Parent Surveys Parent Focus Groups Parent Meeting Agendas Socializations Agendas Staff Training Topics	Tuolumne and Amador Dental Programs provide information for parents Head Start Oral Health Tip Sheets Music classes *Growing Great Kids* Curriculum Creative Curriculum
Early Childhood Centers and Socialization Sites are free from hazards and children and families are safe. ATCAA Early Childhood programs promote health and illness and accident prevention for children, families and staff.	Children's attendance will average 90%	Continued focus on immunizations and flu shots for staff and parents. Staff, Parents and Volunteers are provided with an orientation on safety annually and at hire/enrollment Program participates in Disaster Planning with Community Partners	Attendance at trainings Safety monitoring results Attendance at orientation Immunization records Accident records Update: Videos shown at Parent Meetings	Facilities safety checklists Immunization information from Public Health and other sources

ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start

Strategic Plan for 2017/2018, 2018/2019 and 2019/2020 Program Years with Updates

Strategic Plan Area #3 Staff Training and Retention				
Goals	**Ties to School Readiness Goals**	**Action Steps**	**Evaluation/Data**	**Resources**
A comprehensive and consistent new employee orientation is implemented Staff receive individualized coaching based on data Staff wellness is supported through support groups, individualized coaching, and training	Retention of quality staff provides: • Less disruption to classrooms and to children • Better child outcomes	*Practice Based Coaching* program expanded to both counties and includes coaches for Family Services Staff, Home Based as well as teaching staff Trauma Stewardship and Trauma Informed Practice Support for staff wellness including Talk Groups, etc.	Individual education plans Staff degrees and credentials Training and Technical Assistance Plan CLASS, HOVRS and ECERS scores Coaching data entered into database Staff attendance at training Staff turnover End of the year staff satisfaction survey	First 5 coaching, training resources and funding Head Start funding for coaching Community Partners provide training

ATCAA Early Childhood Services – Head Start/State Preschool and Early Head Start

Strategic Plan for 2017/2018, 2018/2019 and 2019/2020 Program Years with Updates

Strategic Plan Area #4 Use of Data for Continuous Program Improvement

Goals	Ties to School Readiness Goals	Action Steps	Evaluation/Data	Resources
Curriculum is implemented in Early Head Start and Head Start home based and center based with fidelity. School to home curriculum and support for parents as their children's first teachers is consistent across all aspects of the program All stakeholders including Board, Policy Council, Families, Managers, Staff and Community Members are aware of outcome data and their meaning. Decisions are made based on meaningful and timely data Staff and parents are introduced to and understand the Head Start Early Learning Outcomes Framework	<u>Parent/Child Relationships</u> – Parents will develop warm relationships that nurture their child's learning and development. <u>Families as Learners</u> Parents will learn the importance of play. They will learn the importance of giving their children a variety of language experiences <u>Parents as Lifelong Educators</u> – Parents will observe, guide, promote, and participate in their child's learning at home, school, and in their communities <u>Child Outcomes</u> Children will show increased literacy development, better peer interactions, fewer behavior problems, and more motivation and persistence during learning activities	Staff are trained in all program adopted curricula: *Creative Curriculum* *Growing Great Kids* *Zoo-phonics* *High Five Mathematize* *Ready Rosie* Fidelity tools are purchased or acquired, and staff are trained in their use Outcome data reporting is improved and expanded for Board, Policy Council and Community	Staff surveys Results of fidelity tools CLASS and HOVRS scores, DRDP scores Community Surveys QRIS rating scores Parent Survey results Board and Policy Council meeting notes Self-Assessment results	Head Start T/TA Budget, First 5 training opportunities and funding Curriculum Fidelity monitoring tools HOVRS, CLASS and ECERS rating tools

ATCAA Head Start/State Preschool
School Readiness Goals 2019/2020

Following are the individual school readiness skills for preschool listed by the Head Start Early Learning Outcome Framework (ELOF) Domains.

ATCAA Head Start/State Preschool
School Readiness Goals 2019/2020

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 2019/2020

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 2019/2020

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 2019/2020

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 2019/2020

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 2019/2020

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 HS 4 year olds –DRDP PS Data –Comparative Analysis -15/16, 16/17, 17/18, 18/19 school years

4 yr. olds DRDP PS 2015 Measures (Fundamental View – numbers are different from Comprehensive View)	Pre: Fall Higher Levels of Mastery- 2015-2016	Post: Spring Higher Levels of Mastery- 2015-2016	Pre: Fall Higher Levels of Mastery— 2016-2017	Post: Spring Higher Levels of Mastery 2016-2017	Pre: Fall Higher Levels of Mastery [redacted]	Post: Spring Higher Levels of Mastery [redacted]	Pre: Fall Higher Levels of Mastery [redacted]	Post: Spring Higher Levels of Mastery [redacted]
ATL-REG 6 Engagement/Persistence	26%	69%	24%	75%	34%	83%	34%	71%
ATL-REG 5 Self -Control of Feelings/Behavior	24%	54%	20%	63%	30%	69%	19%	61%
ATL-REG-4 Curiosity/Initiative in Learning	25%	75%	30%	88%	36%	90%	24%	85%
SED-4 Relationships/Social Interactions with Peers	30%	72%	39%	88%	45%	90%	26%	78%
SED-3 Relationships/Social Interactions with Familiar Adults	30%	74%	47%	90%	49%	90%	39%	85%
SED-1 Identity of Self in Relation to Others	26%	72%	35%	82%	32%	88%	24%	77%
LLD-10 Emergent Writing	20%	64%	18%	70%	19%	68%	26%	58%
LLD-9 Letter/Word Knowledge	22%	54%	17%	61%	17%	70%	10%	63%
LLD -8 Phonological Awareness	11%	49%	8%	61%	28%	68%	10%	63%
LLD -7 Concepts About Print	14%	56%	15%	65%	34%	83%	13%	70%
LLD -6 Comprehension of Age Appropriate Text	18%	68%	15%	74%	32%	81%	23%	69%
LLD -4 Reciprocal Communication and Conversation	26%	78%	41%	80%	43%	92%	32%	80%
LLD-3	35%	80%	53%	88%	60%	96%	42%	81%

Communication and Use of Language (Expressive)								
COG-7 Shapes	17%	70%	23%	74%	18%	79%	25%	78%
COG -6 Patterning	**13%**	**53%**	**15%**	**65%**	**28%**	**68%**	**15%**	**59%**
COG-5 Measurement	9%	67%	14%	61%	21%	74%	13%	64%
COG-4 Number Sense of Math Operations	**23%**	**63%**	**14%**	**68%**	**28%**	**79%**	**23%**	**78%**
COG – 2 Classification	15%	67%	11%	61%	15%	58%	6%	54%
PD-HLTH – Fine Motor Manipulative Skills	**31%**	**83%**	**30%**	**92%**	**49%**	**96%**	**40%**	**88%**
PD-HLTH – 2 Gross Locomotor Movement Skills	47%	89%	64%	98%	60%	96%	47%	90%
PD-HLTH – 6: Personal Care Routines: Hygiene	**60%**	**94%**	**68%**	**93%**	**72%**	**100%**	**63%**	**90%**
PD-HLTH – 5: Safety	30%	71%	41%	81%	43%	86%	37%	76%
PD-HLTH -1: Perceptual –Motor Skills and Movement Concepts	**38%**	**83%**	**53%**	**91%**	**57%**	**97%**	**45%**	**88%**

Updated 7/2019

46

ATCAA Early Head Start School Readiness Goals 2019/2020

Following are the individual School Readiness skills for infants and toddlers listed by the Head Start Early Learning Outcome Framework (ELOF)Domains.

ATCAA Early Head Start School Readiness Goals 2019/2020

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 2019/2020

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 2019/2020

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 2019/2020

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 2019/2020

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 2019/2020

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)

APPENDIX H
Community Assessment (Update)

Data Sources used for the Community Needs Assessment

Local Community Assessment and Reports

* Amador County Healthy Kids Survey Report 2017-2018
* Tuolumne County Healthy Kids Survey Report 2017-2018
* Area 12 Agency on Aging Needs Assessment 2014
* Amador County Needs Assessment 2014
* Tuolumne County Community Health Needs Assessment 2017-2019
* Central Sierra Continuum of Care 2019 Point in Time Homeless Count
* Sutter Amador Hospital Health Needs Assessment 2016

Community Survey Results

* ATCAA Client Needs Survey 2018 – over 1500 completed
* Stakeholder Agency Survey including a "greatest needs" question 2019 – 25 completed
* Stakeholder Focus Group 2019 – 10 attendees
* Focus groups 2019 – 2 focus groups - Amador and Tuolumne Counties
  Public Meeting–Tuolumne County 6/3/19 and Amador County 6/5/19

A few of the top Needs Identified

Mental, Behavioral, and Substance Abuse Services

- No psychiatric facility or psychiatrist in the county
- No sober living treatment house in county
- High suicide rates in older and middle aged White males
- No specialty care in the county

Quality Primary Care Services and Prescriptions and Dental

- Large percent of residents in county are seniors and/or veterans indicating a higher need for medical care
- Lack of medical providers in the area – especially lack of Medi-cal providers
- One of the major Medi-cal plans for care under Affordable Care Act is not taken in the county by a single provider
- No Denti-cal (Medi-cal) providers in the county

Transportation and Mobility

- All veteran affairs benefits are outside of the county requiring long transportation times to acquire care
- No specialty care in the county
- Access to healthy foods for "Upcountry" communities is hard without transportation

Basic Needs

- Lack of affordable housing
- Lack of employment opportunities in the county
- Homelessness in adults, especially veterans, and teens. Living "off the grid."

Affordable, Healthy Food

- Lower access to healthy food in the "Upcountry" areas of the county
- Healthy food is more expensive
- Challenging to grow own food due to wildlife issues – need fencing to keep out deer and other animals

AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

PROCESS FOR FILLING BOARD OF DIRECTOR VACANCIES

ATCAA Board of Directors (BOD) vacancies occur when a Board member is removed for cause, resigns, a public official removes a permanent alternate, or a public official leaves office.

In the event of a vacancy, a Nominating Committee shall be formed by a subset of existing BOD members. The Nominating Committee should be no less than 5 members of the Board. The Nominating Committee shall perform the following processes to notify the community of a Board vacancy in the Private and Low Income sectors; and to select new Board members from any of the tripartite sectors. Additionally, the Nominating Committee may recruit candidates, subject to the following process.

Public Sector Representation

The Board of Supervisors of Amador and Tuolumne Counties, being the designating officials, shall select the elected public officials from their County to serve on the Board. The two Supervisors from each County who sit on the Joint Powers Governing Board will also sit on the ATCAA Board, and each County Board of Supervisors will select the third member to represent elected officials, who will be an elected official of a city, municipality, or their representative.

Public officials or their representatives must have general governmental responsibilities that require them to deal with poverty related issues.

If a Public Sector representative vacancy occurs, the remaining representatives from either Amador or Tuolumne Counties shall select a replacement public official to fill the vacancy.

Community Notification of a Board of Directors Vacancy

When a vacancy of either a Private or Low-Income representative seat exists on the BOD, the Board Chair, or designee shall notify the ATCAA Communications Manager of the vacancy. The Communications Manager will then post a vacancy notification message to inform the community using one or more of ATCAA's communication media (website, Facebook, Instagram, etc.). The message to the community will include a description of the application process for persons interested in applying to fill the BOD vacancy.

Private Sector Representation

The Private Sector BOD representation shall be filled by officials or members of business, industry, labor, religion, or other major groups and interests in the communities by submitting a letter of interest to the ATCAA Board Secretary at the ATCAA Service Center in Amador County addressing the below criteria.

1. Priority will be given to organization/businesses demonstrating a commitment to advancing the purposes and activities of the Board.
2. Priority will be given to organizations/businesses representing diverse views or a wide scope of labor, business or social service interests.
3. No private sector organization/businesses will be allowed to have more than one (1) Board seat, in order to assure a balanced representation.
4. Priority will be given to finding social service, business or labor organizations/businesses whose constituency is not represented on the Board.

AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

PROCESS FOR FILLING BOARD OF DIRECTOR VACANCIES

Low-Income Representation

Representatives of the low-income sector will be selected in a democratic selection procedure to assure that these members are representative of the low-income neighborhood served; reside in the neighborhood served; and are able to participate actively in the development, planning, implementation, and evaluation of ATCAA programs.

Low-Income Representative Sector applicants must have either;

1. low-incomes or fixed incomes and meet the Community Services Block Grant (CSBG) income guidelines, or
2. must represent low-income people in their county of residence, or
3. represent a particular low-income neighborhood in the county of residence.

Representatives may be local community members that work or volunteer and interact with low-income and/or work or volunteer on behalf of programs for low-income.

Interested parties must send a letter to the ATCAA Service Center in Amador County Attn: Secretary to the Board. The letter needs to include the following criteria:

1. Address of physical residence of applicant
2. Brief statement about why applicant would like to serve on the ATCAA Board
3. Confirm ability to attend meetings per the Board Position Description
4. If applicant is low-income, self-certify that they meet the guidelines (guidelines available from the Board Secretary)
5. If applicant is not low-income, they must indicate the way(s) in which he/she is qualified to represent the low-income sector by listing their experience in representing the local low-income community (or a particular neighborhood within the county), including any volunteer and/or employment working for and with local programs for the low-income sector.

Upon receiving letters of interest for Private and Low Income sector representation, the Secretary to the Board will submit letters of interest to the Nominating Committee for review. The Nominating Committee will then present a slate of candidates to the Board and the Board will take action to accept or not accept the application(s) based on the above criteria. The Board may choose to interview the candidate prior to its decision. If more applicants apply than there are open seats, the candidate who most closely meets all of the criteria will be selected.

A majority of a quorum of seated Board members shall approve or reject for any lawful reason, the selection of low-income and/or private sector representatives and their alternates.

If no letters of interest are received from either the Private or Low-Income sectors, within 30 days of the public notification, the Board Secretary will notify all Board members and request additional or extended public notifications and recruitment by BOD representatives. This effort will continue until the minimum number (15) of BOD representatives is met, and the minimum percentage (33%) of Low-Income BOD members is met.

Version: 2019-09-13

AMADOR TUOLUMNE COMMUNITY ACTION AGENCY
2018-19 Administrative Actual to budget report and 2019-20 budget

		18-19 Budget Funds 91431 & 91441		July 2018-June 2019 Unaudited		19-20 Budget Funds 91451 & 91461	
REVENUE							
Amador & Tuolumne Counties	4016	$54,000		$54,000		$54,000	
Private Revenue-Non Fed	4020	0		2,000		0	
Contractual Admin. Revenues:							
2018 CSBG (Jul18-Dec18)		90,000		80,000		70,000	
2019 CSBG (Jan19-Jun19)		70,000		50,000		70,000	
Contractual Admin. Revenue	4060	687,542		723,106		710,260	
Total Cash Revenue			**$901,542**		**$909,106**		**$904,260**
DIRECT EXPENSE							
Personnel Expense							
Salaries & Wages							
Salaries & Wages	6010	$475,203		$429,175		$435,864	
Total Salaries & Wages			**$475,203**		**$429,175**		**$435,864**
Fringe Benefits							
Accrued Leave	6020	$39,634		$39,895		$39,101	
FICA	6030	14,325		17,907		15,039	
Health Insurance	6040	98,422		94,911		96,079	
Retirement	6050	24,881		15,549		20,373	
Unemployment Insurance	6060	6,532		4,472		6,342	
Workers' Compensation Ins	6070	3,360		3,250		2,823	
Other Employee Benefits	6080	0		260		0	
Total Fringe Benefits			**187,154**		**176,244**		**179,756**
Total Personnel Expense			**$662,357**		**$605,419**		**$615,620**
Non-personnel Expense							
Travel (Out-of-Area)							
Out-of-Area Travel (Staff)	6120	$800		$1,092		$800	
Total Travel (Out-of-Area)			**$800**		**$1,092**		**$800**
Major Equipment and Assets							
Equipment (over $5000)	6210	$0		$0		$0	
Leasehold Improvements	6230	0		181		0	
Structures & Improvements	6240	0		2,950		0	
Total Major Equipment and Assets			**0**		**3,131**		**0**
Supplies							
Household Supplies	6330	$1,100		$863		$900	
Postage	6350	3,500		3,754		4,500	
Program Supplies	6360	1,500		1,924		2,000	
Routine Office Supplies	6370	5,000		2,073		2,400	
Total Supplies			**11,100**		**8,614**		**9,800**
Contractual							
Accounting & Auditing	6410	$50,000		$63,251		$64,000	
Legal Services	6430	5,000		5,309		10,000	
Outside Services	6440	1,000		17,553		3,000	
Computer Services	6450	60,805		94,130		95,000	
Total Contractual			**116,805**		**180,243**		**172,000**
Other (Equipment Expense)							
Computer Software($0-$4,999)	6505	$500		$44		$500	
Computer (hardware)	6506	2,500		782		1,000	
Equipment ($500-$4999)	6510	1,200		520		500	
Insurance (Vehicular)	6520	300		569		550	
Maintenance (Equipment)	6530	6,750		5,070		5,500	
Maintenance (Vehicles)	6535	800		26		100	
Rents & Leases (Equipment)	6540	0		0		0	
Rents & Leases (Vehicles)	6545	0		0		0	
Small Tools/Equip (under $500)	6550	500		94		100	
Small Tools (minimal value)	6555	500		92		100	
Total Other (Equipment Expense)			**13,050**		**7,197**		**8,350**

AMADOR TUOLUMNE COMMUNITY ACTION AGENCY
2018-19 Administrative Actual to budget report and 2019-20 budget

Other (General Personnel Costs)							
Local Travel (Staff)	6620	$6,500		$3,320		$3,500	
Staff Licensing	6630	100		0		0	
Training & Development (Staff)	6640	3,000		1,261		1,500	
Total Other (General Personnel Costs)			**9,600**		**4,581**		**5,000**
Other (General Operating Costs)							
Ads & Legal Notices	6705	$1,200		$145		$1,000	
Copying Fees	6710	4,200		3,678		3,500	
Insurance/Bonds(not auto,hlth)	6720	11,665		10,344		11,500	
Interest On Long Term Debt	6725	6,500		9,446		10,000	
Meeting Costs	6730	3,000		314		400	
Membership Dues	6740	800		125		150	
Miscellaneous Expenses(Fiscal)	6750	0		19		0	
Printing & Binding	6755	800		270		300	
General Agency Promotion	6760	0		571		600	
Publications	6770	700		954		1,150	
Subscriptions	6780	100		502		450	
Service Fees-Banking (Fiscal)	6784	4,200		4,513		4,600	
Service Fees-Other (Fiscal)	6785	5,800		2,094		2,000	
Taxes & Assessments	6790	200		75		90	
Total Other (General Operating Costs)			**39,165**		**33,050**		**35,740**
Other (Space/Occupancy Costs)							
Communications	6810	$4,500		$4,538		$4,900	
Household Services	6820	6,000		5,666		6,000	
Maintenance -Structure/Grounds	6830	0		2,018		0	
Rents & Leases	6840	50,295		34,214		36,000	
Utilities	6850	11,000		7,048		7,500	
Total Other (Space/Occupancy Costs)			**71,795**		**53,484**		**54,400**
Total Non-personnel Expense			**$262,315**		**$291,392**		**$286,090**
TOTAL DIRECT EXPENSE			**$924,672**		**$896,811**		**$901,710**
BOARD of DIRECTORS EXPENSE							
Non-personnel Expense							
Contractual							
Outside Services	6440	$1,000		$0		$0	
Total Contractual			$1,000		$0		$0
Supplies							
Program Supplies	6370	$0		$0		$500	
Total Supplies			0		0		500
Other (General Personnel Costs)	6120						
Travel (Local & Out of Area)		$300		$519		$0	
Total Other (General Personnel Costs)			300		519		0
Other (General Operating Costs)							
Copying Fees	6710	$100		$12		$50	
Insurance/Bonds(not auto,hlth)	6720	670		812		800	
Meeting Costs	6730	800		1,164		1,200	
Program Outreach	6765	0		0		0	
Total Other (General Operating Costs)			1,570		1,988		2,050
TOTAL BOARD of DIRECTORS EXPENSE			$2,870		$2,507		$2,550
TOTAL ADMIN EXPENSE			**$927,542**		**$899,318**		**$904,260**
			2018-19 Budget		**Actual 7/18-6/19**		**2019-20 Budget**
Revenue over/under Expenditures							
Total Revenue			$901,542		$909,106		**$904,260**
Less Total Expenditures			-927,542		-899,318		**-904,260**
Current Year Revenue over/under Expenditures			-26,000		$9,788		**$0**
Carryover from prior years					182,640		192,428
Year end revenue over/under expenditures					$192,428		$192,428

Contract Status Summary by Program as of 6/30/19 DRAFT

		Total Rev Available	Current Yr Expenses	Total Funds Expended	Total Remaining Funds
Housing					
	Reimbursable	3,573,543		1,844,007	1,729,536
	Fixed Fee	30,465		30,465	0
	Discretionary	27,956	178,360		(150,404)
Total Housing Programs		**3,631,964**	**178,360**	**1,874,472**	**1,579,132**
Food Bank					
	Reimbursable	302,342		274,173	28,169
	Fixed Fee				0
	Discretionary	212,278	97,231		115,047
Total Food Bank Programs		**514,620**	**97,231**	**274,173**	**143,216**
Energy					
	Reimbursable	6,275,383		4,855,778	1,419,605
	Fixed Fee	4,899		0	4,899
	Discretionary	7,852	1,052		6,800
Total Energy Programs		**6,288,134**	**1,052**	**4,855,778**	**1,431,304**
Tuolumne Family Learning and Support					
	Reimbursable	221,000		134,212	86,788
	Fixed Fee				0
	Discretionary	135,370	26,970		108,400
Total Family Learning/Support Programs		**356,370**	**26,970**	**134,212**	**195,188**
Amador Learning/Family Resources & Support					
	Reimbursable	326,430		277,007	49,423
	Fixed Fee	4,558		4,558	0
	Discretionary	3,751	872		2,879
Total Family Resource Services Programs		**334,739**	**872**	**281,565**	**52,302**
Amador Youth					
	Reimbursable	23,652		11,312	12,340
	Fixed Fee				0
	Discretionary				0
Total Amador Youth Programs		**23,652**	**0**	**11,312**	**12,340**
Tuolumne Youth					
	Reimbursable	217,576		189,702	27,874
	Fixed Fee				0
	Discretionary	70,365	17,699		52,666
Total Tuolumne Youth Programs		**287,941**	**17,699**	**189,702**	**80,540**
Central Sierra Connect					
	Reimbursable	187,100		85,016	102,084
	Fixed Fee				0
	Discretionary	4,331	45		4,286
Total Central Sierra Connect Programs		**191,431**	**45**	**85,016**	**106,370**

Contract Status Summary by Program as of 6/30/19 DRAFT

		Total Rev Available	Current Yr Expenses	Total Funds Expended	Total Remaining Funds
Early Childhood Services					
	Reimbursable	3,324,556		1,626,315	1,698,241
	Fixed Fee	1,030,464		1,030,464	0
	Discretionary	32,487	3,107		29,380
Total Early Childhoold Services Programs		**4,387,507**	**3,107**	**2,656,779**	**1,727,621**
CSBG					
	Reimbursable	406,283		251,527	154,756
	Fixed Fee				0
	Discretionary				0
Total CSBG Programs		**406,283**	**0**	**251,527**	**154,756**
Lifeline -Amador/Calaveras					
	Reimbursable				0
	Fixed Fee				0
	Discretionary	108,357	104,468		3,889
Total Lifeline Programs		**108,357**	**104,468**	**0**	**3,889**

2

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

	UNAUDITED June 30, 2019		AUDITED June 30, 2018	
	Operating	Capital Assets	Operating	Capital Assets
Assets				
Cash	967,911		312,724	
Prepaid Deposits & Expenses	279,724		129,359	
Accounts Receivable	1,229,697		1,233,438	
Weatherization Materials Inventc	196,310		89,721	
Construction In Progress				
Structures & Improvements		6,724,035		6,724,035
Vehicles & Equipment		1,118,387		1,118,387
Land		460,999		460,999
Accumulated Depreciation		-3,202,893		-3,202,893
Total Assets	2,673,642	5,100,529	1,765,242	5,100,529
Liabilities				
Accounts Payable	457,598		205,810	
Refundable Deposits	10,315		2,604	
Salaries & Benefits Payable	92,504		106,705	
Accrued Paid Time Off	142,570		143,272	
Notes Payable	0	357,916	280,000	373,062
Deferred Revenue	1,494,957		558,177	
Total Liabilities	2,197,944	357,916	1,296,568	373,062
Net Assets				
Invested in Capital Assets		4,742,612		4,727,467
Committed Fund Balance				
For Contingencies	60,000		60,000	
For Future Development	40,000		40,000	
Total Committed Fund Balance	100,000		100,000	
Assigned Fund Balance				
For Lease Opt-Out	40,103		40,103	
For Employee Health Insurance	112,819		116,489	
Total Assigned Fund Balance	152,922		156,592	
Unassigned Fund Balance	222,776		212,082	
Total Net Assets	475,697	4,742,612	468,673	4,727,467
	2,673,642	5,100,529	1,765,242	5,100,529

3

Amador Tuolumne Community Action Agency

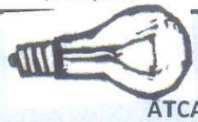
Revenue and Expenditure Report / Income Statement

July 1, 2018 - June 30, 2019

		Budget July 1, 2018 - June 30, 2019	Current Period Actual	0% of FY left % of budget remaining
Revenue				
Cash and accrued Revenue				
Direct Federal Revenue	4000	3,221,529	3,451,973.80	-7%
State Revenue(Pass-through Fed	4010	2,244,226	2,592,915	-16%
State Revenue (Non-Federal)	4011	817,754	822,719	-1%
Local Govern.Rev.(Pass through	4015	758,051	758,364	0%
Local Govern.Rev.(Non-Federal)	4016	650,093	497,135	24%
Private Revenue-Non Fed	4020	77,335	121,209	-57%
Private Rev. (Pass through Fed	4021	7,062	22,979	-225%
Community Donations	4030	79,699	45,758	43%
Client Fees	4034	106,631	103,108	3%
Miscellaneous Revenue	4039	125,863	165,812	-32%
Interest Revenue	4040	3,918	2,096	47%
Rental Income	4041	178,998	173,923	3%
Contractual Admin. Revenue	4060	847,542	853,106	-1%
Carry-over Revenue (Non Grant)	4901			
Total Cash Revenue		9,118,701	9,611,122	-5%
Total Non-cash Revenue		1,669,796	1,394,473	16%
Total Revenue		10,788,497	11,005,595	-2%
Direct Expense				
Total Salaries & Wages		3,600,277	3,796,213	-5%
Fringe Benefits				
Total Fringe Benefits		1,465,104	1,451,055	1%
Total Travel (Out-of-Area)		20,712	16,619	20%
Total Major Equipment and Assets		72,152	85,230	-18%
Total Supplies		166,150	182,113	-10%
Total Contractual		695,810	793,922	-14%
Total Other (Equipment Expense)		191,669	176,591	8%
Total Other (General Personnel Costs)		123,515	97,868	21%
Total Other (General Operating Costs)		197,988	218,442	-10%
Total Other (Space/Occupancy Costs)		609,420	612,886	-1%
Total Other (Special Departmental		1,220,854	1,320,051	-8%
Total Non-personnel Expense		3,298,270	3,503,723	-6%
Total Direct Expense		8,363,651	8,750,991	-5%
Indirect Expense				
Total Indirect Expense		781,049	853,106	-9%
Total Non-cash Expense		1,669,797	1,394,473	16%
Excess Revenue over Expense		-26,000	7,025	
Health fund			-3,669	
General fund			10,694	

Housing	ATCAA July 1 2018- June 30, 2019			0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	CDBG, ESG, Calworks, CoC, CACFP, Varley Place, Broadway, Carter St / Rose Quartz
Personnel	$255,739	$301,796	-$46,057	0%	-18%	New ESG started 3/16/19
Fringe Benefits	85,731	113,341	-27,610	0%	-32%	
Travel	1,009	773	236	0%	23%	
Equipment	36	121	-85	0%		
Supplies	20,130	26,452	-6,322	0%	-31%	
Contractual	245,353	229,480	15,873	0%	6%	
Other	826,214	920,747	-94,533	0%	-11%	
Total Direct Charges	**$1,434,212**	**$1,592,710**	**-$158,498**	0%	-11%	
Indirect Charges	93,832	109,500	-15,668	0%	-17%	
Total	**$1,528,044**	**$1,702,210**	**-$174,166**	0%	**-11%**	

Food	ATCAA July 1 2018- June 30, 2019			0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	CDBG, EFAP, SEFAP, USDA, Pantries, Donations
Personnel	$141,401	$131,762	$9,639	0%	7%	
Fringe Benefits	62,478	51,884	10,594	0%	17%	
Travel	2,435	2,898	-463	0%	-19%	
Equipment	11,262	0	11,262	0%	100%	
Supplies	9,195	8,337	858	0%	9%	
Contractual	413	0	413	0%	100%	
Other	138,509	173,818	-35,309	0%	-25%	
Total Direct Charges	**$365,693**	**$368,699**	**-$3,006**	0%	-1%	
Indirect Charges	33,251	36,130	-2,879	0%	-9%	
Total	**$398,944**	**$404,829**	**-$5,885**	0%	**-1%**	

Energy	 ATCAA July 1 2018- June 30, 2019			0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	LIHEAP, DOE, DWR water, Prop 84 water
Personnel	$455,522	$488,078	-$32,556	0%	-7%	
Fringe Benefits	212,540	212,039	501	0%	0%	
Travel	4,761	2,107	2,654	0%	56%	
Equipment	0	33	-33	0%		
Supplies	15,736	15,486	250	0%	2%	
Contractual	99,753	84,136	15,617	0%	16%	
Other	460,993	492,730	-31,737	0%	-7%	
Total Direct Charges	**$1,249,305**	**$1,294,609**	**-$45,304**	0%	-4%	
Indirect Charges	86,520	103,590	-17,070	0%	-20%	
Total	**$1,335,825**	**$1,398,199**	**-$62,374**	0%	**-5%**	

Amador youth		ATCAA July 1 2018- June 30, 2019			0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	CHAT, IDA, Literacy
Personnel	$61,315	$49,237	$12,078	0%	20%	CHAT ends 9/19
Fringe Benefits	10,759	8,679	2,080	0%	19%	
Travel	76	18	58	0%	76%	
Equipment	0	1	-1	0%		
Supplies	488	1,406	-918	0%	-188%	
Contractual	126,320	119,043	7,277	0%	6%	
Other	9,806	18,501	-8,695	0%	-89%	CHAT reimburse allowance higher
Total Direct Charges	**$208,764**	**$196,885**	**$11,879**	0%	6%	
Indirect Charges	11,954	15,661	-3,707	0%	-31%	CHAT reimburse allowance higher
Total	**$220,718**	**$212,546**	**$8,172**	0%	4%	

Tuolumne youth		ATCAA July 1 2018- June 30, 2019			0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	FNL, Mentoring, YES, Suicide prevention, Opioid prevention
Personnel	$153,333	$162,522	-$9,189	0%	-6%	
Fringe Benefits	50,427	54,776	-4,349	0%	-9%	
Travel	3,872	1,441	2,431	0%	63%	
Equipment	0	16,689	-16,689	0%		
Supplies	3,356	7,627	-4,271	0%	-127%	
Contractual	24,332	20,399	3,933	0%	16%	
Other	79,613	69,404	10,209	0%	13%	
Total Direct Charges	**$314,933**	**$332,858**	**-$17,925**	0%	-6%	
Indirect Charges	34,842	35,728	-886	0%	-3%	
Total	**$349,775**	**$368,586**	**-$18,811**	0%	-5%	

Community/ donations		ATCAA July 1 2018- June 30, 2019			0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	CS Connect, Lifeline, CSBG, CSBG discretionary, CSBG EITC
Personnel	$125,758	$149,408	-$23,650	0%	-19%	EITC/discretionary
Fringe Benefits	39,777	52,022	-12,245	0%	-31%	with higher budgets
Travel	2,666	1,500	1,166	0%	44%	
Equipment	0	77	-77	0%		
Supplies	4,192	4,809	-617	0%	-15%	
Contractual	67,914	80,953	-13,039	0%	-19%	
Other	85,799	93,603	-7,804	0%	-9%	
Total Direct Charges	**$326,106**	**$382,372**	**-$56,266**	0%	-17%	
Indirect Charges	161,377	171,930	-10,553	0%		
Total	**$487,483**	**$554,302**	**-$66,819**	0%	-14%	

ECS	ATCAA July 1 2018- June 30, 2019				0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	Head Start, Early Head Start, Latino outreach, FLC, CACFP, CSPP
Personnel	$1,907,338	$2,032,407	-$125,069	0%	-7%	
Fringe Benefits	774,749	761,819	12,930	0%	2%	
Travel	4,748	6,788	-2,040	0%	-43%	
Equipment	60,854	65,170	-4,316	0%	-7%	
Supplies	101,837	109,042	-7,205	0%	-7%	
Contractual	11,388	76,456	-65,068	0%	-571%	Budget added for playground
Other	553,759	499,829	53,930	0%	10%	
Total Direct Charges	**$3,414,673**	**$3,551,511**	**-$136,838**	0%	-4%	
Indirect Charges	359,274	380,456	-21,182	0%	-6%	
Total	**$3,773,947**	**$3,931,967**	**-$158,020**	0%	**-4%**	

Admin	ATCAA July 1 2018- June 30, 2019				0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	Exec. Director, Fiscal, Human Resources, Tech, Board
Personnel	$475,203	$429,175	$46,028	0%	10%	Staff costs directed to CSBG project
Fringe Benefits	187,154	176,244	10,910	0%	6%	
Travel	800	1,092	-292	0%	-37%	
Equipment	0	3,131	-3,131	0%		
Supplies	11,100	8,614	2,486	0%	22%	
Contractual	116,805	180,243	-63,438	0%	-54%	Tech budget added
Other	136,480	100,819	35,661	0%	26%	
Total Direct Charges	**$927,542**	**$899,318**	**$28,224**	0%	3%	
Indirect Charges	0	0	0	0%		
Total	**$927,542**	**$899,318**	**$28,224**	0%	**3%**	

Health insurance, Special projects, General fund	ATCAA July 1 2018- June 30, 2019				0 % FY remains	Programs / funding sources include:
Budget Category	*Operations Budget*	*Actual YTD Expenditures*	*Budget Remaining*	*Budget Period Remaining*	*Budget Amount Left*	Health insurance, copier/vehicle fund, Bldg deferred maintenance
Personnel	$0	$0	$0	0%		
Fringe Benefits	20,655	3,669	16,986	0%	82%	
Travel	0	0	0	0%		
Equipment	14,303	12,396	1,907	0%	13%	
Supplies	0	0	0	0%		
Contractual	0	0	0	0%		
Other	26,661	25,412	1,249	0%	5%	
Total Direct Charges	**$61,619**	**$41,477**	**$20,142**	0%	33%	
Indirect Charges	546	114	432	0%	79%	
Total	**$62,165**	**$41,591**	**$20,574**	0%	**33%**	

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

3.4 Hiring

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

3.4.1 Hiring Policy

ATCAA Hiring Policies and Procedures will adhere to the ATCAA Equal Employment Opportunity (EEO)/Affirmative Action (AA) Policy.

Current ATCAA employees and program participants, including ATCAA Head Start parents, are eligible and encouraged to apply for available ATCAA positions for which they are qualified.

3.4.2 Hiring Authority

The ATCAA Executive Director will be hired by the ATCAA Board (Board) in accordance with Board By-laws and this document.

The ATCAA Head Start Director hire must also be approved by the ATCAA Board and the ATCAA Head Start Policy Council.

For all other hires, the Board has delegated hiring authority on its behalf to the Executive Director for all other positions, including both open hires and limited term hires. The Executive Director may delegate that authority to the ~~Deputy Director of Administration~~ Fiscal Officer.

All hires must: 1) comply with all policies and procedures, 2) meet all program requirements, and 3) meet all Agency requirements for documentation and reporting, including documentation of acceptable reference checks. These requirements apply to all hires, including both open hires, limited term hires and substitute hires.

All applicants for ATCAA Early/Head Start positions, including those for limited term employment, must be approved by the Policy Council (PC) prior to hire, except in an emergency situation. An "emergency" exists only when an applicant must begin work prior to obtaining PC approval in order to maintain the necessary teacher-student ratio. The ATCAA Executive Director has delegated authority to the ATCAA ECS Program Director to determine if an emergency need exists. An employee hired to fill an emergency need must be approved by the Executive Director within five (5) working days from the date of hire, and must be approved by the PC within no more than 30 days from the date of hire. A full background clearance check must still be obtained for any employee hired for any amount of time for Early/Head Start programs.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

Applicants on an eligibility list and/or a substitute list must also be sent to the Head Start Policy Council for approval.

The ATCAA Board Chair or Internal Affairs (IA) Committee designee will be responsible for the open hire of the Executive Director position. For all other hires, the responsible party will be the Program Director or designee. For purposes of this policy, the responsible party for the open hire process will be referred to as "designee".

3.4.3 Recruitment and Selection

An "open hire process" will be used for recruitment and selection for all introductory and regular status positions, as well as for the selection of an individual for the Executive Director position. An open hire will have an established final filing date and will be advertised, and applicants screened/interviewed according to ATCAA Policies and Procedures, with the following additional procedures and clarifications:

Because the ED position is so important to continuity of the agency, special attention and timeliness of the recruitment and selection process is imperative. The Board of Directors, Internal Affairs (IA) committee and Human Resources should strive to complete the two stage interview process within 1 month of the open hire filing closure date, with a Board decision meeting immediately following the second interview.

An open hire will be advertised for a minimum of five (5) business days, and 10 days for the ED position, to ensure widespread announcement of the vacancy. In addition to a job description, the advertisement must include a final filling date and a salary range. The ~~Program Director or~~ designee, at his/her discretion, may extend the final filing date and re-advertise for any position if the ~~Program Director or~~ designee determines that the applications received do not reflect a sufficient pool of qualified applicants.

Screening and Interviews - All applications for an open hire will be screened by a committee having a minimum of three (3) people. The ~~Program Director or~~ designee will make the final selection for interviews from the top applicants who either: 1) were mutually acceptable to the majority of the screening committee, or 2) whose qualifications and experience most closely match the requirement of the position. Screening may be eliminated when there is a limited pool of applicants and all candidates will be interviewed.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

An interview committee will interview the applicants selected by screening. The interview committee will recommend to the ~~Program Director~~ designee the top candidate(s) for hire and for placement on an eligibility list. During the interview, the interview committee will ask all applicants the same interview questions and will not include questions regarding any of the protected State and Federal classes. Selected applicants for an open Executive Director position will go through a minimum of two interviews. The ~~Program Director or~~ designee may also include various types of tests appropriate to the position. If the interviews will take more than one (1) day to complete, the ~~Program Director or~~ designee will make every effort possible to ensure that the second interview committee includes the same panel members.

The ~~Program Director or~~ designee may re-interview the candidates recommended by the interview panel prior to submitting a final recommendation to the Executive Director. The second interview committee does not have to have the same panel of interviewers as in the first interview and may include only the ~~Program Director or~~ designee.

If an interview panel determines that none of the interviewed applicants are qualified, the ~~Program Director~~ designee may have the applicant pool screened again or may re-advertise for the position, at his/her discretion.

Both screenings and interviews will include a minimum of three (3) individuals, including the position's supervisor or designee, a person with expertise in the job being filled, and a third person appointed by the ~~Program Director or~~ designee. For an open Executive Director position, the screening and interview committee will be by an Internal Affairs committee having a minimum of three (3) people. Screenings and interviews do not have to be conducted by the same individuals.

For the ATCAA Early/Head Start Program, both screeners and interview committees will include one or two ATCAA Head Start parents/guardians of children currently enrolled in the Early/Head Start program. Scheduled interviews may proceed without Head Start parents/guardians only if the absent parent/guardian cancels without enough prior notice to inform all those attending of the cancellation, or fails to show up. In the case of an ATCAA Head Start position, if two applicants are equally qualified, priority will be given to any applicant who is or has been an ATCAA Head Start parent/guardian.

Additional guidelines for an open Executive Director position - An Internal Affairs interview committee will interview the applicants selected by screening the screening committee. The IA interview committee will recommend to the Board of Directors the top candidate(s) for a second round of interviews. The second

round of interviews will include the entire Board. The Board will interview remaining candidates selected by the Internal Affairs interview committee.

A Human Resources member shall participate in each interview and during each interview, the interview committee or Board will ask all applicants the same interview questions and will not include questions regarding any of the protected State and Federal classes. The HR representative is not a voting member, but is present to facilitate proper questioning, consistent with ATCAA policies. The Board or IA designee may also include various types of tests appropriate to the position. If the interviews will take more than one (1) day to complete, the Board Chair or IA designee will make every effort possible to ensure that the second interview committee includes the same panel members.

The Board Chair or designee may re-interview candidates recommended by the Board interview panel prior to making a final recommendation, however, the Board interview panel may not re-interview candidates who were not chosen for the second round of interviews. The Board interview committee does not have to have the same panel of interviewers as in the first interview, but should strive to include as many participants as possible and does require a quorum of participants.

If two applicants are equally qualified, priority will be given to any applicant who is an ATCAA employee.

Reference checks - Reference checks are required for all hires, including eligibility lists, limited term hires, and substitutes prior to hire and prior to submitting a final recommendation for hire to the Executive Director or, for instances of an Executive Director position, the ATCAA Board.

Executive Director contract – Upon selection, the chosen candidate will enter into a written contract between the Board of Directors and the new ED. Terms of the contract shall include salary, paid time off accrual, performance reviews and other terms as deemed applicable. HR will maintain a copy of the contract and make it available as a template for future contracts

Exceptions to an open hire - The only exceptions to not using an open hire are:

- the placement is temporary relief
- the hire will eliminate the layoff of an existing employee who has gone through an open hire for an existing position similar in nature and with like minimum qualifications, job duties and responsibilities.

These exceptions are always subject to Executive Director approval.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

3.4.4 Internal Open Hires

Internal open hire situations are opportunities for existing introductory, regular, limited term, and substitute employees to upgrade their current position after having met an educational requirement, training experience, etc. The ~~Program Director or~~ designee will send a notice to all qualified staff members within the same tier/job category as the new position which will list: 1) the description of job responsibilities; 2) the minimum qualifications of the position; and 3) the final filing date in which interested employees must submit their Letter of Interest. After the final filing date, the ~~Program Director or~~ designee will follow the same screening, interviewing and selection process listed above.

For an open Executive Director position - Internal applicants will be subject to a 360 degree internal review process. The Board Chair, IA or HR designee will send a review form to the candidate's supervisor, at least two peers and all direct reports. A review form may also be sent to candidate's customers or State representatives, as applicable.

3.4.5 Eligibility Lists

An "eligibility list" of applicants not recommended for immediate hire but determined by the interview process as eligible for hire will remain valid for a period of one (1) year. Applicants can be hired from a valid eligibility list in lieu of an open hire if the position for which they applied becomes available. Upon approval by the Executive Director, applicants may be hired from a valid eligibility list in lieu of an open hire for another comparable position if the position is within the same intent and scope of the position for which they applied.

For Executive Director Applicants - Upon approval by the ATCAA Board, ED applicants can be hired from a valid eligibility list in lieu of an open hire if the ED position for which they applied becomes available.

3.4.6 Hiring for Limited Term and Substitute Positions

Hiring for Limited term and substitute positions, including those for substitute, temporary relief and trainee employment, is exempt from the open hire process but must meet all other Agency requirements, ~~including approval by the Head Start Policy Council for those working in the Early/Head Start programs.~~

A ~~Program Director~~ designee may prefer to use an open hire process for limited term or substitute positions. A "substitute list" developed through an open hire process is equivalent to an eligibility list and can be used in lieu of open hiring if the position becomes available within one year.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY
PERSONNEL POLICIES
DRAFT

3.4.7 Upgrades in Position Duties, Restructuring and Transfers

When the job duties and responsibilities are upgraded due to meeting new educational requirements or program restructuring, the person holding the position does not need to be rehired, but may be filled by the employee currently filling the position if the employee meets the minimum qualifications of the upgraded position. The upgrade of responsibility must be within the intent and scope of the position for which they were originally hired.

3.4.8 Conflict of Interest in Hiring

(Board – 04/12/13, PC – 05/03/13, Effective – 05/01/13)

No person will be hired for an ATCAA position over which an immediate family member 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 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.

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.

Committee Assignments
2019

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

ATCAA Bylaws Article VI, Section B Item, 7

AMADOR-TUOLUMNE COMMUITY 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

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.

Executive Director Contract Section 2b Evaluation:

b. Evaluation. Employee's performance will be reviewed and evaluated, in closed session, by the ATCAA Board of Directors initially six (6) months after appointment, and thereafter no less than annually. The ATCAA Board of Directors may place more frequent performance evaluations on its agenda as the need arises. The format for Employee's performance evaluation is set forth as Exhibit A attached hereto and incorporated herein.

AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

PROCESS FOR FILLING BOARD OF DIRECTOR VACANCIES

ATCAA Board of Directors (BOD) vacancies occur when a Board member is removed for cause, resigns, a public official removes a permanent alternate, or a public official leaves office.

In the event of a vacancy, a Nominating Committee shall be formed by a subset of existing BOD members. The Nominating Committee should be no less than 5 members of the Board. The Nominating Committee shall perform the following processes to notify the community of a Board vacancy in the Private and Low Income sectors; and to select new Board members from any of the tripartite sectors. Additionally, the Nominating Committee may recruit candidates, subject to the following process.

Public Sector Representation

The Board of Supervisors of Amador and Tuolumne Counties, being the designating officials, shall select the elected public officials from their County to serve on the Board. The two Supervisors from each County who sit on the Joint Powers Governing Board will also sit on the ATCAA Board, and each County Board of Supervisors will select the third member to represent elected officials, who will be an elected official of a city, municipality, or their representative.

Public officials or their representatives must have general governmental responsibilities that require them to deal with poverty related issues.

If a Public Sector representative vacancy occurs, the remaining representatives from either Amador or Tuolumne Counties shall select a replacement public official to fill the vacancy.

Community Notification of a Board of Directors Vacancy

When a vacancy of either a Private or Low-Income representative seat exists on the BOD, the Board Chair, or designee shall notify the ATCAA Communications Manager of the vacancy. The Communications Manager will then post a vacancy notification message to inform the community using one or more of ATCAA's communication media (website, Facebook, Instagram, etc.). The message to the community will include a description of the application process for persons interested in applying to fill the BOD vacancy.

Private Sector Representation

The Private Sector BOD representation shall be filled by officials or members of business, industry, labor, religion, or other major groups and interests in the communities by submitting a letter of interest to the ATCAA Board Secretary at the ATCAA Service Center in Amador County addressing the below criteria.

1. Priority will be given to organization/businesses demonstrating a commitment to advancing the purposes and activities of the Board.
2. Priority will be given to organizations/businesses representing diverse views or a wide scope of labor, business or social service interests.
3. No private sector organization/businesses will be allowed to have more than one (1) Board seat, in order to assure a balanced representation.
4. Priority will be given to finding social service, business or labor organizations/businesses whose constituency is not represented on the Board.

AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

PROCESS FOR FILLING BOARD OF DIRECTOR VACANCIES

Low-Income Representation

Representatives of the low-income sector will be selected in a democratic selection procedure to assure that these members are representative of the low-income neighborhood served; reside in the neighborhood served; and are able to participate actively in the development, planning, implementation, and evaluation of ATCAA programs.

Low-Income Representative Sector applicants must have either;

1. low-incomes or fixed incomes and meet the Community Services Block Grant (CSBG) income guidelines, or
2. must represent low-income people in their county of residence, or
3. represent a particular low-income neighborhood in the county of residence.

Representatives may be local community members that work or volunteer and interact with low-income and/or work or volunteer on behalf of programs for low-income.

Interested parties must send a letter to the ATCAA Service Center in Amador County Attn: Secretary to the Board. The letter needs to include the following criteria:

1. Address of physical residence of applicant
2. Brief statement about why applicant would like to serve on the ATCAA Board
3. Confirm ability to attend meetings per the Board Position Description
4. If applicant is low-income, self-certify that they meet the guidelines (guidelines available from the Board Secretary)
5. If applicant is not low-income, they must indicate the way(s) in which he/she is qualified to represent the low-income sector by listing their experience in representing the local low-income community (or a particular neighborhood within the county), including any volunteer and/or employment working for and with local programs for the low-income sector.

Upon receiving letters of interest for Private and Low Income sector representation, the Secretary to the Board will submit letters of interest to the Nominating Committee for review. The Nominating Committee will then present a slate of candidates to the Board and the Board will take action to accept or not accept the application(s) based on the above criteria. The Board may choose to interview the candidate prior to its decision. If more applicants apply than there are open seats, the candidate who most closely meets all of the criteria will be selected.

A majority of a quorum of seated Board members shall approve or reject for any lawful reason, the selection of low-income and/or private sector representatives and their alternates.

If no letters of interest are received from either the Private or Low-Income sectors, within 30 days of the public notification, the Board Secretary will notify all Board members and request additional or extended public notifications and recruitment by BOD representatives. This effort will continue until the minimum number (15) of BOD representatives is met, and the minimum percentage (33%) of Low-Income BOD members is met.

Version: 2019-09-13

ATCAA Fiscal Officer Narrative – September 2019 p1

Cash flow issues are less of a problem with the receipt of advance funds from LIHEAP. We continue to charging interest on internal cash borrowings, saving on admin interest expense while earning more interest on advanced HEAP program funds. While these funds are advanced, this will negate our need to use the current Umpqua line of credit.

The Targeted Case Management (TCM) audit appeals are still in process.

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

Community Dev. Block Grant (CDBG): Tuolumne only – $50k in shelter funds will be spent through 9/19.

New CDBG ($75k over 2 yrs) in Housing Stabilization funds (not Shelter) have been approved, will be available by December at the latest.

Emergency Shelter Grants (ESG): $200k Shelter contract (1318.1), homeless prevention and rapid rehousing funds are spent (1363.1, 1364.1) -contract expired 7/19

New contracts (1365.1 $200K and 1366.1 $64K) have been approved, and we have been given permission to expense starting 3/16/19, billing begins in September when contracts are received.

CalWorks – New Amador and Tuolumne contracts started in July with spending slow but steady. Calaveras has yet to refer clients.

Continuum of Care: ATCAA still administering, with more formalized governance going forward. CESH #1 (funding now) and HEAP funds (received a lump $1.2 million, interest bearing) has hired a manager and data coordinator.

Varley Place: 1 vacant unit on 3rd floor, VASH funds are being received timely. At full occupancy, this project projects a net positive result.

CACFP: supplements shelter food costs – normally needs about $1,000 monthly from operations

Carter St/Rose quartz: we have developed a plan for a positive net result.

Food bank – Joe Tobin **Issue: timely contract receipt**

Community Dev. Block Grant (CDBG): $175k was finished in August. being spent– this contract goes through to 9/19 – but should be spent before that.

New CDBG ($391k over 2 yrs) has been approved, will be available by December at the latest.

Emergency Food Assist. Program (EFAP): $45k only pays for staff to handle free Fed commodities – billed quarterly.

State EFAP: New $43k only pays for CA food now available, 40% must be spent by Dec.

Sonora Area Foundation: Bridging the Gap $50k spent in September used to plug CDBG timing gap.

Pantries: pays for food on a per pound basis

Donations: Holiday and soliciting letters are important.

ATCAA Fiscal Officer Narrative – September 2019 p2

Energy – Joe Bors **Issue:**

Low Income Heat & Energy Assist Program (LIHEAP): weatherization & PGE assist – consistent funding, cash advance solved cash flow issue
DOE: small, consistent – also received a cash advance for this program.
TCRCD DWR water conservation: all water made up half of the line of credit balance
Prop 84 water: slow paying
DWR water direct: slow paying

Amador youth – Pat Porto **Issue:**

Child Abuse Treatment (CHAT): spending within budget ($183K) – Federal fiscal year, quarterly billings – new 15 month application filed
IDA: $15k for foster youth

Tuolumne youth – Bob White **Issue:**

Friday Night Live (FNL): spending within budget
Mentoring: spending within budget
Suicide prevention: spending within budget, new contract in transit
Opioid safety: underspent – new contract got a no-cost extension to fiscal year end
Youth Empowerment Solutions (YES) partnership: fundraising success

Community – various **Issue:**

Central Sierra connect (Patrick): 3 yr grant, $73k/yr for broadband – 2018 underspent
Lifeline (Tonya): consistent, now running a surplus inception to date 8/31/19
Community Services Block Grant (CSBG): $35k in discretionary funds fully spent by 5/19; new discretionary contract at $30k being spent 6/1/19-5/31/20 for Board/ED training, grant writing and IT needs.
CSBG Earned Income Tax Credit (EITC): Fully spent $110k for yr end 6/19; new application made for same contract beginning 10/19.

Early Child Services – Nancy Miner **Issue:**

Head Start/Early Head Start: underspent due to staff shortage; enacting transition plan
Latino outreach: spending within budget
CACFP: supplements Head Start food costs, normally needs about $1,000 monthly from operations
Cal State Preschool Program (CSPP): higher funding/child, barely underspent for 2018-19
Family Learning Center (FLC): underspent budget due to lower referrals

Administration – Joe Bors **Issue:**

2018-19 year surplus at +9k through 6/19. Higher indirect rate provided higher offset revenue; payroll savings from deferred raises, admin staff working in CSBG contracts.

Health insurance/special projects **Issue:**

Health fund even due to lower participation: 2018-19 year lost $3,669 through 6/19; spending on yellow bldg. needed - $90k available

California DEPARTMENT OF EDUCATION

Home / Specialized Programs / Child Development / Contractor Information

Management Bulletin 19-06

Early Learning and Care Division

Subject: Collection of Data for the Subsidized Provider Report

Number: 19-06

Date: August 2019

Expires: Until Rescinded

Authority: Senate Bill 75, Chapter 51, Statutes of 2019; sections 8430-32 of the California *Education Code*, Section 6253.21 of the *Government Code*, and Section 1596.86 of the California *Health and Safety Code*

Attention: Executive Directors and Program Directors of Contractors administering programs with individuals who operate licensed family child care homes or license-exempt individual providers

Purpose

The purpose of this Management Bulletin (MB) is two-fold:

1. To inform contractors of the new law which requires contracting partner agencies to collect and provide to the California Department of Education (CDE) specific business and personal information pertaining to individuals who operate family child care homes and license-exempt individual providers to support future collective bargaining legislation.

2. To provide guidance, resources, and technical assistance to contractors on the timelines and processes for the collection and submission of the required data.

Background

Senate Bill (SB) 75, as adopted in the omnibus trailer bill of the Budget Act of 2019, added California *Education Code* (*EC*) Section 8432, effective July 1, 2019, which requires CDE to collect and submit to verified provider organizations, as defined in SB 75, specific business and/or personal information of family child care providers, which are defined in *EC* Section 8431(a)(1) as follows:

- "Family childcare provider" or "provider" means a childcare provider who participates in a state-funded early care and education program as specified in subdivision (c) and is either of the following:
  - An individual who operates a family daycare home, as defined in Section 1596.78 of the Health and Safety Code, and who is licensed pursuant to the requirement in Section 1596.80 of the Health and Safety Code.
  - An individual who provides early care and education in their own home or in the home of the child receiving care and is exempt from licensing requirements pursuant to Section 1596.792 of the Health

and Safety Code.

Hereafter, these will be collectively referred to as "providers."

Policy

Contracting agencies must collect and submit to the CDE the specific information detailed in this MB, most of which should already be in the possession of the agency, for all providers that have received payment from the agency between April 1, 2019 and June 30, 2019. In addition, contracting agencies have a continuing monthly obligation to collect and submit the same information for all providers who subsequently receive payment thereafter from the agency and to update any changes in provider information and provide the updated information to the CDE in the form of a Subsidized Provider Report (SPR).

In addition, as required by the Information Practices Act (*Civil Code* section 1798.17), contracting agencies must provide notice of this collection to all providers whose information is being collected and submitted to the CDE for these purposes.

Directive

Notice To Providers

Prior to collecting and submitting the data elements, referenced below, contracting agencies must send a notice to all impacted providers about the fact that this information is being collected and submitted to the CDE and redisclosed to provider organizations as required by SB 75. Contracting agencies should use the Notice to Providers, with the attached relevant code sections. The CDE has drafted these documents which are ready to be sent to providers. The Notice to Providers and Attachment A are available on the Subsidized Provider Report web page at https://www.cde.ca.gov/sp/cd/ci/spreport.asp. While the Notice to Providers must be sent out as soon as possible in order to make current providers aware of the collection and use of their information in compliance with the law, the notice to new providers can simply be included with an agency's initial paperwork.

Data To Be Collected

The following information is the data that is required to be collected pursuant to SB 75*:

- Provider's name
- Provider's home address*
- Provider's mailing address
- County
- Work and cellular telephone numbers
- Email address, if known
- Agency, contractor, subcontractor, or political subdivision administering the program
- State facility license number, if applicable

- The date the provider began subsidy care
- The date the provider ended subsidy care, if applicable
- The unique provider identification number, if applicable

* Pursuant to *EC* Section 8432(h), the Notice to Providers informs those providers approved as participants in the Secretary of State Address Confidentiality Program, that a designated address may be provided in lieu of a home address.

The complete list of data fields you will need to enter in order to meet reporting requirements are provided in the SPR Technical Manual, available on the Subsidized Provider Report web page at https://www.cde.ca.gov/sp/cd/ci/spreport.asp.

Data Reporting Instructions

In order to transfer provider data to provider organizations within SB 75 required timeframes, the CDE will require agencies to submit data through the Child Development Management Information System (CDMIS). For further information and detailed technical instructions on how to submit provider information through CDMIS, please refer to the SPR Technical Manual as described above.

The SPR Upload function will be available in the CDMIS beginning Monday, August 19, 2019. The table below provides information regarding SPR reporting periods. Further information regarding report due dates is available on the SPR Submission Schedule web page available on the Subsidized Provider Report web page at https://www.cde.ca.gov/sp/cd/ci/spreport.asp.

Reporting Period Start	Report Due	Report Contains
August 19, 2019	August 30, 2019	Providers who were paid between April 1, 2019, and June 30, 2019
September 3, 2019	September 20, 2019	Providers who were paid between July 1, 2019, and August 31, 2019
October 1, 2019, and first day of each month following	October 20, 2019, and twentieth day of each month following	Providers who were paid during September 2019, and providers paid through previous month thereafter

Contractors that also hold a California Work Opportunity and Responsibility to Kids (CalWORKs) Stage 1 contract, will be receiving separate instructions from the county welfare department or the California Department of Social Services regarding uploading CalWORKs Stage 1 provider data.

Technical Assistance To Be Provided

Technical instructions for submitting the SPR are available in the SPR Technical Manual on the Subsidized Provider Report web page at https://www.cde.ca.gov/sp/cd/ci/spreport.asp. The CDE will host a live webinar for submitting the monthly SPR through the CDMIS on Tuesday, August 20, 2019 from 10:00 a.m. to 12:00 p.m. The CDE will record this webinar and make it available on the Subsidized Provider Report web page.

Agencies may contact CDMIS Support by phone at 916-445-1907 or by email at CDMIS@cde.ca.gov for further reporting technical assistance.

Resources

The Notice to Providers is ready to be sent to current providers, and is available on the Subsidized Provider Report web page at https://www.cde.ca.gov/sp/cd/ci/spreport.asp. This notice must be sent to your current providers as soon as possible. Relevant sections of code are available in Notice to Providers, Attachment A on the Subsidized Provider Report web page.

If you have any questions regarding the information in this MB, please contact your assigned Early Learning and Care Field Services Consultant. A list of consultants can be found on 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 | 916-322-6233

Last Reviewed: Monday, August 5, 2019

Notice of Proposed Rulemaking (NPRM) on Designation Renewal System (DRS) Changes – Public Comment Period

eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-19-02
August 11, 2019

Notice of Proposed Rulemaking (NPRM) on Designation Renewal System (DRS) Changes – Public Comment Period
ACF-IM-HS-19-02

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. Log Number: ACF-IM-HS-19-02

2. Issuance Date: 08/13/2019

3. Originating Office: Office of Head Start

4. Key Words: Head Start; Education of disadvantaged; Grant programs; Social programs; Designation Renewal System; Competition; Classroom Assessment Scoring System (CLASS®); Monitoring; Fiscal; Audit

Information Memorandum

To: All Head Start and Early Head Start Grantees, Including Delegate Agencies and Early Head Start-Child Care Partnership Grantees

Subject: Notice of Proposed Rulemaking (NPRM) on Designation Renewal System (DRS) Changes – Public Comment Period

Information:

The Office of Head Start (OHS) has published a Notice of Proposed Rulemaking (NPRM) in the Federal Register, Head Start Designation Renewal System Changes. This publication opens a 45-day public comment period. OHS is soliciting feedback on these proposed changes and will use comments submitted by the public in making decisions for the final rule.

This NPRM proposes improvements for two of the seven conditions of the DRS: the condition related to the Classroom Assessment Scoring System: Pre-K (CLASS®) and the fiscal condition related to audit findings. The proposed revisions will ensure OHS identifies those communities where competition is the most warranted and more effectively holds grantees accountable, while making the DRS more transparent.

For the CLASS® condition, the NPRM proposes to remove the lowest 10 percent criterion and set more rigorous minimum thresholds across all three domains grantees must meet in order to avoid designation for competition. Specifically, the proposed rule would increase the minimum threshold for Emotional Support from 4 to 5, Classroom Organization from 3 to 5, and Instructional Support from 2 to 2.5.

For the fiscal condition, the NPRM proposes to add a second criterion that would consider Head Start findings from annual audits to determine whether fiscal management challenges exist. This specific use of Head Start audit findings provides OHS an earlier predictor that is more comprehensive to detect fiscal management and oversight risks.

The current DRS standards will remain in effect until a final rule is issued.

To submit comments, follow the "Submit a comment" instructions in the Federal Register. To ensure OHS can effectively respond to your comments, clearly identify the issues on which you are commenting. Please be as specific as possible in your comments. Provide the page number, identify the column, and cite the paragraph from the Federal Register document (e.g., page 10999, second column, §1305.6(a)(1)(i)). If you wish to comment anonymously, please enter "N/A" in the required fields.

If electronic submission is not possible, you may send comments via the U.S. Postal Service to the address indicated in the Federal Register. In accordance with the instructions in the Federal Register, OHS encourages all interested stakeholders to submit comments in response to the DRS changes by the 45 days deadline published in the NPRM.

Thank you for your work on behalf of children and families. We look forward to receiving your comments.

/ Dr. Deborah Bergeron /

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

See PDF Version of Information Memorandum:
Notice of Proposed Rulemaking (NPRM) on Designation Renewal System (DRS) Changes – Public Comment Period[PDF, 94KB]