

## AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

### Amador Tuolumne Community Action Agency BOARD OF DIRECTORS MEETING

Friday, June 14, 2024 | 10:30 a.m.

#### LOCATIONS

Host, Kristy Moore: **ATCAA Sonora Service Center**, 427 N. Hwy 49, Ste. 305, Sonora, CA 95370 (209) 533-1397  
 Host, Joseph Bors, Janessa Stone: **ATCAA Jackson Service Center**, 10590 Hwy 88, Jackson, CA 95642 (209) 223-1485  
 Via Zoom Call-In: 210 Mountain View St, Oak View, CA 93022, 4695 MacArthur Ct. #600, Newport Beach, CA 92660

#### AGENDA

1. **CALL TO ORDER:**
2. **ROLL CALL:**

ATCAA Board of Directors				
	<i>Frank Axe, Board Chairperson</i>			Amador - PUB
	<i>Joni Drake, Board Vice-Chair</i>			Amador - LIR
	<i>Claire Gunselman, Board Treasurer</i>			Amador - PUB
Amador			Tuolumne	
	Jeff Brown	PUB	Ryan Campbell	PUB
	Lynn Morgan	PRI	Jaron Brandon	PUB
	Susan Conn	LIR	Andy Merrill	PUB
	Mary Pulskamp	LIR	Jennifer Grenland	LIR-HSPC
	Pastor Mark Smith	PRI	Sabrina Smith	LIR
	Carol Rush	PRI	Cathy Parker	LIR

ATCAA Staff
Joseph Bors, Executive Director
Talibah Al-Rafiq, Fiscal Officer,
Bruce Giudici, Outgoing Fiscal Officer
Janessa Stone, Board Secretary
Kristy Moore, Communications Director – Interim Board Secretary
Pat Porto, Family Resource Director
Marie Mennell, Lifeline Coordinator
Denise Cloward, Housing Director
Nancy Miner, Early Childhood Services Director
Ruth Brickner, Energy and Water Conservation Director
Robert White, Prevention Program Director
Cheri Cunningham, Human Resources Director
Karen Foreman, Tax Program Manager

**Others Present:** Antoinette Del Rio Lopez, Andrea-Victoria Lisbon, Diane Bennett

3. **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.
4. **BOARD MEMBER APPOINTMENTS: (*Org Std. 5.1*)**
  - 4.1. Antionette Del Rio Lopez; Amador County, Low-Income Representative, Tribal Council Member California Valley Miwok Tribes Pg. 4 (**ACTION ITEM**)
  - 4.2. Andrea-Victoria Lisbon, Tuolumne County, Private Sector Community Organization Pg.7 (**ACTION ITEM**)
  - 4.3. Diane Bennett; Tuolumne County, Private Sector Community Organization Pg.9 (**ACTION ITEM**)
5. **CONSENT CALENDAR:** 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. Approval of minutes from Friday, April 12, 2024 meeting Pg. 10 (*Org Std. 2.3*) (**ACTION ITEM**)
  - 5.2. Head Start Monthly Statistical Report for Month of May 3, 2024 Pg. 14 (**ACTION ITEM**)
6. **NEW BUSINESS:**
  - 6.1. Brandon Seider and Chris Rhi from Hub International - Employer Practices Liability claims and trends (Verbal Call-In)
  - 6.2. Staff Training Plan & Updates Pg. 15 (*Org Std. 2.3*) (**ACTION ITEM**)
  - 6.3. Head Start FA2 Audit Findings and Corrective Action Pg. 22
    - 6.3.1. Notification of Head Start Monitoring Report - 09CH011917 Pg. 28
    - 6.3.2. OHS Monitoring Review Report - 09CH011917 Pg. 29
  - 6.4. Executive Director Annual Performance Evaluation Schedule (Verbal)
7. **OLD BUSINESS:**
  - 7.1. Northtown Property Sale Update Pg. 32
  - 7.2. Succession Plan Update (Verbal)
8. **CSBG REPORT:**
  - 8.1. Strategic Plan Pg. 38 (*Org Std.*) (**ACTION ITEM**)
9. **COMMITTEE REPORTS:**
  - 9.1. Finance Committee: Verbal Report of Friday, June 14, 2024, meeting
    - 9.1.1. Banking Change Update (*Org Std. 8.7*) Pg. (Verbal)
    - 9.1.2. Financial Reports (*Org Std. 8.7*)
      - 9.1.2.1. Administrative Reports Pg. 48
      - 9.1.2.2. HS/EHS Reports Pg. 54
      - 9.1.2.3. Program Fiscal Reports Pg. 60
      - 9.1.2.4. Agency Financial Reports Pg. 61
      - 9.1.2.5. Fiscal Officer Narrative Pg. 66
  - 9.2. Executive Committee: Out brief of 4/9/2024 Closed Session Meeting (Verbal)
  - 9.3. Internal Affairs Committee: Has not met.
  - 9.4. Nominating Committee: Has not met.
  - 9.5. Early/Head Start Policy Council: Verbal Report of June 7, 2024 meeting
10. **EXECUTIVE DIRECTOR REPORT:**

- 10.1. Calaveras Updates (Verbal Report)
- 10.2. Possible Merge Discussions (Verbal Report)

**11. PROGRAM PRESENTATIONS/UPDATES: (*Org Std. 5.9*)**

- 11.1. Human Resources, Cheri Cunningham (Verbal Report) Pg.73
- 11.2. Tax, Karen Foreman (Verbal Report) Pg.75
- 11.3. Early Childhood Services, Nancy Miner (Slide Only) Pg.77
- 11.4. Communications, Kristy Moore (Slide Only) Pg.78
- 11.5. Prevention, Robert White (Slide Only) Pg.80
- 11.6. Food Bank, Lynne Ayers, (Slide Only) Pg.82
- 11.7. Lifeline, Marie Mennell (Slide Only) Pg.83
- 11.8. Family Services, Pat Porto (Slide Only) Pg.85
- 11.9. Energy Department, Ruth Brickner (Slide Only) Pg.87
- 11.10. Housing, Denise Cloward (Slide Only) Pg.89

**12. INFORMATIONAL:**

- 12.1. California Department of Education Self-Evaluation for 2023-2024 Pg. 90
- 12.2. Office of Head Start Information Memorandum on Strategies and Recommendations for Supporting Mental Health (ACF-OHS-IM-24-01) Pg.99
- 12.3. Office of Head Start Program Instruction on New Eligibility Provisions for Migrant and Seasonal Head Start Programs (ACF-OHS-PI-24-02) Pg. 111
- 12.4. Office of Head Start Program Instruction on New Eligibility Provisions for American Indian and Alaska Native Programs (ACF-OHS-PI-03) Pg. 105
- 12.5. Office of Head Start Program Instruction on Fiscal Year 2024 Head Start Funding Increase (ACF-OHS-PI-24-02) Pg. 108
- 12.6. Head Start FA2 Audit Program Performance Summary Report Pg. 114
- 12.7. Policy Council Minutes May 2024 Pg.125
- 12.8. 2023 ATCAA Annual Report (Handout)

**13. FUTURE BOARD MEETING:**

- 13.1. Friday, August 09, 2024, at the ATCAA Jackson and Sonora Service Center

**14. 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 (ATCAA)  
BOARD OF DIRECTORS LOW INCOME REPRESENTATIVE PETITION**

Dear:

Date:

Thank you for your interest in a seat on the ATCAA Board, representing low-income persons in the county that you reside in. All representatives of the low-income sector, regardless of economic status, must be elected in such a way that ensures that they truly represent the low-income sector. In observance of this law, ATCAA Board Low-Income Representative Nominees must obtain **10** signatures of low-income persons living in the county in which you live and represent. The attached is a standard petition for this purpose.

**Petition Process:**

1. As the nominee, please complete the bottom section of this page (page 1) with your signature.
2. Ask each petition signer to read the "Eligible Signer Certification" section (page 2) before they sign the petition. Please assure they write legibly and complete all sections including phone number if they have one.
3. Mail all pages of this completed petition to:  
Amador Tuolumne Community Action Agency  
Attn: Board Secretary  
10590 Hwy 88, Jackson CA 95642  
To expedite this process, you may email completed petitions prior to mailing hard copies.
  - A minimum of **10** valid signatures from income eligible residents living in the county you represent are required, but it is recommended you get a few more than **10** as usually some signatures are invalid because too high an income level. See page 2 for income eligibility.
  - Once received by ATCAA, staff will make random calls to confirm signature validity of five or more signers and submit a letter with the results to the ATCAA Board. Once signatures are confirmed, your candidacy will be brought to the next board meeting.

If you have any questions, please do not hesitate to contact us at [boardsecretary@atcaa.org](mailto:boardsecretary@atcaa.org).

**PETITION FOR BOARD REPRESENTING THE LOW-INCOME SECTOR**

*I certify that I am a resident of the County of Amador or Tuolumne; that I am 18 years of age or older; that I am not a paid employee of Amador Tuolumne Community Action Agency; that I am not an officer or employee of an organization contracting to perform a component of ATCAA; that I wish to represent the low-income community on the ATCAA Board of Directors, and that I have been the sole circulator of this petition.*

Name (Print):	Antoinette Del Rio	County:	Amador
Residence Address:	969 Ponderosa Street, Jackson, CA 95642		
Mailing Address:	969 Ponderosa Street, Jackson, CA 95642		
Signature:	<i>Antoinette Del Rio</i>	Date:	<i>2/16/24</i>

BOARD APPROVED 6/10/2022

BOARD SECRETARY

## NOTICE TO THE PETITION SIGNER

This is a petition for Antoinette Del Rio to represent you on the Amador Tuolumne Community Action Agency (ATCAA) Board of Directors. Your signature below certifies that you meet the guidelines listed here and that you wish for this candidate to represent you.

### ELIGIBLE SIGNER CERTIFICATION

I, the undersigned, declare that I am qualified as a signer of this petition under the following guidelines:

1. That I live in the county of Amador / Tuolumne (please circle one)
2. That I am 18 years of age or older
3. That I am not a paid employee of ATCAA
4. That I support the ATCAA Board of Director's candidacy of the above-named candidate
5. That I have not signed a petition for any other candidate for this vacant Board seat.
6. That my family's gross income over the past 12 months has not exceeded the amount listed here.

**Chart 1: Current Community Services Block Grant 2022 Low Income Guidelines**

Size of Family Unit or Number in Household	Annual Income
1.	\$25,760
2.	\$34,840
3.	\$43,920
4.	\$53,000
5.	\$62,080
6.	\$71,160
7.	\$80,240
8.	\$89,320
For family units with more than 8 persons, add \$4,540 for each additional person.	

1.	Print Name: Gladys Bel	Street: 25900 Sylvan Rd.
	Signature: Gladys Bel	City: Pioneer, CA. 95666
	Date: 2/21/24	Phone #: 209-640-7816
2.	Print Name: Lauren Walloupe	Street: 103 Badger st
	Signature: Lauren Walloupe	City: Sutter Creek
	Date: 2/21/2024	Phone #: 209-781-6845
3.	Print Name: George Purion	Street: 18417 Ferrans st
	Signature: George Purion	City: Plymouth Ca. 95669
	Date: <del>2-21-24</del> 2-21-24	Phone #: <del>209-256-8845</del> 209-256-9111
4.	Print Name: Shannon Crain	Street: 16594 Alpine Hill
	Signature: Shannon Crain	City: Pioneer CA
	Date: <del>2-21-24</del>	Phone #: <del>209-256-9211</del>
5.	Print Name: ANTONIA Lopez	Street: PO Box 1432
	Signature: Antonia Lopez	City: JACKSON CA 95642
	Date: 2/25/2024	Phone #: 209-223-2186
6.	Print Name: Lisa M. Lopez	Street: P.O. Box 1432
	Signature: Lisa M. Lopez	City: JACKSON CA. 95642
	Date: 2/25/24	Phone #: (916) 769-5472
7.	Print Name: Fred Cales	Street: 212 Westview Dr
	Signature: Fred Cales	City: Jackson Ca
	Date: 2/26/24	Phone #: 209-257-9309
8.	Print Name: Kelly Huds	Street: 26 Main Street
	Signature: Kelly Huds	City: Jackson CA 95669
	Date:	Phone #:
9.	Print Name: Jonathon Walloupe	Street: 103 Badger st.
	Signature: Jonathon Walloupe	City: Sutter Creek
	Date: 2/28/24	Phone #: 209-790-9153
10.	Print Name: Elizabeth Lysden	Street: PO BOX 573
	Signature: Elizabeth Lysden	City: Bone
	Date: 2/28/24	Phone #: 209-781-3217

Candidate Name:

ATCAA Low Income Board Petition Date: \_\_\_\_\_

Andréa-Victoria Lisbon  
22890 Mount Holly Lane  
Columbia CA 95310  
[avl@sususunow.org](mailto:avl@sususunow.org)  
786-355-9261

March 16, 2024

ATCAA  
427 N. HWY 49, Suite 305  
Sonora, CA 95370

Esteemed Board of Directors,

I am writing to express my interest in and formally apply for an appointment to the position of Board of Director - ATCAA. I am eager to contribute my skills, experience, and passion to the committee's important work, and believe that my background aligns well with the committee's objectives.

I have had the opportunity to closely observe the committee's social services efforts over time and have been inspired by the positive impact it has had on the community. As a committed advocate of street civic engagement, I continuously search for ways in which citizens participate in the life of their community in order to improve conditions for others, foster the concepts of diversity, equity and inclusion, assist in shaping and building the necessary foundations that support antiracist and antibias practices and policies throughout all establishments, governments, buildings and classrooms and support initiatives addressing diverse identities, including race, gender, religion, disability, gender identity, sexual orientation, economic status, immigrant status, and other identities that have been marginalized in the community.

My experience in civil rights law which consists of the legal and regulatory landscape for civil rights, including shifts in local, state, and federal policies and changing case law, led me to become the co-founder of the non-profit organization Stand Up! Speak Up! Speak Out! Inc. in 2020 after the murder of George Floyd. Its mission is to have a profound impact on current social dynamics and strategically lay the groundwork for the next generation to build upon the results.

Not limited to law, I enjoyed, for over a decade, numerous entrepreneurial pursuits, and collaborative efforts, throughout the State of Florida, drawing from a solid foundation in operations, corporate governance, communication, advocacy, public speaking, and community engagement.

I am a proud veteran of the armed forces, serving honorably in both the Air Force and the Army, for sixteen years, affording me the opportunity to be instilled with valuable insights into effective committee operations, team building, leadership, and decision-making processes.

I am confident in my abilities and eagerly anticipate the opportunity to contribute as such to the committee's endeavors and look forward to the possibility of collaborating with fellow dedicated individuals.

Please feel free to contact me at 786-355-9261 or via email at [avl@sususunow.org](mailto:avl@sususunow.org) if you require any further information or have any questions regarding my application. Thank you for your time and consideration.

Sincerely,

*Andréa-Victoria Lisbon*

Andréa-Victoria Lisbon  
Executive Director  
Stand Up! Speak Up! Speak Out!™



*Diane Bennett · Consulting and Grant Services*  
*320 West Stockton Street · PO Box 4291 · Sonora, CA 95370*  
*grantsewices@mlode.com · diane5422@gmail.com · 209-352-6504*

June 3, 2024

Board of Directors  
Joe Bors, Executive Director  
Amador Tuolumne Community Action Agency  
427 North Highway 49, Suite 305  
Sonora, CA 95370

Dear Mr. Bors:

It is with great enthusiasm that I submit my application for a private representative seat on the Amador Tuolumne Community Action Agency Board of Directors. As a past ATCAA staff member (1988-2004), I am committed to the ATCAA mission and maintain a love for the Agency and its work.

Since leaving ATCAA in 2004 I started my own business, Diane Bennett, Consulting and Grant Services.

I have had the privilege of serving on nonprofit boards, including a multi-county health provider during a time of transition and merger. I also was appointed by Governor Gray Davis to the Board of Director of the 25<sup>th</sup> Agricultural District/Mother Lode Fair Board of Directors. I served on the Fair Board for seven years, including a term as Board President. During that time, we acquired additional property and completed facilities upgrades.

I bring unique board experience, having experience a both a staff member at ATCAA and successful experience serving on several boards.

Again, I enthusiastically submit this application and look forward to working with the Board of Directors to carry out ATCAA's mission "to promote economic self-sufficiency and the well-being of families and individuals by providing for basic human needs through direct assistance and community collaborations with the belief that all people deserve the opportunity to thrive."

Thank you for your consideration of this application.

Sincerely,



Diane Bennett

## AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

### Amador Tuolumne Community Action Agency

### BOARD OF DIRECTORS MEETING

Friday, April 12, 2024 | 10:30 A.M.

### LOCATIONS

Host, Kristy Moore: **ATCAA Sonora Service Center**, 427 N. Hwy 49, Ste. 305, Sonora, CA 95370 (209) 533-1397

Host, Joseph Bors: **ATCAA Jackson Service Center**, 10590 Hwy 88, Jackson, CA 95642 (209) 223-1485

### MINUTES

1. **CALL TO ORDER: 10:48 A.M.**

2. **ROLL CALL:**

ATCAA Board of Directors					
<b>P</b>	<i>Frank Axe, Board Chairperson</i>				Amador - PUB
<b>A</b>	<i>Joni Drake, Board Vice-Chair</i>				Amador - LIR
<b>P</b>	<i>Claire Gunselman, Board Treasurer</i>				Amador - PUB
Amador			Tuolumne		
<b>A</b>	Jeff Brown	PUB	<b>P</b>	Ryan Campbell	PUB
<b>A</b>	Lynn Morgan	PRI	<b>P</b>	Jaron Brandon	PUB
<b>P</b>	Susan Conn	LIR	<b>P</b>	Andy Merrill	PUB
<b>P</b>	Mary Pulskamp	LIR	<b>A</b>	Lloyd Schnieder	PRI
<b>A</b>	Pastor Mark Smith	PRI	<b>P</b>	Jennifer Grenland	LIR-HSPC
<b>A</b>	Carol Rush	PRI	<b>A</b>	Cathy Parker	LIR

ATCAA Staff	
<b>P</b>	Joseph Bors, Executive Director
<b>P</b>	Bruce Giudici, Fiscal Officer
<b>P</b>	Kristy Moore, Communications Director – Interim Board Secretary
<b>P</b>	Pat Porto, Family Resource Director
<b>P</b>	Lynne Ayers, Food Bank Director
<b>A</b>	Denise Cloward, Housing Director
<b>A</b>	Nancy Miner, Early Childhood Services Director
<b>A</b>	Ruth Brickner, Energy and Water Conservation Director
<b>A</b>	Robert White, Prevention Program Director
<b>P</b>	Cheri Cunningham, Human Resources Director
<b>A</b>	Karen Foreman, CALEITC/VITA

**Others Present:** Jackie Roberts, Sabrina Smith

**3. 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.

*Merrill praised the ATCAA employees. Merrill commented on performance evaluations and that leadership should be taking more direction from the board. Bors reports that long-standing board member Lloyd Schneider has cancer and needs to step away from board duties but does not wish to resign.*

**4. BOARD MEMBER APPOINTMENTS: (Org Std. 5.1)**

**4.1.** Antoinette Del Rio Lopez; Amador County, Low-Income Representative, Tribal Council Member California Valley Miwok Tribes Pg. 1-4 (**ACTION ITEM**)

*Applicant not present. Tabled until June meeting to keep quorum.*

**4.2.** Andrea-Victora Lisbon, Tuolumne County, Private Sector Community Organization Pg. 5, 8 (**ACTION ITEM**)

*Applicant not present. Tabled until June meeting to keep quorum.*

**4.3.** Sabrina Smith; Calaveras County, Low-Income Representative Pg. 6, 9-12 (**ACTION ITEM**)

*Gunselman moved. Pulskamp seconded. MPU with roll call vote. 11:00 A.M., Sabrina Smith is a voting board member. Campbell states why Lisbon could not attend this meeting but is eager to serve on the board. Bors explained the quorum needs to the board.*

**5. CONSENT CALENDAR:** 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.** Approval of minutes from Friday, February 09, 2024, meeting (**Org Std. 2.3**) Pg. 13-16 (**ACTION ITEM**)

**5.2.** Head Start Monthly Statistical Report for Month February 2024 Pg. 17 (**ACTION ITEM**)  
*Conn moved. Campbell seconded. MPU with a roll call vote.*

**6. NEW BUSINESS:**

**6.1.** Inyo/Mono County Weatherization Memorandum of Agreement (MOA Pg. 18-25 (**ACTION ITEM**)

*Bors explained to the board the MOA which included the logistics, overall commitment, and financial aspects of supporting the Inyo/Mono Weatherization Program and addressed travel and weather factors. The program will be supported only in the summer months. Brandon moved. Campbell seconded. MPU with a roll call vote.*

**6.2.** Carryover Request for ATCAA Head Start: 09CH011917; 2024 Board Signature Needed Pg. 26-28 (**ACTION ITEM**)

**1.1.** HS/EHS Budget Revision; 2024 Board Signature Needed Pg. 29-30 (**ACTION ITEM**)  
*(Jackson ATCAA office power shuts down and is disconnected from server for 17 minutes.)*

**6.3.** RETENTION INCENTIVE ATCAA ECS EMPLOYEES 2024–2025: 2024 Board Signature Needed. Pg. 31-32 (**ACTION ITEM**)

*Bors and Roberts explain that the retention incentive will help to reduce staff turnover. Campbell moved on items 6.2, 6.3, and 6.4. Grenland seconded. MPU with a roll call vote.*

**7. OLD BUSINESS:**

**7.1.** Status of Internal Pending Claims/Actions

*Case #1 – Closed, Case #2 – W/C Claim was denied. Appeal in process. Depositions occurred on 04/09/2024.*

**8. CSBG REPORT:**

**8.1.** Update on 2023 CSBG Annual Report accepted as Final Submission March 5, 2024 (Verbal) (**Org Std. 2.2**)  
*Bors informed the Board that we are in good standing with CSD and our CSBG reporting.*

**8.2.** Community Needs Assessment Action Item Update (Verbal Report) (**Org Std. 2.3**)

*Bors stated that the Spanish applications for LIHEAP services are now available on the website which was a*

*request made by Calaveras County officials. ATCAA continuously reaches out to potential clients in outlying areas. As a response to a request made by a community member in the most recent needs assessment, ATCAA is attending a Family Resource Fair in Plymouth in mid-April.*

**9. COMMITTEE REPORTS:**

- 9.1. Finance Committee: Verbal Report of Friday, February 9, 2024, meeting  
*Gunselman reported to the board the various financial reports and their meaning stating that overall, everything is running smoothly. She also explained that the need for the Admin budget modification was due to an audit billing that was billed and paid for late and that several lawsuits are costing the agency far more than was originally budgeted.*
- 9.1.1. Recommendation for Banking Change (*Org Std. 8.7*) Pg. 33-36 (ACTION ITEM)  
*Bors explains the monthly cost increases and interest rates earned from the current bank and breaks down the comparison between multiple banks. Conn moved. Campbell seconded. MPU with a roll call vote.*
- 9.1.2. Recommendation for Admin Budget Modification Pg. 37 (ACTION ITEM)  
*Brandon moved. Campbell seconded. MPU with a roll call vote.*
- 9.1.3. Financial Reports (*Org Std. 8.7*)
  - 9.1.2.1. Administrative Reports Pg. 38-42
  - 9.1.2.2. HS/EHS Reports Pg. 43-46
  - 9.1.2.3. Program Fiscal Reports Pg. 47-48
  - 9.1.2.4. Agency Financial Reports Pg. 49
  - 9.1.2.5. Fiscal Director Narrative Pg. 50-52
- 9.2. Executive Committee: Met Wednesday April 10, 2024. **CLOSED SESSION.**  
*Direction was given. Nothing to report.*
- 9.3. Internal Affairs Committee: Has not met.
- 9.4. Nominating Committee: Has not met.
- 9.5. Early/Head Start Policy Council: Verbal Report of April 5, 2024, meeting.  
*Roberts reports that the Policy Council met, reviewed, and discussed current ECS budgets, hiring processes, and promoting volunteer work.*

**10. EXECUTIVE DIRECTOR REPORT:**

- 10.1. 2023 ATCAA Annual Report  
*Bors stated that the report is compiled and is being formatted and will be available soon.*
- 10.2. Succession Plan Update (DRAFT) Pg. 53-58  
*Bors presented his succession plan and explained that there is already a policy in place naming the Fiscal Officer and the ECS Director as joint interim Executive Director in the Executive Director’s absence. Discussions took place about creating a succession plan, more than the emergency plan in place for the Executive Director and other key positions that may include staff leadership training, creating a Deputy Director position and finding funding to strengthen the leadership of the agency. Discussion was tabled due to time constraints and Board Chair Frank Axe asked for follow-up discussions with key individuals and to bring agency resiliency planning back to the table.*
- 10.3. Calaveras Updates (Verbal Report)  
*Bors re-stated that the LIHEAP applications are now available in Spanish as discussed in line item 8.2 and welcomed Sabrina Smith, a newly elected board member representing the low-income sector in Calaveras County.*
- 10.4. In talks with I.C.E.S about a possible merger (Verbal Report)  
*Bors informed the board that the Infant Child Enrichment Services (I.C.E.S) may be looking to merge with another entity and that ATCAA was approached by the I.C.E.S. Director to start a discussion about the*

*possibility that I.C.E.S. consider merging with ATCAA. Bors stated that any discussion about a merger is in the premature stages, and he will inform the board when and if there is something solid to consider.*

10.5. North Town Property for Sale Pg (Verbal Report) Pg. 59-68

*Bors provided information about the building costs along with the rent ATCAA currently pays and requested an AdHoc committee be formed to determine the feasibility of a possible purchase. An AdHoc committee was formed. Members to be Bors, Grenland, Merrill, and Brandon.*

**11. PROGRAM PRESENTATIONS/UPDATES: (Org Std. 5.9) Pg. 69-72**

11.1. Human Resources, Cheri Cunningham (Verbal Report) Pg. 73-74

*Cancelled due to time considerations.*

11.2. Food Bank, Lynne Ayers, (Slide Only) Pg. 82-83

*Cancelled due to time considerations.*

11.3. Early Childhood Services, Nancy Miner (Slide Only) Pg. 88-89

11.4. Communications, Kristy Moore (Slide Only) Pg. 79-81

11.5. Prevention, Robert White (Slide Only) Pg. 86-87

11.6. CalEITC/Vita, Karen Foreman (Slide Only) Pg. 86

11.7. Family Services, Pat Porto (Slide Only) Pg. 77-78

11.8. Energy Department, Ruth Brickner (Slide Only) Pg.84-85

11.9. Housing, Denise Cloward (Slide Only) Pg. 75-76

**12. INFORMATIONAL:**

12.1. Policy Council Minutes, March 1, 2024, Pg. 90-93

12.2. Current CDE Management Bulletins Pg. 94-101

**13. FUTURE BOARD MEETING:**

13.1. Friday, June 14, 2024, at the ATCAA Jackson and Sonora Service Center

**14. ADJOURNMENT: 1:10 P.M**

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.

**ATCAA MONTHLY STATISTICAL REPORT**  
**Early Head Start/Head Start/California State Preschool**

For the month of: April 2024	Head Start	Early Head Start	State Preschool	2023/24									
	100	72	85	Head Start Disabilities Children with IEPs served this school year	23	Early Head Start Disabilities Children with IEPs served this school year	27	Jackson EHS	Jamestown EHS	Jamestown	Soulsbyville	Summerville	Home Base
Funded Enrollment	112	101	96	Children with IEPs for our funded enrollment (as of 5/2/24)	21	Current enrolled children with IEP's (as of 5/2/2024)	15	8	8	16	16	16	28
Cumulative Enrollment	21	15	17	Current percent of IEPs for our funded enrollment (as of 5/2/24)	14.8%	Current percent of IEPs for our funded enrollment (as of 5/2/24)	17.2%	78%	76%	78%	88%	84%	64%
Number of Children with IEP/IFSP	4	14		Current percent of IEPs for our actual enrollment (as of 5/2/24)	20.8%	Current percent of IEPs for our actual enrollment (as of 5/2/24)	27.3%	81%	100%	100%	100%	100%	82%
Children Enrolled <45 days	11	46		Number of referrals submitted this year ages 3-5	10	Number of referrals submitted this year ages 0-2	11	12	2	6	3	2	5
Left the Program	0	2						4	2	3	6	2	3
Pregnant Women Served	13	12						1	2	3	6	2	3
Dual Language Learners	112	93						0	100%	100%	100%	100%	82%
Children with Medical Home	109	88						3	63%	100%	100%	100%	82%
Children with Dental Home	2	1						3	100%	100%	100%	100%	68%
Families w/out Medical Insurance	Blue Bell EHS	Blue Bell	Ione EHS	Ione	Jackson EHS	Jackson	Jamestown EHS	Jamestown	Soulsbyville	Summerville	Home Base		
Actual Enrollment	8	16	8	16	8	16	8	16	16	16	16	28	
Attendance %	82%	81%	76%	77%	78%	81%	76%	78%	88%	84%	64%	64%	
# on Wait List Income Eligible	9	2	3	5	4	12	2	6	3	2	5	5	
# on Wait List Over Income	4	3	3	3	1	0	2	3	6	2	3	3	
% of Children with all Health Screenings w/in 45 days	100%	100%	100%	100%	63%	100%	100%	100%	100%	100%	82%	82%	
% of Children with complete immunizations	88%	100%	88%	100%	100%	100%	100%	100%	94%	94%	68%	68%	
% of Children with Physicals	100%	100%	100%	100%	75%	100%	100%	100%	100%	100%	86%	86%	
Complete	88%	100%	100%	100%	88%	100%	100%	100%	100%	94%	54%	54%	
% Dental Screenings													
# Children needing Dental Treatment	1	2	0	5	0	8	1	3	1	6	0	0	
Of these, # receiving treatment	0	0	0	1	0	7	1	3	1	1	0	0	
Meals Served:													
Breakfast	109	236	123	235	123	269	121	231	276	246			
Lunch	101	243	123	242	123	261	123	200	279	262			
Snack	63	150	0	220	0	163	0	149	188	136			

Note: Children Enrolled in State Preschool are also enrolled in Head Start. Not all Head Start children are enrolled in State Preschool.

# ATCAA Staff Training Plan (draft)

June 14, 2024

- Progress since the April 12<sup>th</sup> Board of Director’s Meeting
  - All Leadership Staff (15) have attended Entry Level Management Training on 6/3/2024. An 8-hour instruction of 6 mgt skills.
  - J. Bors completed Tuolumne County hosted training on 5/22/24
    - Leadership Core: Maximizing Performance
    - Leadership Core: Preventing Workplace Harassment, Discrimination and Retaliation (for leadership staff)
  - Research and analysis of training options has yielded the following proposed training plan.





## High Performance Organization

This course provides strategies, tactics, and knowledge to help you build a foundation for your organization to become a High Performance Organization (HPO) for increased profits, better success, and a more desirable workplace.

**6 Weeks Access / 24 Course Hrs**

[Read More...](#)

SHARE  

### Details

A key ingredient to the longevity of a company, is the performance and implementation to function as a High-Performance Organization (HPO). A High Performance Organization doesn't evolve naturally it takes a proper foundation and resources. Any type of business from production to service based, would benefit from becoming an HPO. Benefits include increased profits, a high rate of success, and a desirable workplace. Competition is everywhere and may range from large and small organizations on a domestic and international level. An organization is better suited for long-term success if they build an initial foundation as a High Performance Organization.

This course will provide you with the information needed to help your organization with its efforts to become a High Performance Organization (HPO). The lesson will begin by discussing the four principles of an HPO: Egalitarianism and Engagement, Shared Information and Trust, Knowledge Development and Performance Reward Linkage and how to link those principles with organizational activities to be an HPO to implementation of the principles. You'll also discuss leadership and how the organization's culture can help or hinder your efforts to become an HPO.

**\$135.00**

#### Self-Guided

**3 Months Access**

No Instructor. Course begins when you enroll.



#### Instructor-Moderated

**6 Weeks Access**

Study online with Instructor moderated discussion boards.

**Enroll Now**

## Syllabus

- ✓ Lesson 1 - High-Performance Organizations
- ✓ Lesson 2 - Egalitarianism
- ✓ Lesson 3 - Shared Information and Trust
- ✓ Lesson 4 - Trust and Integrity
- ✓ Lesson 5 - Performance Management Process
- ✓ Lesson 6 - Employee Motivation
- ✓ Lesson 7 - Handling Disputes
- ✓ Lesson 8 - Organization Culture
- ✓ Lesson 9 - Diversity
- ✓ Lesson 10 - Implementing an HPO

## Introduction

### WHAT IS EVERYTHING DISC®?

Alex, have you ever wondered why connecting with some people is easier for you than with others?

Maybe you've noticed that you relate better to colleagues who focus more on teamwork and providing support.

Or, maybe you're more comfortable working with those who take a more easy-going approach than those who approach every task with intensity.

Or, perhaps you relate best to people who are more diplomatic than forceful.

Welcome to Everything DiSC Workplace®. The DiSC® model is a simple tool that's been helping people to connect better for over thirty years. This report uses your individual assessment data to provide a wealth of information about your workplace priorities and preferences. In addition, you'll learn how to connect better with colleagues whose priorities and preferences differ from yours.

### CORNERSTONE PRINCIPLES

- All DiSC styles and priorities are **equally valuable** and everyone is a blend of all four styles.
- Your work style is also influenced by **other factors** such as life experiences, education, and maturity.
- **Understanding yourself** better is the first step to becoming more effective when working with others.
- Learning about **other people's DiSC styles** can help you understand their priorities and how they may differ from your own.
- You can improve the quality of your workplace by using DiSC to build more **effective relationships**.

## OVERVIEW OF THE DISC MODEL

### Dominance

- Direct
- Firm
- Strong-willed
- Forceful
- Results-oriented

### Conscientiousness

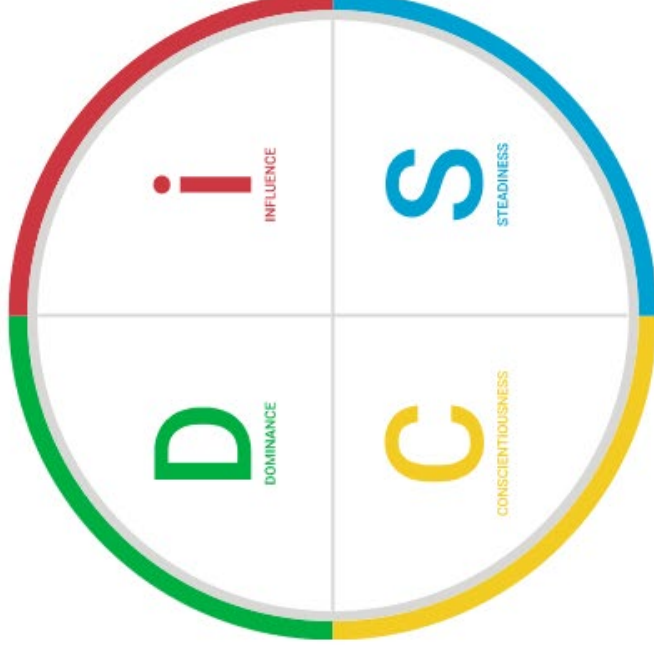
- Analytical
- Reserved
- Precise
- Private
- Systematic

### Influence

- Outgoing
- Enthusiastic
- Optimistic
- High-spirited
- Lively

### Steadiness

- Even-tempered
- Accommodating
- Patient
- Humble
- Tactful



# (Draft) Training Matrix

	High Performance Organization (on-line)	Everything DiSC Management Facilitator Kit	Guided "DISC" training Individual 1 hour	"DISC" Assessment	Workers' Comp & FMLA Medical Leave, ADA Accommodation Training	Discrimination & Retaliation	Training on complaints w/Medical	Performance & System Implementation	New Disability Policy	Dare to lead	Conflict Resolution	Developing Emotional Intelligence
<b>Joe</b>	x		x	x		x		x	x	x	x	x
<b>Cheri</b>	x	x	x	x	x	x	x	x	x	x	x	x
<b>Alicia</b>		x		x	x	x	x	x	x			
<b>Kristy</b>				x		x		x		x		
<b>Karen</b>				x		x		x		x		
<b>Talibah</b>	x			x		x		x	x	x	x	x
<b>Carrie</b>				x								
<b>Tina</b>				x						x		
<b>Stacey</b>				x						x		
<b>Tamra</b>				x						x		
<b>Crystal</b>				x						x		
<b>Sharon</b>				x								
<b>Joan</b>				x								
<b>Lynne</b>	x			x		x		x	x	x	x	x
<b>Joi</b>				x		x		x		x		
<b>Denise</b>	x			x		x		x	x	x	x	x
<b>Eva</b>				x		x		x		x		
<b>Ruth</b>	x			x		x		x	x	x	x	x
<b>Teri</b>										x		
<b>Merle</b>										x		
<b>Pat</b>	x			x		x		x	x	x	x	x
<b>Wilma</b>										x		
<b>Bob</b>	x			x		x		x	x	x	x	x
<b>Nancy</b>	x			x		x		x	x	x	x	x
<b>Cost</b>	\$135 6-week instructor moderated	\$1,495 each	\$3,265 or \$4,150	\$81 each	\$1,040 each					\$15.00 Books		

All following audit areas were compliant, many with noted “Strong Practices.”

(Please see FA2 Audit Report in “Informational” section of Board package)

- **Compliant Performance Areas:**
  - Program Design and Strategic Planning
  - Staffing and Staff Supports
  - Curricula, Screening, and Assessment Tools
  - Teaching Strategies and Learning Environments
  - Qualifications, Professional Development, and Coaching
  - Child Health and Oral Health Status and Care
  - Mental Health and Social and Emotional Well-Being
  - Child Nutrition
  - Safe and Sanitary Environments
  - Expectant Families
  - Program Foundations to Support Family Well-Being and Family Engagement
  - Family Partnerships
  - Promoting Strong Parenting, Parent-Child Relationships, and Engagement in Children’s Learning
  - Community Partnerships
  - Budget Development, Implementation, and Oversight
  - Comprehensive Financial Management Structure and System
  - Eligibility, Recruitment, Selection, Enrollment, and Attendance

## Performance Summary

This section contains an overview of compliance information determined through this review. Detailed information can be found in the Review Details section.

### Compliance Information

Content Area	Performance Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Program Design, Management, and Improvement	Program Governance	09CH011917	Area of Noncompliance	1301.5	120 days
Fiscal Infrastructure	Facilities and Equipment Management Systems	09CH011917	Area of Noncompliance	75.320(d)(2)	120 days

### Performance Area: Program Governance

#### *Finding Details*

Area of Noncompliance - 1301.5

#### *Summary*

*Grant Number(s) Cited:* 09CH011917

*Timeframe for Correction:* 120 days

#### *Performance Standard Details*

**Regulation Text:** 1301.5 Training. An agency must provide appropriate training and technical assistance or orientation to the governing body, any advisory committee members, and the policy council, including training on program performance standards and training indicated in §1302.12(m) to ensure the members understand the information they receive and can effectively oversee and participate in the programs in the Head Start agency.

#### *Compliance Details*

- The grant recipient did not provide orientation or appropriate training to governing body members.

Additional details from this review event:

- The program director and the executive director stated the grant recipient did not provide orientation or training to board members on the Head Start Program Performance Standards (HSPPS) or eligibility requirements.
- During a discussion, board members confirmed they had not been trained on the HSPPS.
- A further review of board meeting agendas provided for the months of October and December 2023 confirmed Head Start training for new or existing board members did not occur.



- Training will be provided to ATCAA BOD members in July.
  - Friday July 19<sup>th</sup> or 26<sup>th</sup>? Probably 4-6 hours of training.
- A Head Start binder of Policies and Procedures will be issued to BOD members
- BOD members will be required to complete a Screener questionnaire demonstrating knowledge of Head Start policies and procedures. (complete at Training session)
- Results of Screener Questionnaire will be made available at the August 9<sup>th</sup> BOD meeting.
- Facility Tours will be implemented to orient BOD members with HS/EHS classroom facilities.
  - Contemplating a Passport concept with stamps for each facility
- Shared Governance Meeting will be held annually, prior to Feb. BOD meeting.
  - Requires BOD & Policy Council Officers, ED, HS Director & any other interested BOD members.

Performance Area: Facilities and Equipment Management Systems

### *Finding Details*

**Area of Noncompliance - 75.320(d)(2)**

### *Summary*

**Grant Number(s) Cited:** 09CH011917

**Timeframe for Correction:** 120 days

### *Performance Standard Details*

**Regulation Text:** 75.320 Equipment. (d) Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until disposition takes place will, as a minimum, meet the following requirements: (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

### *Compliance Details*

- The grant recipient did not take a physical inventory of its equipment and reconcile it with property records at least every 2 years.

Additional details from this review event:

- The grant recipient did not reconcile the results of its most recent inventory, conducted in fall 2023, with property records.
- The grant recipient had not previously completed an inventory since 2019.

***Need to Reinstitute Inventory Management in Real Time and Annual Reconciliation***

- Reconcile all Head Start Inventory in July 2024, after end of ATCAA Fiscal Year.
  - Update Capital Equipment list, including adding new vehicles purchased in 2023 and deleting all vehicles disposed
- Institute near-real time updates to equipment inventory list as Office of Head Start approves Capital Equipment disposition.
- Verify HS equipment inventory is updated monthly.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

June 03, 2024

Amador-Tuolumne Community Action

Re: Grant No. 09CH011917

**Dear Grant Recipient:**

The Administration for Children and Families (ACF), Office of Head Start (OHS) recently conducted a monitoring review of your program. The attached report contains information about your agency's performance and compliance with the requirements of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

If the report has findings the corrective action period will begin 72 hours from the time this email was sent.

Sincerely,

OHS Monitoring Team



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

### Results from CLASS® Video Review Observation

**To: Board Chairperson**

*Mr. Frank Axe, Board Chairperson  
Amador-Tuolumne Community Action  
10590 State Highway 88  
Jackson, CA 95642-9470*

**From: Responsible HHS Official**

*Khari M. Garvin*  
**Date: 05/31/2024**  
**Mr. Khari M. Garvin**  
*Director, Office of Head Start*

Thank you for your support during the recent Office of Head Start CLASS® Video review conducted from **03/06/2024** to **05/27/2024** of your Head Start program, Grant **#09CH011917**.

Observations were conducted in preschool center-based classrooms using the 2008 Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. Please share these results with the appropriate governing board, policy council, management, staff, and stakeholders.

Your program scores are in the table below.

DIMENSION	SCORE
<b>Emotional Support*</b>	6.1250
Positive Climate	5.67
Negative Climate	1.00
Teacher Sensitivity	6.33
Regard for Student Perspectives	5.50
<b>Classroom Organization</b>	6.1389
Behavior Management	6.42
Productivity	6.50
Instructional Learning Formats	5.50
<b>Instructional Support</b>	3.9167
Concept Development	3.00
Quality of Feedback	3.58
Language Modeling	5.17

*\*To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives scores, then divide by 4.*

The Head Start Program Performance Standards (HSPPS) include thresholds for each CLASS<sup>®</sup> domain(s). These quality thresholds represent the expectations of the Office of Head Start (OHS) for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus on teacher-child interactions, with support from OHS. The competitive thresholds reflect the minimum score that programs must achieve in each CLASS<sup>®</sup> domain. For the upcoming FY24 monitoring year, scores from CLASS<sup>®</sup> observations will be used in the Designation Renewal System (DRS) determinations using the competitive thresholds.

<b>DOMAIN</b>	<b>YOUR PROGRAM'S SCORE</b>	<b>Quality Threshold</b>	<b>Competitive Threshold</b>
Emotional Support	6.1250	6	5
Classroom Organization	6.1389	6	5
Instructional Support	3.9167	3	2.3**

*\*\*The competitive threshold for Instructional Support is 2.3 for CLASS<sup>®</sup> reviews conducted through July 31, 2025, and then raises to 2.5 for CLASS<sup>®</sup> reviews conducted on and after August 1, 2025.*

If your program's scores from this CLASS<sup>®</sup> review fall below the competitive thresholds, the Office of Head Start will be in contact with you about next steps in the competitive process.

If your CLASS<sup>®</sup> scores fall below the quality or competitive benchmarks in any domain, the Office of Head Start provides training and technical resources here: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-quality-improvement>.

You can also coordinate with your Regional Office for additional assistance to enhance classroom environments and teacher-child interactions specific to your program's needs.

For more information on CLASS<sup>®</sup> domains and dimensions, please see the attached "About CLASS<sup>®</sup>" document and visit the Early Childhood Learning and Knowledge Center, National Center on Quality Teaching and Learning at <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/learn-more-about-class>.

If you have any questions, please contact your Regional Office.

cc: Ms. Cynthia Yao, Regional Program Manager

Ms. Jennifer Grenland, Policy Council Chairperson

Mr. Joseph Bors, CEO/Executive Director

Ms. Nancy Miner, Head Start Director

## About CLASS<sup>®</sup>

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement. OHS will continue to use the 2008 edition of the CLASS<sup>®</sup> Pre-K Teacher-Child Observation Instrument to meet this requirement.

CLASS<sup>®</sup> assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS<sup>®</sup> remain central to its approach to child development and education, and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions,<sup>†</sup> the scoring principles are as follows:

### Low Range Score

- 1-The low range description of the CLASS<sup>®</sup> dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.
- 2-The low range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

### Middle Range Score

- 3-The middle range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.
- 4-The middle range description of the CLASS<sup>®</sup> dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.
- 5-The middle range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

### High Range Score

- 6-The high range description of the CLASS<sup>®</sup> dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low/middle range.
- 7-The high range description of the CLASS<sup>®</sup> dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

<sup>†</sup>Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grant to result in grant-level dimension scores. The grant-level dimension scores are then used to calculate the grant-level domain scores.

The scores from CLASS<sup>®</sup> observations can be used for various purposes, including professional development, program improvement, policy, goal setting, and monitoring. The Office of Head Start began using CLASS<sup>®</sup> for monitoring purposes in FY2010 to collect information on the experiences of children at each grant recipient.

In FY2012, OHS refined the use of CLASS<sup>®</sup> in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations and a clearly articulated methodology. For each preschool class selected in the sample, trained, and certified CLASS<sup>®</sup> reviewers conduct two 20-minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.



# NORTHTOWN PURCHASE FEASIBILITY AD-HOC COMMITTEE DISCUSSION

MAY 16, 2024



- Address: 59 Columbia Way, Sonora, CA 95370
- APN 001-053-012
- Square Footage ± 12,966 SF
- Lot Size ± 28,749 SF
- Zoning C, Commercial



- ATCAA Purchase using excess revenue
  - Deferred and Excess Revenue = \$350K
  - Would need to lease bottom floor.
- ATCAA to find partner to merge and occupy the ground floor.
  - Partner contributes equity toward down payment

# Purchase Scenarios

	Purchase Scenarios					
	\$ 950,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 850,000
Purchase Price						
Down Payment (%)	20%	20%	30%	50%	20%	
Down Payment (\$)	\$ 190,000	\$ 180,000	\$ 270,000	\$ 450,000	\$ 170,000	
	\$ 760,000	\$ 720,000	\$ 630,000	\$ 450,000	\$ 680,000	
Loan Amount (15 yr @6.00%)	\$ 6,413	\$ 6,076	\$ 5,316	\$ 3,797	\$ 5,738	
Loan Amount (15 yr @7.00%)	\$ 6,831	\$ 6,472	\$ 5,663	\$ 4,045	\$ 6,112	
Loan Amount (15 yr @8.00%)	\$ 7,263	\$ 6,881	\$ 6,021	\$ 4,300	\$ 6,498	
2022-2023 Average Expenses	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	
Support Account (savings)	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	
Mortgage	\$ 81,972	\$ 77,664	\$ 67,956	\$ 48,540	\$ 73,344	
Total Annual Expenses:	\$ 201,972	\$ 197,664	\$ 187,956	\$ 168,540	\$ 193,344	
Lease Income: (@\$1.35 /sqft)	\$ 52,224	\$ 52,224	\$ 52,224	\$ 52,224	\$ 52,224	
Net Annual Expenses:	\$ 149,748	\$ 145,440	\$ 135,732	\$ 116,316	\$ 141,120	

**Current Annual Lease Expense is \$102,600**

- Recent annual expenses are equivalent to our current lease cost. (~\$100K)
- 1<sup>st</sup> Floor lease income is unlikely to cover mortgage and support account expenses, even with a 50% down payment.
- Seller anticipates a 10% increase, to ~\$112,300 when ATCAA Lease expires in April 2025.
- Break even might be close to a \$400K mortgage and 92% 1<sup>st</sup> floor occupancy at \$1.40 / sqft.
- Intangible risk of new owner terminating our lease or significant increase in lease rate.

- What else should we consider?
  - ATCAA lease the 1<sup>st</sup> floor to make the owner healthy?



# 2023 - 2025 Strategic Plan

## Amador Tuolumne Community Action Agency

Sonora Service Center  
TUOLUMNE COUNTY  
427 N. Highway 49, #305  
Sonora, CA. 95370  
209-533-1397

Jackson Service Center  
AMADOR COUNTY  
10590 Hwy 88  
Jackson, CA. 95642  
209-223-1485



## ATCAA STRATEGIC PLAN

<b>I. Message from the Executive Director</b>	<b>2</b>
<b>II. Who Is Amador Tuolumne Community Action Agency?</b>	<b>3</b>
- Mission and Vision Statements	4
- Community Action Members	5
- Who Are We and Who Do We Serve?	6
- CSBG and ROMA	
<b>III. Development of Definition of Our Strategic Plan</b>	<b>7</b>
- Development and Planning Process	8
- Goals and Strategies	9
- Partnerships	
<b>III. Contact Information</b>	<b>10</b>

# Mission & Vision

## **Our Mission**

*ATCAA promotes the economic security, self-sufficiency and the well-being of families and individuals by providing for basic human needs through direct assistance and community collaborations with the belief that all people deserve the opportunity to thrive.*

## **Our Vision**

*for residents to be self-reliant, healthy, free from economic hardship, feeling sustained by the support of community and family, and able to achieve their maximum potential as engaged citizens.*

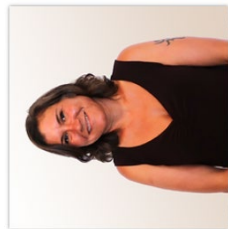




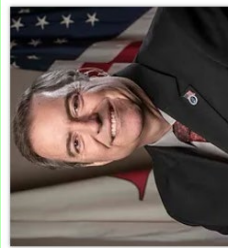
# Community Action Members



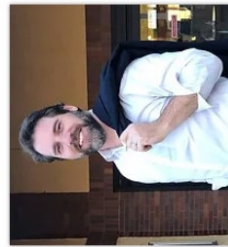
**Franke Axe**  
Board Chair  
Public Sector Representative  
Amador Board of Supervisors



**Claire Gunselman**  
Board Treasurer  
Public Sector Representative  
Sutter Creek City Council



**Jeff Brown**  
Amador Board of Supervisors



**Ryan Campbell**  
Tuolumne Board of Supervisors



**Jaron Brandon**  
Tuolumne Board of Supervisors



**Andy Merrill**  
Sonora City Council



**Joni Drake**  
Board Vice-Chair  
Low-Income Sector  
Representative



**Mary Pulskamp**



**Susan Conn**



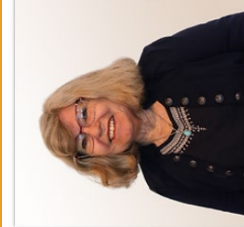
**Cathy Parker**  
Wellness Director



**Jennifer Grenland**  
Head Start Low-Income  
Representative



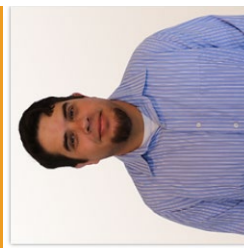
**Melissa Tuck**  
Head Start Policy Council Member



**Lynn Morgan**  
Amador Senior Foundation



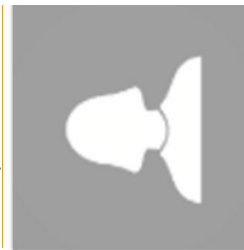
**Lloyd Schneider**  
Schneider Learning Services



**Pastor Mark Smith**  
Ione/Creekside United Methodist  
Churches



**Carol Rush**



**Vacant**



**Vacant**

## PUBLIC SECTOR

## LOW-INCOME SECTOR

## PRIVATE SECTOR

*The Amador Tuolumne Community Action Agency (ATCAA), was created in 1981 as a public, nonprofit entity through a joint powers agreement between the two counties of Amador and Tuolumne, vested with the responsibility of improving the lives of residents in the foothill region.*

*ATCAA provides services based on the local community assessments that identify the assets and needs of our community. Services and projects have varied over the years based on community need and available funding.*

*Our Board of Directors is a tripartite board consisting of eighteen member seats representing the private sector, public sector and low-income representatives of our community. The unique structure of a Community Action Agency brings together diverse leaders of the community to collaborate and respond to the community needs more effectually.*

*Our services are supported by hundreds of volunteers who play a critical role in the success of our services and assist our dedicated ATCAA staff. We gratefully acknowledge their help, financial support and the contribution of local community organizations, schools, agencies, churches, businesses and individuals.*

*The two counties formed a JPA because, at that time, each county separately lacked the minimum 50,000 population level for Community Services Block Grant (CSBG) funding.*

*The Joint Powers Agreement is the authorizing document of the local elected officials, the Amador and Tuolumne County Boards of Supervisors, establishing ATCAA as a two-county legal entity. As a JPA, ATCAA is a public agency.*

*Amador Tuolumne Community Resources, Inc., (ATCR), a 501(c)3 non-profit corporation was formed in the 1990's to assist the Amador Tuolumne Community Action Agency.*

*Community Action Agencies (CAAs) are private nonprofit and public organizations created out of Economic Opportunity Act of 1964 to combat poverty. CAAs assess community needs and resources, establish priorities, determine strategies to address local poverty issues, and in partnership with community organizations, deliver a broad range of comprehensive services to create economic opportunity and have a measurable impact in the lives of those in our communities.*

## About CSBG

The Community Services Block Grant (CSBG) is a federally funded block grant in the Office of Community Services, Administration for Children and Families, United States Department of Health and Human Services that provides funds to states, territories, and tribes to administer to support services that alleviate the causes and conditions of poverty in under resourced communities. Tribes, territories, and over 1,000 local Community Action Agencies provide CSBG funded services and activities including housing, nutrition, utility, and transportation assistance; employment, education, and other income and asset building services; crisis and emergency services; and community asset building initiatives, among other things. Over 9 million individuals are served by CSBG-funded programs annually.

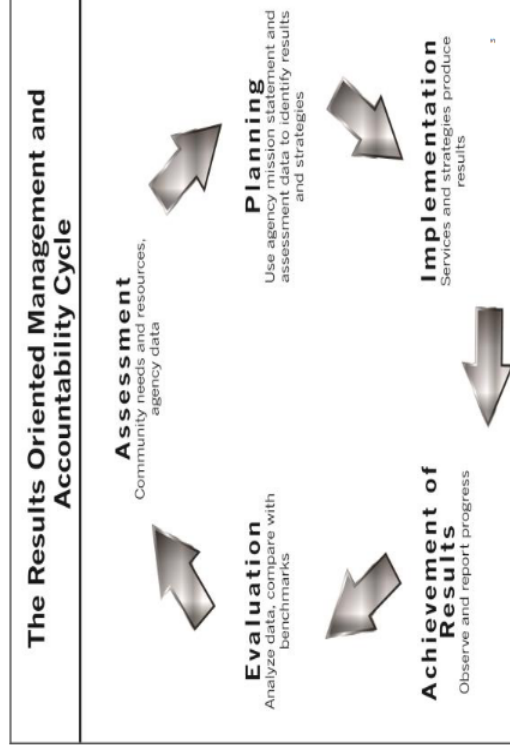
## About ROMA

### Results Oriented Management and Accountability

Unlike other block grants, CSBG has developed a highly structured management and accountability system.

This system is known as ROMA (Results Oriented Management and Accountability).

States have indicated that due to the oversight and accountability provided by them, CSBG-funded local agencies are generally stronger and healthier than average non-profits.



Beginning in 2022, ATCAA began surveying our customers, partners, Head Start families, employees and Board members to understand the needs of the community, and the strengths and weaknesses of our internal governance.

The result of our assessment is documented in ATCAA's Community Needs Assessment (CNA) and Community Action Plan, published in August 2023. A summary of proposed actions is as follows.

- 1) Enhance affordable housing options
- 2) Enable a healthy and sustainable food network
- 3) Grow healthy wellness opportunities for youth

Further, our internal governance analysis identified the following areas of potential improvement.

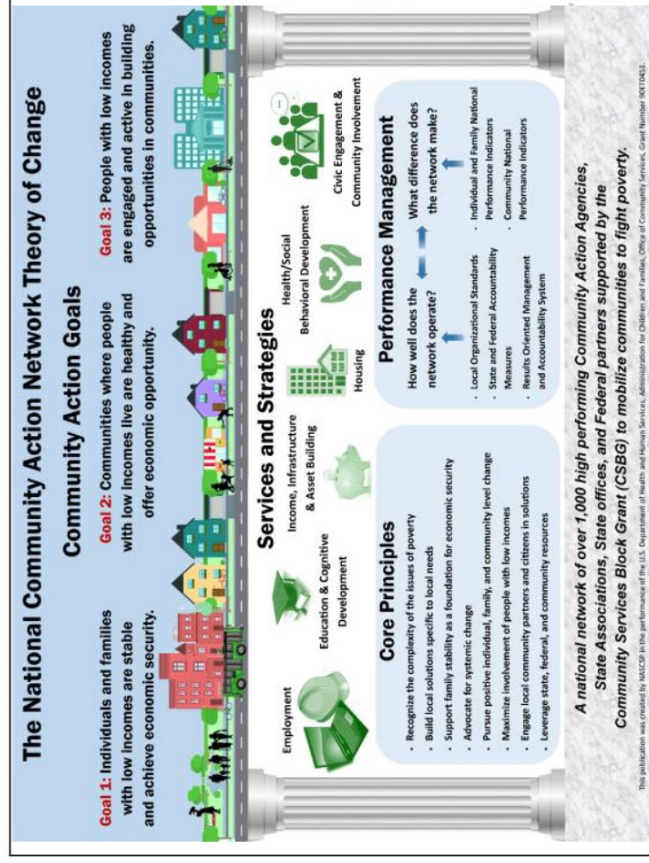
- a) Enhance communications between departments
- b) Improve wage and benefits for employees
- c) Increase visibility of community partners
- d) Increase Board member visibility & participation

These goals were the product of Ad-hoc committees that included staff, management, Board members and community partners.

## National Community Action Theory of Change

Mapping ATCAA's internal goals to the Theory of Change (TOC) goals is the next step in understanding our Strategic Plan.

National Community Action Network TOC Goals –



## ***Mapping National TOC Goals to ATCAA Goals, Objectives and Strategies***

### Theory of Change Goals:

- 1) *Individuals and Families with low incomes are stable and achieve economic security.*
  - *ATCAA Agency Goal: Provide sustainable low-income support programs*
  - *Objective: Maintain good standing with funding agencies to enable continued community support*
  - *Objective: Enhance continuous management improvement methods to ensure efficient use of funds*
  - *Objective: Expand our visibility of services we provide within the communities we serve*
- 2) *Communities where people with low-incomes live are healthy and offer economic opportunity.*
  - *ATCAA Agency Goal: Enhance and expand, housing, food bank and youth wellness services*
  - *Objective: Add new housing opportunities through partnerships and agency advocacy*
  - *Objective: Enhance mobile foodbank services to include food desert areas in Tuolumne County*
  - *Objective: Increase Youth wellness services in Tuolumne and Amador Counties*
- 3) *People with low-income are engaged and active in building opportunities in communities.*
  - *ATCAA Community Goal: Increase the level of volunteerism within the community*
  - *Objective: Promote ATCAA volunteer opportunities within the communities we serve*
  - *Objective: Advocate for the importance of having lived-experience members as committee members*



**AMADOR COUNTY**  
CALIFORNIA



*Amador County*  
*Public Health*

**The** Engaging Families  
Empowering Communities  
**Resource** Enriching Lives  
**Connection**



**Tuolumne County**  
CALIFORNIA



**TUOLUMNE COUNTY HOMELESS SERVICES**  
Engaging the unheltered on a path to permanent housing



**SIERRA HOPE**  
HEALTH OPPORTUNITIES, PROGRAMS & EDUCATION



**SONORA AREA FOUNDATION**



*Your Senior Resource Connection*



*Helping People. Changing Lives.*



## Amador County

Jackson Service Center  
10590 Highway 88, Jackson, CA 95642  
(209) 223-1485

Jackson Head Start/State Preschool and Early Head Start  
151 Shopping Dr., Jackson, CA  
(209) 223-7333

Ione Head Start/State Preschool and Early Head Start  
108 W. Marlette St., Ione, CA  
(209) 274-0395



## Tuolumne County

Sonora Service Center  
427 N. Highway 49, #305, Sonora, CA 95370  
(209) 533-1397

Blue Bell Head Start/Early Head Start  
18080 Blue Bell East, Sonora  
(209) 532-5455

Jamestown Head Start/State Preschool  
18234 4th Ave., Jamestown  
(209) 984-1715

Jamestown Early Head Start  
10550 Seventh Street, Jamestown  
(209) 984-1715

Soulsbyville Head Start/State Preschool  
20300 Soulsbyville Road, Soulsbyville  
(209) 533-3143

Summerville Head Start/State Preschool  
18451 Carter Street, Tuolumne  
(209) 928-3651

ATCAA Food Bank  
10059 Victoria Way  
Jamestown, CA 95327  
(209) 984-3960



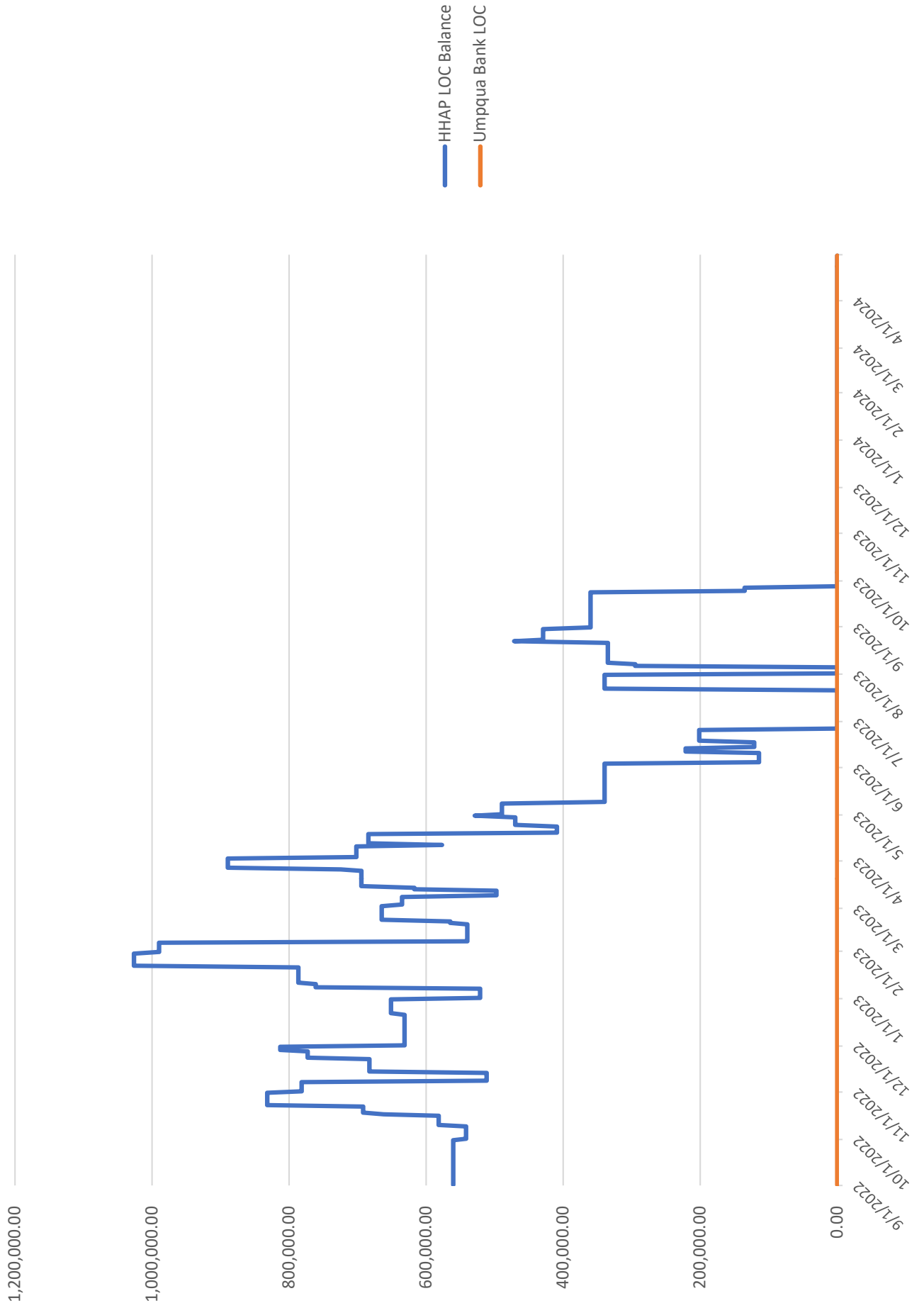
## Online



@ATCAAsince1981

Website: [www.atcaa.org](http://www.atcaa.org)

# Internal Line of Credit Usage September 2022 - April 2024





**Amador-Tuolumne Community Action Agency**

**Activity in Local Agency Investment Fund (LAIF) FOR July 1, 2023 - June 30, 2024**

<b>Beginning Balance 7/1/2023</b>	282,019.73
<b>Draws</b>	
<b>Interest</b>	
Qtr ending 6/30/23 Interest Earned @ 3.15%	2,214.25
Qtr ending 9/30/23 Interest Earned @ 3.67%	2,563.11
Qtr ending 12/31/23 Interest Earned @ 4.00%	2,881.21
Qtr ending 3/31/24 Interest Earned @ 4.30%	3,095.14
<b>Deposits</b>	

**Ending Bal as of 4/30/24** 292,773.44

Per Board Direction, LAIF will contain:

100% of the Committed Fund Balance	\$100,000	(For Contingencies and Future Development)
75% of the prior fiscal year Accrued Leave Payable balance	\$197,643	
	x 75%	
	-----	
	\$148,232	
	-----	
	\$248,232	

A portion of these funds may be used to assist with cash flow needs only to cover allowable expenses included in grants and contracts awaiting reimbursement. In no event will the balance be less than:

100% of the Committed Fund Balance	\$100,000	(For Contingencies and Future Development)
50% of the prior fiscal year Accrued Leave Payable balance	\$197,643	
	x 50%	
	-----	
	\$98,821	
	-----	
	\$198,821	

The Fiscal Officer may approve withdrawals of funds for outstanding Accounts Receivables. Documentation will be kept for the administrative file. The Board Chair, Board Secretary-Treasurer, and the Executive Director will be notified by email within 5 working days of all activity in the LAIF account. (Calculated minimum balance reflects FYE 2023 Accrued Leave Payable balance)

**AMADOR TUOLUMNE COMMUNITY ACTION AGENCY**  
**Administrative Budget to Actual Report: July 2023-April 2024**

		23-24 Budget			
		Funds 91471	July 2023-	% of	Amount of
		& 91481	April 2024	Budget	Budget
		revised	Unaudited	Received	Remaining
		04/12/24			
<b>REVENUE</b>				<b>83%</b>	
Amador & Tuolumne Counties	4016	\$49,000	\$40,830	83%	\$8,170
Carryover Revenue		\$151,534	\$0	0%	\$151,534
<b>Contractual Admin. Revenues:</b>					
2023 CSBG (Jun23-Dec23)		\$48,000	\$48,000	100%	\$0
2024 CSBG (Jan24-Jun24)		\$48,000	\$32,000	67%	\$16,000
Contractual Admin. Revenue	4060	\$878,160	\$748,008.28	85%	\$130,152
<b>Total Cash Revenue</b>		<b>\$1,174,694</b>	<b>\$868,838</b>	<b>74%</b>	<b>\$305,856</b>

				% of	
<b>DIRECT EXPENSE</b>				Budget	
				Spent	
<b>Personnel Expense</b>					
Salaries & Wages					
Salaries & Wages	6010	\$590,235	\$483,274	82%	\$106,961
<b>Total Salaries &amp; Wages</b>		<b>\$590,235</b>	<b>\$483,274</b>	<b>82%</b>	<b>\$106,961</b>
Fringe Benefits					
Accrued Leave	6020	\$54,992	\$44,983	82%	\$10,009
FICA	6030	\$22,061	\$18,130	82%	\$3,931
Health Insurance	6040	\$97,680	\$77,454	79%	\$20,226
Retirement	6050	\$27,484	\$22,428	82%	\$5,056
Unemployment Insurance	6060	\$7,700	\$5,344	69%	\$2,356
Workers' Compensation Ins	6070	\$2,893	\$2,376	82%	\$517
Other Employee Benefits	6080				\$0
<b>Total Fringe Benefits</b>		<b>\$212,810</b>	<b>\$170,714</b>	<b>80%</b>	<b>\$42,096</b>
<b>Total Personnel Expense</b>		<b>\$803,045</b>	<b>\$653,988</b>	<b>81%</b>	<b>\$149,057</b>
<b>Non-Personnel Expense</b>					
Travel (Out-of-Area)					
Out-of-Area Travel (Staff)	6120	\$541	\$405	0%	\$136
<b>Total Travel (Out-of-Area)</b>		<b>\$541</b>	<b>\$405</b>	<b>0%</b>	<b>\$136</b>
Supplies					
Household Supplies	6330	\$778	\$775	100%	\$3
Postage	6350	\$6,942	\$6,271	90%	\$671
Program Supplies	6360	\$1,677	\$1,482	88%	\$195
Routine Office Supplies	6370	\$3,738	\$3,761	101%	-\$23
Playground Supplies	6380	\$0	\$0	0%	\$0
<b>Total Supplies</b>		<b>\$13,135</b>	<b>\$12,288</b>	<b>94%</b>	<b>\$847</b>
Contractual					
Accounting & Auditing	6410	\$100,166	\$85,920	86%	\$14,246
Legal Services	6430	\$73,031	\$49,585	68%	\$23,446
Outside Services	6440	\$287	\$673	235%	-\$386
Computer Services	6450	\$69,426	\$62,992	91%	\$6,434
<b>Total Contractual</b>		<b>\$242,910</b>	<b>\$199,170</b>	<b>82%</b>	<b>\$43,740</b>

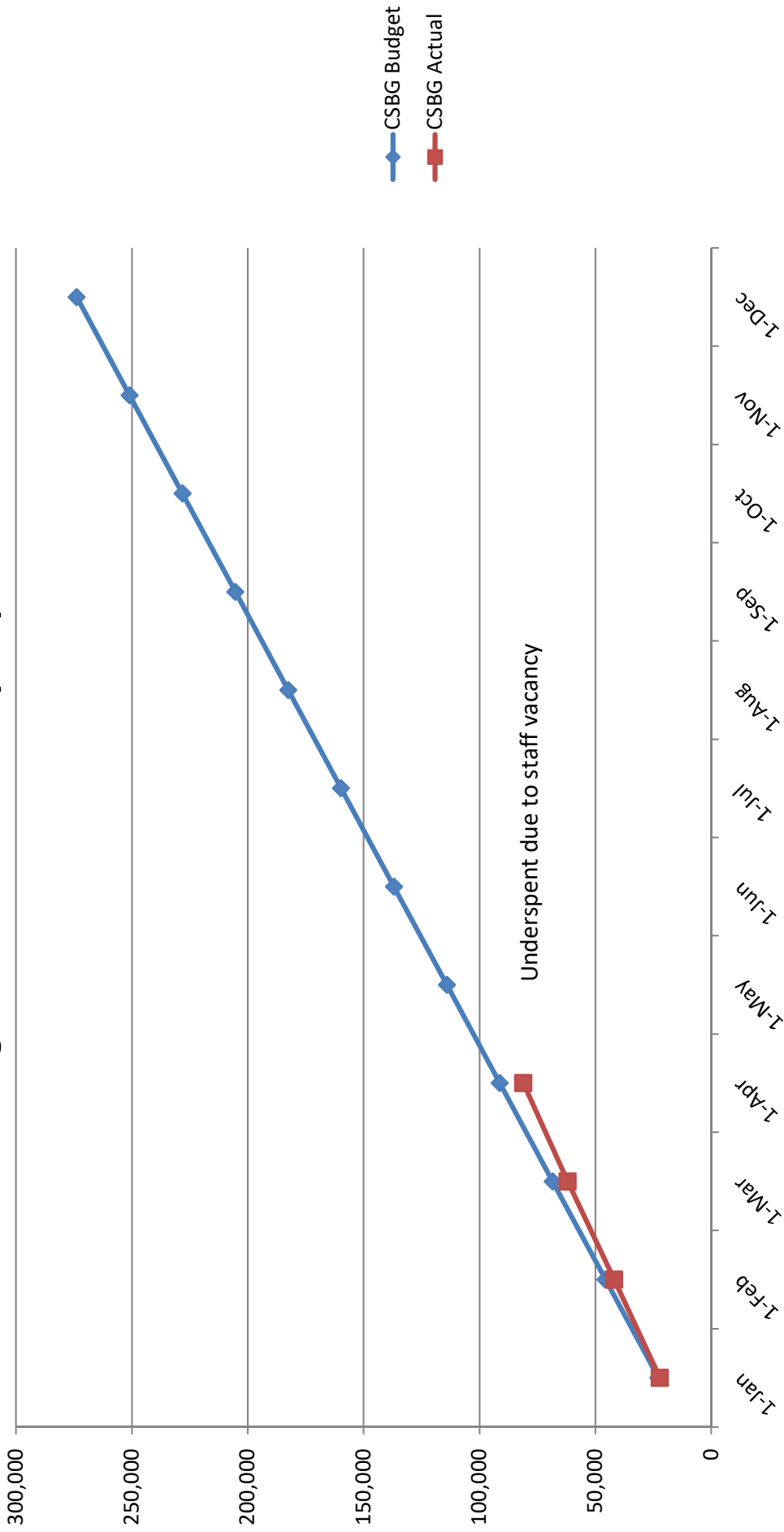
**AMADOR TUOLUMNE COMMUNITY ACTION AGENCY**  
**Administrative Budget to Actual Report: July 2023-April 2024**

	<b>23-24 Budget</b>			
	<b>Funds 91471</b>	<b>July 2023-</b>	<b>% of</b>	<b>Amount of</b>
	<b>&amp; 91481</b>	<b>April 2024</b>	<b>Budget</b>	<b>Budget</b>
	<b>revised</b>	<b>Unaudited</b>	<b>Received</b>	<b>Remaining</b>
	<b>04/12/24</b>			
Other (Equipment Expense)				
Computer Software(\$0-\$4,999) 6505	\$498	\$1,709	343%	-\$1,211
Computer (Hardware) 6506	\$3,128	\$2,086	67%	\$1,042
Insurance (Vehicular) 6520	\$1,967	\$1,719	87%	\$248
Maintenance (Equipment) 6530	\$1,466	\$978	67%	\$489
Small Tools/Equip (Under \$500 6550	\$137	\$91	67%	\$46
Small Tools (Minimal Value) 6555	\$128	\$138	108%	-\$10
<b>Total Other (Equipment Expense)</b>	<b>\$7,324</b>	<b>\$6,721</b>	<b>92%</b>	<b>\$603</b>
Other (General Personnel Costs)				
Local Travel (Staff) 6620	\$3,181	\$2,532	80%	\$649
Staff Licensing 6630	\$26	\$108	415%	-\$82
Training & Development (Staff) 6640	\$2,081	\$2,478	119%	-\$397
<b>Total Other (General Personnel Costs)</b>	<b>\$5,288</b>	<b>\$5,118</b>	<b>97%</b>	<b>\$170</b>
Other (General Operating Costs)				
Ads & Legal Notices 6705	\$938	\$625	67%	\$313
Copying Fees 6710	\$2,193	\$1,906	87%	\$287
Insurance/Bonds(not auto,hlth) 6720	\$8,186	\$6,819	83%	\$1,367
Meeting Costs 6730	\$702	\$2,985	425%	-\$2,283
Membership Dues 6740	\$705	\$2,258	320%	-\$1,553
Printing & Binding 6755	\$843	\$562	67%	\$281
General Agency Promotion 6760	\$3,861	\$2,606	67%	\$1,255
Program Outreach 6765	\$490	\$327	67%	\$163
Publications 6770	\$0	\$105	0%	-\$105
Subscriptions 6780	\$10,068	\$9,374	93%	\$694
Service Fees-Banking (Fiscal) 6784	\$5,868	\$5,738	98%	\$130
Service Fees-Other (Fiscal) 6785	\$487	\$373	77%	\$114
Taxes & Assessments 6790	\$83	\$55	66%	\$28
<b>Total Other (General Operating Costs)</b>	<b>\$34,424</b>	<b>\$33,734</b>	<b>98%</b>	<b>\$690</b>
Other (Space/Occupancy Costs)				
Communications 6810	\$5,957	\$4,622	78%	\$1,335
Household Services 6820	\$11,643	\$10,008	86%	\$1,635
Rents & Leases 6840	\$41,228	\$34,612	84%	\$6,616
Use Fees 6848	\$0	\$5,555	0%	-\$5,555
Utilities 6850	\$6,749	\$0	0%	\$6,749
<b>Total Other (Space/Occupancy Costs)</b>	<b>\$65,577</b>	<b>\$54,797</b>	<b>84%</b>	<b>\$10,780</b>
<b>Total Non-personnel Expense</b>	<b>\$369,199</b>	<b>\$312,233</b>	<b>85%</b>	<b>\$56,966</b>
<b>TOTAL DIRECT EXPENSE</b>	<b>\$1,172,244</b>	<b>\$966,221</b>	<b>82%</b>	<b>\$206,023</b>

**AMADOR TUOLUMNE COMMUNITY ACTION AGENCY**  
**Administrative Budget to Actual Report: July 2023-April 2024**

		<b>23-24 Budget</b>			
		<b>Funds 91471 &amp; 91481 revised 04/12/24</b>	<b>July 2023- April 2024 Unaudited</b>	<b>% of Budget Received</b>	<b>Amount of Budget Remaining</b>
<b><u>BOARD OF DIRECTORS EXPENSE</u></b>					
<b>Non-Personnel Expense</b>					
Supplies					
Program Supplies	6370	\$100	\$20	20%	\$80
<b>Total Supplies</b>		<b>\$100</b>	<b>\$20</b>	<b>0%</b>	<b>\$80</b>
Other (General Personnel Costs)					
Travel (Local & Out of Area)	6120	\$250	\$203	81%	\$47
<b>Total Other (General Personnel)</b>		<b>\$250</b>	<b>\$203</b>	<b>81%</b>	<b>\$47</b>
Other (General Operating Costs)					
Copying Fees	6710	\$200	\$0	0%	\$200
Insurance/Bonds(not	6720	\$900	\$6,990	777%	-\$6,090
Meeting Costs	6730	\$1,000	\$1,132	113%	-\$132
<b>Total Other (General Operating)</b>		<b>\$2,100</b>	<b>\$8,122</b>	<b>387%</b>	<b>-\$6,022</b>
<b>OTAL BOARD of DIRECTORS EXPENSE</b>		<b>\$2,450</b>	<b>\$8,345</b>	<b>341%</b>	<b>-\$5,895</b>
<b>TOTAL ADMIN EXPENSE</b>		<b>\$1,174,694</b>	<b>\$974,566</b>	<b>83%</b>	<b>\$200,128</b>
		<b>23-24 Budget Funds 91471 &amp; 91481 revised 04/12/24</b>	<b>July 2023- April 2024 Unaudited</b>	<b>5/1/24- 6/30/24</b>	<b>Variance to Budget</b>
Revenue Over/Under Expenditures					
Total Revenue		\$1,174,694	\$868,838		-\$305,856
Less Total Expenditures		-\$1,174,694	-\$974,566		-\$200,128
Current Year Revenue Over/Under Expendit		\$0	-\$105,727		-\$105,727
Carryover From Prior Years		\$318,186	\$318,186	-\$20,822	
Year End Revenue Over/Under Expenditures		\$318,186	\$212,459	\$191,637	

# CSBG Budget to Actual: January - April 2024



	24-Jan	24-Feb	24-Mar	24-Apr	24-May	24-Jun	24-Jul	24-Aug	24-Sep	24-Oct	24-Nov	24-Dec
CSBG Budget	22,817	45,633	68,450	91,267	114,083	136,900	159,717	182,533	205,350	228,167	250,983	273,800
CSBG Actual	22,184	41,879	61,962	81,125								



**HEAD START BUDGET AND EXPENDITURE REPORT - 2024**

8131.1

Period Covering: 01-01-2024 through 04-30-2024

<i>Budget Category</i>	<i>T&amp;TA Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Training & Technical Assistance	\$21,860	\$16,817	\$5,043	67%	23%
<i>Budget Category</i>	<i>Program Operations Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Personnel	\$1,367,751	\$413,030	\$954,721	67%	70%
Fringe Benefits	591,481	152,611	438,870	67%	74%
Travel	3,861	0	3,861	67%	100%
Equipment	0	0	0	67%	
Supplies	94,740	12,736	82,004	67%	87%
Contractual	29,068	4,087	24,981	67%	86%
Other	226,981	93,973	133,008	67%	59%
<b>Total Direct Charges</b>	<b>\$2,313,882</b>	<b>\$676,437</b>	<b>\$1,637,445</b>	67%	71%
Encumbered		0			
Indirect Charges	275,012	70,617	204,395	67%	74%
<b>Total</b>	<b>\$2,588,894</b>	<b>\$747,054</b>	<b>\$1,841,840</b>	67%	71%
<b>Total to be charged from CACFP</b>		<b>\$0</b>	<b>\$1,841,840</b>		
<b>Total to be charged from CSPP</b>		<b>\$0</b>	<b>\$1,841,840</b>		
<b>Total Including Other Revenue</b>	<b>\$2,588,994</b>	<b>\$747,054</b>	<b>\$1,841,940</b>	67%	71%



**EARLY HEAD START BUDGET AND EXPENDITURE REPORT - 2024**

8131.2

Period Covering: 01-01-2024 through 04-30-2024

<i>Budget Category</i>	<i>T&amp;TA Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Training & Technical Assistance	\$31,634	\$23,214	\$8,420	67%	27%
<i>Budget Category</i>	<i>Program Operations Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Personnel	\$867,480	\$275,194	\$592,286	67%	68%
Fringe Benefits	432,944	123,533	309,411	67%	71%
Travel	1,000	0	1,000	67%	
Equipment	0	0	0	67%	
Supplies	74,582	15,046	59,536	67%	80%
Contractual	25,130	1,054	24,076	67%	96%
Other	161,673	56,135	105,538	67%	65%
<b>Total Direct Charges</b>	<b>\$1,562,809</b>	<b>\$470,961</b>	<b>\$1,091,848</b>	67%	70%
Encumbered		0			
Indirect Charges	164,207	48,972	115,235	67%	70%
<b>Total</b>	<b>\$1,727,016</b>	<b>\$519,933</b>	<b>\$1,207,083</b>	67%	70%
<b>Total to be charged from CACFP</b>		<b>\$0</b>	<b>\$1,207,083</b>		
<b>Total Including Other Revenue</b>	<b>\$1,727,228</b>	<b>\$519,933</b>	<b>\$1,207,295</b>	67%	70%



**HEAD START & EARLY HEAD START IN-KIND MATCH - 2024**  
**8131.1 & 8131.2**  
 Period Covering: 01-01-2024 through 04-30-2024

<i>In-Kind Match</i>	<i>Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Non-cash match		\$23,200			
Cash match		336,196			
<b>Total</b>	<b>\$952,770</b>	<b>\$359,396</b>	<b>\$593,374</b>	67%	62%



**HEAD START & EARLY HEAD START IN-KIND MATCH - 2024**  
**8131.1 & 8131.2**  
 Period Covering: 01-01-2024 through 04-30-2024

<i>Volunteer Hours By Center</i>	<i>April 2024</i>	<i>TOTAL HOURS 2024</i>
Blue Bell Head Start	6.33	25.58
Ione Head Start	45.23	93.02
Jackson Head Start	5.83	37.93
Jamestown Head Start	3.50	4.75
Soulsbyville Head Start	34.17	171.92
Summerville Head Start	3.25	22.33
Blue Bell Early Head Start	0.00	0.58
Ione Early Head Start	15.28	31.01
Jackson Early Head Start	1.50	5.83
Jamestown Early Head Start	1.00	1.00
Home Base	0.00	0.00



**It Care Food Program BUDGET AND EXPENDITURE REPORT - 2023/2024**  
**8227.1 & 8227.2**  
 Period Covering: 10-01-2023 through 04-30-2024

<i>Budget Category</i>	<i>Program Operations Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Personnel	\$22,000	\$18,232	\$3,768	42%	17%
Fringe Benefits	10,000	8,383	1,617	42%	16%
Food	85,647	56,963	28,684	42%	33%
<b>Total Direct Charges</b>	<b>\$117,647</b>	<b>\$83,578</b>	<b>\$34,069</b>	42%	29%
Indirect Charges	12,353	8,776	3,577	42%	29%
<b>Total Charged</b>	<b>\$130,000</b>	<b>\$92,354</b>	<b>\$37,646</b>	42%	29%
Total To Be Charged to HS/EHS		<b>\$0</b>			
<b>Adjusted Total</b>	<b>\$130,000</b>	<b>\$92,354</b>	<b>\$37,646</b>	42%	29%



**CA STATE PRESCHOOL PROGRAM BUDGET AND EXPENDITURE REPORT**  
**8294.1**  
 Period Covering: 07-01-2023 through 04-30-2024

<i>Budget Category</i>	<i>Program Operations Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Personnel	\$447,473	\$424,604	\$22,869	17%	5%
Fringe Benefits	\$152,500	156,574	-4,074	17%	-3%
Travel	0	0		17%	
Supplies	20,000	17,904	2,096	17%	10%
Contractual	0	302		17%	
Other	16,155	11,804	4,350	17%	27%
<b>Total Direct Charges</b>	<b>\$636,128</b>	<b>\$611,188</b>	<b>\$24,939</b>	17%	4%
Indirect Charges	50,890	61,119	-10,229	17%	-20%
<b>Total Charged</b>	<b>\$687,018</b>	<b>\$672,307</b>	<b>\$14,711</b>	17%	2%
To Be Charged to HS		<b>\$0</b>			
<b>Adjusted Total</b>	<b>\$687,018</b>	<b>\$672,307</b>	<b>\$14,711</b>	17%	2%
<b>Tuolumne CSPP QRIS</b>	<b>\$51,025</b>	<b>\$11,998</b>	<b>\$39,027</b>		
<b>Amador CSPP QRIS</b>	<b>\$8,000</b>	<b>\$1,107</b>	<b>\$6,893</b>		
<b>CSPP Rate Increase</b>	<b>\$206,074</b>		<b>\$206,074</b>		



**TUOLUMNE HOME VISITING PROGRAM**  
**8168.2**  
 Period Covering: 07-01-2023 through 04-30-2024

<i>Budget Category</i>	<i>Program Operations Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Personnel	\$42,823	\$20,773	\$22,050	17%	51%
Travel (Fuel)	500	396	104	17%	21%
Supplies	500	0	500	17%	100%
Other	0	133	-133	17%	
<b>Total Direct Charges</b>	<b>\$43,823</b>	<b>\$21,302</b>	<b>\$22,522</b>	17%	51%
Indirect Charges	4,601	2,237	2,364	17%	51%
<b>Total</b>	<b>\$48,424</b>	<b>\$23,538</b>	<b>\$24,886</b>	17%	51%



**EARLY CHILDHOOD SERVICES (ECS) USAGE OF AGENCY'S CREDIT CARDS**

**BILLING PERIOD: APRIL, 2024  
AMERICAN EXPRESS PURCHASES**

<b>DATE</b>	<b>VENDOR</b>	<b>PURPOSE</b>	<b>AMOUNT</b>
4/1/2024	PO 10465	AMAZON PHONE CASE/GLOVES/GATE NT/IO/BB	201.96
4/1/2024	PO 10471	WALMART PULLUPS/WHITE BOARD/WIPES JACKSON ECS	87.46
4/1/2024	PO 10474	AMAZON CHILDREN'S CHAIRS SOULSBYVILLE HS	939.2
4/1/2024	PO 99599	4IMPRINT.COM 50 APRONS ECS	822.83
4/2/2024	PO 10477	AMAZON CELEBRATE YOUR CHILDREN ITEMS/TONER NT/BB	169.7
4/3/2024	PO 10479	AMAZON CURTAINS/TOWELS/TOOTHBRUSH SANITIZER JK/IO	116.76
4/3/2024	PO 10480	WALMART CLASSROOM SUPPLIES JT SAND UNAVAILABLE	112.14
4/4/2024	PO 10484	WALMART CLASSROOM/HHOLD IONE HS	36.85
4/4/2024	PO 10485	AMAZON CUPS/CLOCK/TONER/CLSRM BB/JK	244.58
4/8/2024	PO 10492	AMAZON TEACHERS CHAIRS SOULSBYVILLE HS	228.36
4/9/2024	PO 10498	WALMART DIAPERS/WIPSE SOULSBYVILLE HS	23.49
4/9/2024	PO 10500	AMAZON CLASSRM SUPPLIES/BINS/CUPS SB/JT/JK	164.33
4/10/2024	MS 365	STD BUSINESS LICENSES 3/10-04/09	132
4/10/2024	PO 10653	AMAZON RECRUITMENT/CUPS/GLOVE/FLOOR CLEANER	145.33
4/10/2024	PO 10655	INSECT LORE CATERPILLARS IO/JK/SV/JT	128.53
4/11/2024	PO 10656	AMAZON CLING WRAP ECS	163.34
4/11/2024	PO 10657	WALMART DIAPERS/CLOCK/CLASSRM ITEMS BLUE BELL EHS	120.06
4/11/2024	PO 10661	WALMART DIAPERS/BABY OIL/SIPPY CUPS IONE EHS	113.78
4/12/2024	PO 10662	AMAZON TOASTER/WAFFLE MAKER/CONTAINERS/FOIL SB/JT/E	381.37
4/12/2024	PO 10664	INSECT LORE CATERPILLARS SB/BB/JT	63.35
4/12/2024	PO 10665	AMAZON ACOUSTIC PANELS JACKSON HS	1,655.16
4/12/2024	PO 10666	AMAZON CLASSROOM ITEMS BLUE BELL	22.99
4/16/2024	PO 10676	WALMART DIAPERS/WIPES/SIPPY CUPS JAMESTOWN EHS	108.4
4/16/2024	PO 10678	AMAZON TONER/CUPS/SUNSCREEN/BANDAIDS/LINERS	284.28
4/16/2024	PO 10680	AMAZON GROWING TOGETHER ITEMS SUMMERVILLE HS	126.24
4/16/2024	PO 99910	HENRY & LIZA'S CPR LLC RED CROSS INSTRUCTOR TRAININ	1,125.00
4/17/2024	PO 10685	AMAZON ITEMS FOR GROWING TOGETHER JAMESTOWN ECS	549.71
4/18/2024	PO 10687	AMAZON CHAIRS/CABINET/GROWING TOGETHER JK/BB/SV	332.26
4/18/2024	PO 10689	WALMART PHOTO PRINTS IONE HS	13.58
4/18/2024	PO 10690	GROWING GREAT KIDS - TRAINING	2,275.00
4/23/2024	COMCAST 8155 60 078 0537299 03/11-04/10/24 10550 - 7TH ST		118.37
4/23/2024	COMCAST 906631488 INV# 196241058 JACKSON ECS		109.95
4/23/2024	COMCAST 963176371 INV# 196288929 18234 - 4TH JT HS		69.95
4/23/2024	PO 10703	AMAZON OFFICE SUPPLIES/CUPS SB HS	174.18
4/24/2024	PO 10708	AMAZON CLASSROOM SUPPLIES/BULLETIN BOARD JT EHS	354.37
4/25/2024	PO 10709	AMAZON TONER/CUPS/LOCKS/HEADPHONES NT/JT HS	120.34
4/25/2024	PO 10712	WALMART CLASSROOM/DIAPERS/VINEGAR JT/BB	74.69
4/26/2024	PO 10722	WALMART CLASSROOM SUPPLIES BLUE BELL HS	32.51
4/29/2024	PO 10723	AMAZON CHAIRS/CROCKPOT/PHONE BATTERIES/CUPS JK/NT	261.8
4/30/2024	COMCAST 906631488 04/01-30/24 JACKSON ECS		109.95
4/30/2024	COMCAST 963176371 04/01-30/24 JT HS		69.95
4/30/2024	PO 10728	AMAZON HHOLD/BASKETBALL HOOP JAMESTOWN EHS	446.05
4/30/2024	PO 10729	WALMART HOMEBASE SUPPLIES	37.33
4/30/2024	PO 10733	AMAZON CLASSROOM ITEMS IONE EHS	416.39
4/30/2024	PO 99611	NONPROFIT COMPENSATION ASSOCIATES, INC. SURVEY	105
			<b>13,388.87</b>

**CHEVRON FUEL CARDS**

<b>DATE</b>	<b>PURPOSE</b>	<b>AMOUNT</b>
BILLING PERIOD 03/01-31/24	FUEL	1,547.41
BILLING PERIOD 03/01-31/24	CAR WASH	-
		<b>1,547.41</b>

**LOWE'S CARDS**

<b>DATE</b>	<b>PURPOSE</b>	<b>AMOUNT</b>
4/1/2024	PO 99600 CURTAIN ROD/WALL CABINET JACKSON HS/EHS	180.64
4/2/2024	PO 99901 WALL CABINETS BLUE BELL EHHS	299.61
4/11/2024	PO 99902 MOP/SAND/SALT PELLETS/ ECS BB & JK	168.94
4/11/2024	PO 99903 WEED EATER (BATTERY OPERATED) ECS	205.59
4/11/2024	PO 99904 KEYS/LIGHT FIXTURE ECS JK HS/IO HS	27.1
4/11/2024	PO 99905 PLUMBING SUPPLIES ECS SB HS	5.77
4/15/2024	PO 99909 CO2 DETECTOR JACKSON EHS	47.02

4/25/2024	PO 10688 TABLE WHEELS/STAIN ECS SB HS/BB	28.29
4/25/2024	PO 10691 SAND/STOVE PARTS ECS IO HS/EHS JT HS	150.3
4/25/2024	PO 10702 POTTING SOIL GROWING TOGETHER EVENT ECS SV HS	24.75
4/25/2024	PO 10704 PLANTS FOR GROWING TOGETHER EVENT ECS SV HS	30.31
4/25/2024	PO 99908 DISHWASHER ECS JK EHS	378.8
4/25/2024	PO 99911 DISHWASHER PLUMBING ECS JK EHS	13.78
4/25/2024	PO 99912 4 CABINETS FOR BLUE BELL EHS	599.21
4/29/2024	PO 10724 BOLTS JACKSON EHS	1.41
		<hr/>
		<b>2,161.52</b>

**SAVEMART CARDS**

<b>DATE</b>	<b>PURPOSE</b>	<b>AMOUNT</b>
4/1/2024	PO 10469 3/29 RAW FOOD JACKSON EHS	165.41
4/2/2024	PO 10476 RAW FOOD JAMESTOWN EHS	175.64
4/3/2024	PO 10478 RAW FOOD BLUE BELL ECS	13.25
4/3/2024	PO 10482 FOOD FOR SOCIAL HOMEBASE	23.81
4/5/2024	PO 10486 RAW FOOD JACKSON EHS	121.97
4/8/2024	PO 10488 RAW FOOD	335.44
4/8/2024	PO 10489 RAW FOOD JAMESTOWN HS	327.4
4/8/2024	PO 10490 RAW FOOD BLUE BELL ECS	541.54
4/9/2024	COR SUB FUNDPO 10476 S/B JAMESTOWN 00/64	0
4/11/2024	PO 10453 EGGS/WHIPPING CREAM PROJECTS ECS IO HS	34.17
4/11/2024	PO 10467 RAW FOOD/SUGAR ECS IO	426.5
4/11/2024	PO 10468 RAW FOOD ECS JK HS	382.24
4/11/2024	PO 10473 CLASSROOM PROJECT/PB/MILK/HONEY ECS JK HS	36.05
4/11/2024	PO 10495 SNACKS FOR PARENT MEETING ECS SB	46.17
4/11/2024	PO 10659 FOOD PROJECT IONE HS	25.61
4/12/2024	PO 10668 RAW FOOD IONE ECS	404.48
4/12/2024	PO 10670 RAW FOOD JACKSON EHS	225.7
4/17/2024	PO 10487 RAW FOOD ECS IO	354.58
4/17/2024	PO 10491 RAW FOOD ECS BB	258.81
4/17/2024	PO 10494 RAW FOOD ECS JT EHS	241.01
4/17/2024	PO 10499 FOOD FOR COOKING DEMO ECS	132.63
4/17/2024	PO 10684 FOOD FOR SOCIAL HOMEBASE	39.05
4/22/2024	PO 10692 RAW FOOD IONE ECS	468.36
4/22/2024	PO 10693 RAW FOOD JACKSON HS	297.52
4/22/2024	PO 10695 RAW FOOD JAMESTOWN HS	308.54
4/22/2024	PO 10696 RAW FOOD JAMESTOWN EHS	241.92
4/22/2024	PO 10697 RAW FOOD SOULSBYVILLE HS	367.27
4/25/2024	PO 10669 RAW FOOD ECS JK HS	316.47
4/25/2024	PO 10671 RAW FOOD ECS BB	355.54
4/25/2024	PO 10672 RAW FOOD ECS JT HS	276.57
4/25/2024	PO 10673 RAW FOOD ECS JT EHS	259.64
4/25/2024	PO 10674 RAW FOOD/PARCHMENT PAPER ECS SB HS	204.08
4/25/2024	PO 10677 COOKING PROJECT/PLAYDOUGH ECS JK HS	143.22
4/25/2024	PO 10683 FOOD FOR PARENT MEETING ECS SV HS	44.41
4/26/2024	PO 10713 RAW FOOD/FLOUR TORTILLAS IONE ECS	444.48
4/26/2024	PO 10714 RAW FOOD/FLOUR TORTILLAS JACKSON HS	258.85
4/26/2024	PO 10715 RAW FOOD JACKSON EHS	178.21
4/26/2024	PO 10716 RAW FOOD BLUE BELL ECS	537.55
4/26/2024	PO 10717 RAW FOOD JAMESTOWN HS	398.71
4/26/2024	PO 10718 RAW FOOD SOULSBYVILLE HS	389.59
4/26/2024	PO 10719 RAW FOOD JAMESTOWN EHS	240.71
4/26/2024	PO 10721 COOKING PROJECT BLUE BELL HS	38.09
4/29/2024	PO 10726 FOOD FOR CINCO DE MAYO JAMESTOWN ECS	96.56
4/30/2024	PO 10694 RAW FOOD JACKSON EHS	187.89
4/30/2024	PO 10698 RAW FOOD BLUE BELL ECS	470.31
4/30/2024	PO 10710 GROWING TOGETHER ITEMS SUMMerville HS	44.1
		<hr/>
		<b>10,880.05</b>

**WALMART CARDS**

<b>DATE</b>	<b>PURPOSE</b>	<b>AMOUNT</b>
4/3/2024	PO 10481 LAUNDRY SOAP BLUE BELL ECS	32.53
4/17/2024	PO 10496 T-SHIRTS FOR TYEDYE ECS BB	21.71
4/29/2024	PO 10725 CLASSROOM ITEMS IONE EHS	104.48
		<hr/>
		<b>158.72</b>

ECS REPORT SUBMITTAL MATRIX For 12 Month Period Ending December 31, 2024

	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24
Head Start and Early Head Start (01/01/23-12/31/23)												
<i>(final)</i>												
SF-425 Status Reports				8130.1 & 2								
Report Period				Jan-Dec 23								
Due Date				4/30/2024								
Date submitted												
Head Start and Early Head Start (01/01/23-12/31/23)												
<i>(annual)</i>												
SF-425 Status Reports	8130.1 & 2		8130.1 & 2									
Report Period	Jan-Dec 23		Jan-Dec 23									
Due Date	1/30/2024		3/20/2024									
Date submitted	1/31/2024		3/20/2024									
Head Start and Early Head Start (01/01/23-12/31/23)												
<i>(annual)</i>												
429 Real Property Status Reports				8130.1 & 2								
Report Period				Jan-Dec 23								
Due Date				4/30/2024								
Date submitted				2/26/2024								
Head Start and Early Head Start (01/01/24-12/31/24)												
<i>(semi-annual)</i>							8131.1 & 2					
SF-425 Status Reports							Jan 24 - Jun 24					
Report Period							7/20/2024					
Due Date												
Date submitted												
Head Start and Early Head Start (01/01/24-12/31/24)												
<i>(annual)</i>												
SF-425 Status Reports												
Report Period												
Due Date												
Date submitted												
Head Start and Early Head Start (01/01/24-12/31/24)												
<i>(final)</i>												
SF-425 Status Reports												
Report Period												
Due Date												
Date submitted												
Head Start and Early Head Start (01/01/24-12/31/24)												
<i>(annual)</i>												
429 Real Property Status Reports												
Report Period												
Due Date												
Date submitted												
8294.1 2023 CSPP (07/01/23-06/30/24)												
<i>(quarterly)</i>												
CDFS 9500												
Report Period	Oct 23 - Dec 23			Jan 24 - Mar 24								
Due Date	1/20/2024			4/20/2024								
Date submitted	1/20/2024											
CDE Reserve												
<i>(annual)</i>												
CDFS 9530-A												
Report Period												
Due Date												
Date submitted												
Due Date (With Final CSPP Rpt)												
Date submitted												

Contracts and Amendments Report  
Reporting Months of September 2023 - May 2024

Date Reported	Fund #	Program	Funding Source	Contract Description	Type of Contract	Original Period	Amended Period	Original Budget	Amended Budget	Value of Prior Contract
5/24	1464.1	Housing	United Way	Amador Co FEMA Phase 41 St Aside	Continuation	10/1/22-12/31/24		5,000		
5/24	1465.1	Housing	United Way	Tuolumne Co FEMA Phase 41 St Aside	Continuation	10/1/22-12/31/24		5,000		
5/24	1779.1	Housing	HUD	Tuolumne Permanent Supportive Housing Combined	Continuation	4/1/24-3/31/25		41,387		
5/24	1780.1	Housing	HUD	Amador Permanent Supportive Housing Combined	Continuation	7/1/23-6/30/24		23,808		
5/24	1781.1	Housing	HUD	Homeless Management Information System (HMIS)	Continuation	7/1/24-6/30/25		50,000		
5/24	1782.1	Housing	HUD	TRC RRH	Continuation	11/1/24-10/31/25		69,032		
5/24	1783.1	Housing	HUD	Continuum of Care Planning	Continuation	7/1/24-6/30/25		21,537		
5/24	2418.1	Food	DSS	EFAP Emergency Food Assistance Program	Amendment	10/1/23-9/30/24		43,781	145,462	43,781
5/24	2419.1	Food	DSS	EFAP Emergency Food Assistance Program	Continuation	3/1/24-9/30/24		46,133		
5/24	7137.1	Lifeline	Sutter Health - Sutter Valley Medical Foundation	Lifeline	New	1/1/24-12/31/24		7,000		
5/24	8295.1	ECS	CA Dept of Education	California State Preschool program	Continuation	7/1/24-6/30/25		687,018		
4/24	8294.4	ECS	CA Dept of Education	California State Preschool program SB 140 One time payment	New	04/1/24-until spent		18,000		
4/24	1462.1	Housing	United Way	Amador FEMA Phase 41 Direct	Continuation	10/1/22-12/31/24		8,208		
4/24	1463.1	Housing	United Way	Tuolumne FEMA Phase 41 Direct	Continuation	10/1/22-12/31/24		11,188		
4/24	1670.1	Housing	Tuolumne County	Encampment Resolution Funding Round 3 Tuo Rapid Rehousing	New	1/1/24-3/31/27		180,000		
3/24	5315.1	Youth	Tulare County Office of Education	Implement Friday Night Life SEL project	Amendment	7/1/23-6/30/25		200,000	240,000	200,000
2/24	2636.5	Food	Sandberg Goldberg Bernthal Family Charitable Foundation	General Operating Support	New	2/1/24 - until spent		40,000		
12/23	1373.1	Housing	DHCD	ESG Home Safe	Continuation	7/1/23-12/31/24		90,695		
12/23	1583.1	Housing	Amador County	Amador CalWorks HSP (Housing Support Program)	Amendment	7/1/23-12/31/24		146,940	168,895	146,940
12/23	1650.1	Housing	DHCD	CA Emergency Solutions and Housing (CESH)	Amendment	7/25/19-12/31/23	7/25/19-5/1/24	60,000		
12/23	1690.1	Housing	Anthem Blue Cross	Housing/Homelessness Prevention	New	10/18/23-12/31/24		15,000		
12/23	1719.1	Housing	Adventist Health Sonora	Short term emergency housing	New	1/4/24-12/31/24		43,781		
12/23	2418.1	Food	DSS	The Emergency Food Assistance Program (TEFAP)	Continuation	10/1/23-9/30/24		43,781		
12/23	3127.1	Energy	CSD	Low-Income Home Energy Assistance (LIHEAP)	Continuation	11/1/23-6/30/25		1,301,536		
12/23	3350.1	Energy	Dept of Water Resources (DWR)	Low-Income Water Conservation	New	5/1/23-12/31/26		292,000		
12/23	3425.1	Energy	CSD	Low-Income Household Water Assist Prog (LIHWAP)	Amendment	4/1/22-12/31/24	4/1/22-3/31/24			
12/23	5313.2	Youth	Tuolumne County	Substance Use Disorder Primary Prevention Svcs	Amendment	7/1/23-6/30/24		2,185,784		
12/23	8131.1	ECS	Health and Human Services - HHS	Head Start	Continuation	1/1/24-12/31/24		1,625,297		
12/23	8131.2	ECS	Health and Human Services - HHS	Early Head Start	Continuation	1/1/24-12/31/24		41,031		
12/23	8294.3	ECS	CA Dept of Education	CSPP Cost of Care Plus	New	1/1/24-6/30/24		273,800		
12/23	8327.1	Com Srv	Community Services and Development - CSD	CSBG	Continuation	1/1/24-12/31/24				
10/23	3126.1	Energy	CSD	Low Income Home Energy Assistance Program (LIHEAP)	Amendment	11/1/22-6/30/24		1,208,342	1,815,256	1,809,304
10/23	5420.1	Youth	Department of Health and Human Services	Substance Solutions of Amador Youth Coalition	New	10/1/23-9/30/24		125,000		
10/23	2316.1	Food	Tuolumne County	Food Bank/Mobile Food Distribution	Continuation	10/3/23-3/1/26		465,000		
10/23	7732.1	Tax Assist	Dept of Treasury IRS	Volunteer Income Tax Assistance (VITA)	Continuation	10/1/23-9/30/24		52,410		
10/23	1827.1	Housing	CA Dept of Education	CACFP - Shelter	Continuation	10/1/23-9/30/24				
10/23	8227.1	ECS	CA Dept of Education	CACFP - Head Start	Continuation	10/1/23-9/30/24				
10/23	8227.2	ECS	CA Dept of Education	CACFP - Early Head Start	Continuation	10/1/23-9/30/24				
9/23	8294.2	ECS	CA Dept of Education	CSPP Temporary Rate Increase Allocation	CSPP Temporary Rate Increase Allocation			124,012		
9/23	2417.1	Food	DSS	The Emergency Food Assistance Program (TEFAP)	Amendment	3/1/23-12/31/23	New	36,297	54,239	36,297
9/23	5315.1	Youth	Tulare County Superintendent of Schools	Friday Night Live Social Emotional Learning	New	7/1/23-6/30/24		200,000		

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

	<b>UNAUDITED</b> <u>April 30, 2024</u>		<b>AUDITED</b> <u>June 30, 2023</u>		<b>AUDITED</b> <u>June 30, 2022</u>	
	Operating	Capital Assets	Operating	Capital Assets	Operating	Capital Assets
<b>Assets</b>						
Cash	2,993,334		2,340,038		2,074,003	
Prepaid Deposits & Expenses	232,679		226,034		250,155	
Accounts Receivable	15,339,407		3,365,407		2,392,997	
Weatherization Materials Inventory	48,895		80,163		115,720	
Construction In Progress						
Structures & Improvements		7,925,273		7,845,658		7,565,674
Vehicles & Equipment		1,882,236		1,882,235		1,820,473
Land		460,999		460,999		460,999
Accumulated Depreciation		-4,856,590		-4,854,931		-4,468,041
Deferred outflows + Right of use assets		664,538		664,538		
<b>Total Assets</b>	<b>18,614,315</b>	<b>6,076,456</b>	<b>6,011,642</b>	<b>5,998,499</b>	<b>4,832,875</b>	<b>5,379,104</b>
<b>Liabilities</b>						
Accounts Payable	230,124.51		73,239		462,198	
Internal Line of credit	0		359,892		653,107	
Refundable Deposits	26,479		19,277		16,077	
Salaries & Benefits Payable	242,649		261,565		133,719	
Accrued Paid Time Off	201,672		197,643		200,075	
Notes Payable	0	280,102	0	294,006	0	310,569
Deferred Revenue	<u>17,022,716</u>		<u>4,303,071</u>		<u>2,599,401</u>	
Right of use liabilities		664,538	6,489	664,538		
<b>Total Liabilities</b>	<b>17,723,640</b>	<b>944,640</b>	<b>5,221,176</b>	<b>958,544</b>	<b>4,064,576</b>	<b>310,569</b>
<b>Net Assets</b>						
Invested in Capital Assets		5,131,815.25		5,039,956		5,068,536
Committed Fund Balance						
For Contingencies	60,000		60,000		60,000	
For Future Development	<u>40,000</u>		<u>40,000</u>		<u>40,000</u>	
Total Committed Fund Balance	100,000		100,000		100,000	
Assigned Fund Balance						
For Lease Opt-Out	40,103		40,103		40,103	
For Employee Health Insurance	<u>150,374</u>		<u>150,374</u>		<u>142,504</u>	
Total Assigned Fund Balance	190,477		190,477		182,608	
Unassigned Fund Balance	600,198.91		499,988		485,690	
<b>Total Net Assets</b>	<b>890,676</b>	<b>5,131,815</b>	<b>790,465</b>	<b>5,039,956</b>	<b>768,297</b>	<b>5,068,536</b>
	<u>18,614,315</u>	<u>6,076,455</u>	<u>6,011,641</u>	<u>5,998,499</u>	<u>4,832,874</u>	<u>5,379,104</u>

Amador Tuolumne Community Action Agency  
Revenue and Expenditure Report / Income Statement  
July 1, 2023 - April 30, 2024

		July 1, 2022 - June 30, 2023 Actual	July 1, 2023 - April 30, 2024 Actual	Month 10 - 83% % variance from prior year
<b>Revenue</b>				
Cash and accrued Revenue				
Direct Federal Revenue	4000	3,971,246	3,614,520	91%
State Revenue(Pass-through Fed	4010	3,458,551	2,413,365	70%
State Revenue (Non-Federal)	4011	2,623,897	2,216,175	84%
Local Govern.Rev.(Pass through	4015	679,925	659,025	97%
Local Govern.Rev.(Non-Federal)	4016	502,862	457,243	91%
Private Revenue-Non Fed	4020	496,976	92,853	19%
Private Rev. (Pass through Fed	4021	90,658	19,875	22%
Community Donations	4030	119,681	94,476	79%
Client Fees	4034	63,033	44,715	71%
Miscellaneous Revenue	4039	217,542	138,621	64%
Interest Revenue	4040	4,995	10,991	220%
Rental Income	4041	213,714	232,593	109%
Vacancies	4042	0	-22,750	
Contractual Admin. Revenue	4060	1,042,672	826,988	79%
Carry-over Revenue (Non Grant)	4901	-186,266	1,478	
<b>Total Cash Revenue</b>		<b>13,299,486</b>	<b>10,800,166</b>	<b>81%</b>
Non-cash Revenue				
In-Kind Revenue	4050	1,810,722	929,690	51%
Admin.In-Kind Revenue	4051	198,084	67,911	34%
<b>Total Non-cash Revenue</b>		<b>2,008,806</b>	<b>997,601</b>	<b>50%</b>
<b>Total Revenue</b>		<b>15,308,291</b>	<b>11,797,767</b>	<b>77%</b>
<b>Direct Expense</b>				
Personnel Expense				
Salaries & Wages				
Salaries & Wages	6010	4,677,573	4,011,924	
<b>Total Salaries &amp; Wages</b>		<b>4,677,573</b>	<b>4,011,924</b>	<b>86%</b>
Fringe Benefits				
Accrued Leave	6020	402,128	353,963	88%
FICA	6030	212,674	184,694	87%
Health Insurance	6040	764,937	689,195	90%
Retirement	6050	169,707	142,670	84%
Unemployment Insurance	6060	51,697	53,002	103%
Workers' Compensation Insuranc	6070	108,096	95,253	88%
<b>Total Fringe Benefits</b>		<b>1,709,238</b>	<b>1,518,777</b>	<b>89%</b>
<b>Total Personnel Expense</b>		<b>6,386,811</b>	<b>5,530,700</b>	<b>87%</b>
Non-personnel Expense				
Travel (Out-of-Area)				
Out-of-Area Travel (Staff)	6120	17,809	14,536	82%
Out-of-Area Travel (Volunteers	6121	2,408	0	
<b>Total Travel (Out-of-Area)</b>		<b>20,219</b>	<b>14,536</b>	<b>72%</b>
Major Equipment and Assets				
Equipment (over \$5000)	6210	50,763	212,287	418%
Leasehold Improvements	6230	74,285	71,116	96%
Structures & Improvements	6240	171,361	-40,583	-24%
<b>Total Major Equipment and Assets</b>		<b>296,408</b>	<b>242,821</b>	<b>82%</b>

Amador Tuolumne Community Action Agency  
Revenue and Expenditure Report / Income Statement  
July 1, 2023 - April 30, 2024

Month 10 - 83%

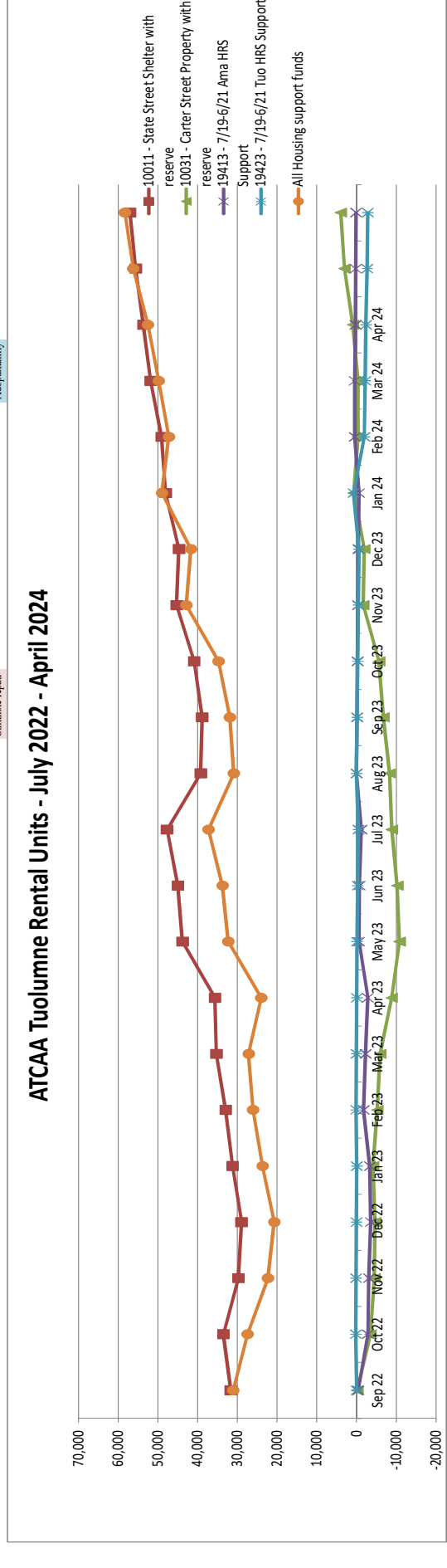
	July 1, 2022 - June 30, 2023 Actual	July 1, 2023 - April 30, 2024 Actual	% variance from prior year
<b>Supplies</b>			
Classroom Supplies	6310	50,810	41,966 83%
Clothing & Personal Supplies	6320	331	1,535 463%
Household Supplies	6330	61,263	60,228 98%
Postage	6350	23,018	21,061 92%
Program Supplies	6360	22,942	13,809 60%
Routine Office Supplies	6370	28,350	28,033 99%
Playground Supplies	6380	1,008	324 32%
<b>Total Supplies</b>		<b>187,721</b>	<b>166,956 89%</b>
<b>Contractual</b>			
Accounting & Auditing	6410	71,034	95,920 135%
Legal Services	6430	9,863	49,585 503%
Outside Services	6440	1,898,404	1,183,526 62%
Computer Services	6450	61,876	55,629 90%
<b>Total Contractual</b>		<b>2,041,177</b>	<b>1,384,661 68%</b>
<b>Other (Equipment Expense)</b>			
Computer Software-\$0-\$4,999	6505	26,532	15,308 58%
Computer (hardware)	6506	55,758	28,233 51%
Equipment (costing \$500-\$4999)	6510	40,600	19,187 47%
Insurance (Vehicular)	6520	37,928	36,413 96%
Maintenance (Equipment)	6530	30,711	24,316 79%
Maintenance (Vehicles)	6535	13,790	13,361 97%
Rents & Leases (Equipment)	6540	779	0
Small Tools/Equip (under \$500)	6550	34,973	25,207 17%
Small Tools (minimal value)	6555	13,205	10,157 77%
<b>Total Other (Equipment Expense)</b>		<b>254,276</b>	<b>172,182 68%</b>
<b>Other (General Personnel Costs)</b>			
Local Travel (Staff)	6620	48,269	38,494 80%
Local Travel (Volunteers)	6621	328	909 277%
Staff Licensing	6630	1,986	4,818 243%
Training & Development (Staff)	6640	51,077	61,057 120%
Training & Development (Volunt	6641	0	20
Vol Csts (other than training)	6650	7,187	820 11%
<b>Total Other (General Personnel Costs)</b>		<b>108,846</b>	<b>106,119 97%</b>
<b>Other (General Operating Costs)</b>			
Ads & Legal Notices	6705	71,100	20,693 29%
Copying Fees	6710	21,668	16,469 76%
Insurance/Bonds(not auto,hlth)	6720	113,799	91,707 81%
Interest On Long Term Debt	6725	9,907	8,155 82%
Meeting Costs	6730	9,712	17,750 183%
Membership Dues	6740	10,909	3,883 36%
Miscellaneous Expenses(Fiscal)	6750	144	375 261%
Printing & Binding	6755	31,547	12,747 40%
General Agency Promotion	6760	1,030	3,879 377%
Program Outreach	6765	39,975	30,794 77%
Publications	6770	2,155	7,351 341%
Subscriptions	6780	29,326	22,432 76%

Amador Tuolumne Community Action Agency  
Revenue and Expenditure Report / Income Statement  
July 1, 2023 - April 30, 2024

		July 1, 2022 - June 30, 2023	July 1, 2023 - April 30, 2024	Month 10 - 83% % variance from prior year
		Actual	Actual	
Service Fees-Banking (Fiscal)	6784	6,570	5,738	87%
Service Fees-Other (Fiscal)	6785	4,201	5,242	125%
Taxes & Assessments	6790	6,151	5,333	87%
Total Other (General Operating Costs)		358,193	252,548	71%
Other (Space/Occupancy Costs)				
Communications	6810	78,275	76,159	97%
Depreciation	6811	12,466	20,194	162%
Household Services	6820	100,387	94,624	94%
Maintenance -Structure/Grounds	6830	56,829	40,231	71%
Maintenance-Play Equip/Grnds	6831	4,995	4,526	91%
Mortgage Payments	6835	6,250	5,208	83%
Rents & Leases	6840	258,522	217,693	84%
Use Fees	6848	9,776	0	0%
Utilities	6850	190,749	171,402	90%
Total Other (Space/Occupancy Costs)		718,249	630,037	88%
Other (Special Departmental Costs)				
Client Assistance	6910	1,496,806	985,153	66%
Council Expense	6920	0	33	
Food (Prepared)	6930	496	1,940	391%
Food (Raw)	6935	337,323	348,634	103%
Weatherization Materials	6950	37,749	8,210	22%
Total Other (Special Departmental Costs)		1,872,375	1,343,968	72%
Total Non-personnel Expense		5,857,463	4,313,828	74%
Total Direct Expense		12,244,274	9,844,528	80%
Encumbered Costs				
Encumbered Costs	6970	0	28,439	
Total Encumbered Costs		0	28,439	0%
Indirect Expense				
Indirect Administrative Charge	6960	1,042,672	826,988	79%
Total Indirect Expense		1,042,672	826,988	79%
Non-cash Expense				
Non-cash Inkind (Admin.Charges)	6980	198,079	67,911	34%
Non-cash Inkind (Other)	6990	1,578,605	748,841	47%
Non-cash Inkind (Volunteer T&S)	6995	232,117	180,849	78%
Total Non-cash Expense		2,008,801	997,601	50%
Excess Revenue over Expense		12,544	100,211	
Total Direct & Indirect Expense		14,253,075	10,671,516	
Health fund		-224	0	
Program and admin funds		12,768	100,211	

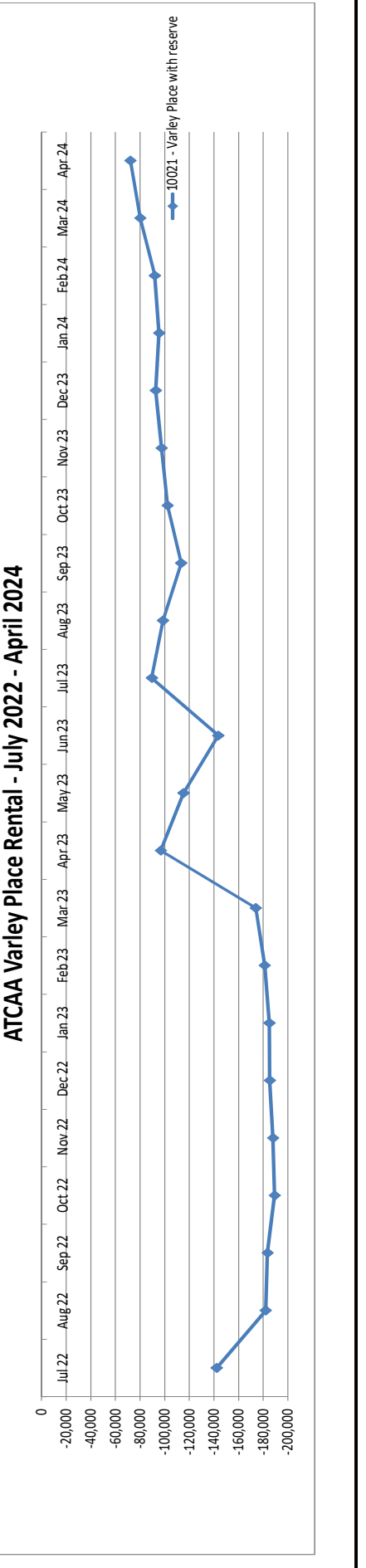


Housing support funds	Jul 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23	Jul 23	Aug 23	Sep 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	Total	
10011 - State Street Shelter with reserve	31,683	33,543	29,749	28,964	31,219	32,983	35,325	35,649	43,845	44,981	47,730	39,230	38,888	40,930	45,312	44,721	48,083	49,081	51,853	53,706	55,624	57,046	57,046	55,624
10031 - Carter Street Property with reserve	-157	-3,483	-4,471	-4,668	-4,111	-5,206	-5,927	-8,812	-10,806	-10,214	-8,850	-8,286	-6,734	-6,734	-5,647	-1,651	-1,942	701	-338	-333	913	3,071	3,962	3,071
19413 - 7/19-6/21 Ama HRS Support	-378	-2,791	-3,078	-3,603	-3,348	-1,783	-2,248	-2,793	-3,588	-732	-1,191	-2	-102	-102	-217	-348	-461	-610	458	486	280	238	150	150
19423 - 7/19-6/21 Tuo HRS Support	-75	195	128	37	-62	104	37	-41	-127	-272	-424	-1	-139	-306	-430	-590	791	-1,943	-2,166	-2,346	-2,682	-2,807	-2,807	-2,682
All Housing support funds	31,073	27,464	22,328	20,730	23,698	26,098	27,187	24,003	32,324	33,763	37,266	30,942	31,914	34,761	42,884	41,729	48,965	47,259	49,841	52,553	56,251	58,351	58,351	56,351



Adoptfamily  
Sinkhole repair

Housing support funds	Jul 22	Aug 22	Sep 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23	Jul 23	Aug 23	Sep 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	Mar 24	Apr 24	Total	
10021 - Varley Place with reserve	-142,057	-181,956	-183,444	-189,223	-187,946	-185,241	-184,835	-181,170	-173,872	-96,733	-115,104	-143,315	-89,382	-98,535	-113,241	-102,209	-97,345	-92,666	-95,391	-91,868	-80,074	-71,989	-71,989	-71,989
Elevator repair	-39,899								77,139	-18,371	-28,211													



Elevator repair

## ATCAA Fiscal Officer Narrative – June 2024 p1

We hired Talibah al-Rafiq as our new fiscal officer on May 20, with Bruce Giudici remaining for a short time to train. Still busy with new contracts, extensions and revisions. No change in cash flow, internally borrowing from cash advances (HHAP2 HHAP3 & HHAP4). Discussions with new bank PNC are under way, streamlining procedures, increasing interest income and cutting costs.

### Housing – Denise Cloward Issue: subcontract monitoring

*Housing is fully operational – open hire for maintenance worker*

Community Dev. Block Grant (CDBG): Tuolumne only – CV3 \$176k rapid rehousing funds to be spent by 12/24. No new 2024 funding.

Emergency Shelter Grants (ESG): New round – RR non-competitive and Shelter (\$200k) now spending – rapid rehousing was not funded. New 2024 RFFs are out; funding may be cut, having to share within the continuum.

CalWorks – **New Tuolumne 2024-25 contract in process**, current \$254k ends 6/24. Current Amador \$168K contract ends 6/24. **Amador county will do CalWorks internally for 2024-25, so no new ATCAA contract for the coming year.**

Continuum of Care (CoC): ATCAA as administrator CESH1 (finished 3/24) and CESH2, funding being spent through CoC county contracts. **ESG-CV 1 & 2 contracts are fully spent and closed as of 5/15/24.** PIT (Point-In-Time) counts are being collated. New Policy and Fund Committee now in operation.

CoC HHAP1: 4-county \$1.9 million Round 1 CoC funds being spent, with some budget revisions. ATCAA pd \$372k of this on the Amador Water St. property; Tuolumne split ~\$638K between 4 recipients – services/some facility purchases planned.

CoC HHAP2: \$700k split between 4 counties, subcontracts in hand, spending **three quarters done.**

Coc HHAP3: \$1,907k in state funding secured, \$645k in HHIP (health insurance) funding added, projects in development, half of funding received. Associated HHIP funds adds \$645k in funding

Coc HHAP4: \$1,610k in funding secured, subcontracts being received(Tuolumne Co is in) Varley Place: No vacant units at the moment, VASH funds are being received timely. Monthly rent increases have been approved by State, no impact to residents. At full occupancy, this project projects a small net positive result.

CACFP: supplements shelter food costs – needs about \$1,000/month from operations. Carter St/State St: Carter Street with one vacancy, is now running a small net positive result.

### Food bank – Lynne Ayers (started Jan. 2024) Issue:

*Food bank is fully operational – full time from warehouse.*

Community Dev. Block Grant (CDBG).

New CDBG \$475k 2 year starting 10/23 in process. **Detailed quarterly billings**

Emergency Food Assist. Program (EFAP): New \$43k contract starts Oct 23. This pays for staff and support to handle free Federal commodities – billed quarterly. Additional **\$101k** awarded now being spent. **CCC funding of \$45 added.**

CalFoods: 2023-24 \$43k - only pays for CA food – **finished**. An additional \$150k was granted **to be spent by 6/25** – same conditions. 40% was spent by 12/23.

Capital improvement project: Loading dock and solar panels in hand – up to \$900k available over many years. **Purchasing new rollup doors and plans for parking in process.**

Steinberg/Goldberg foundation: **New \$40k received and already spent for 2024.**

PG&E food box: Received and spent \$20K for food box reimbursement.

## ATCAA Fiscal Officer Narrative – June 2024 p2

Pantries: pays for food on a per pound basis

Donations: Strong support through the holidays.

### Energy –Ruth Brickner Issue: Many closeouts at one time

*All Wx staff have returned to work, outreach/intake in the office every day and working from home one day per week.*

Low Income Heat & Energy Assist Program (LIHEAP): weatherization & PGE assist – consistent funding – lower funding for upcoming years, point system implemented resulting in a decrease in the number of households we will be able to assist.

2023 ESLIHEAP: Only propane left in AMA & CAL

2023 LIHEAP ~1.2M budget is spent out. Close out package in progress.

2023-27 BIL DOE initiated ~938k budget through 2027.

2024 LIHEAP: \$1.3M Contract signed funding is now available in CORE

2024-25 Prop-1 Water Conservation TCRCO: \$292K contract from T-Stan IRWM in process

2024 LIHEAP Wx MOA with IMACA – **approved by ATCAA Board of Directors, setting up**

### Amador youth – Pat Porto Issue: Hiring new staff

*Full time work, sometimes from home. Hired new Coordinator, started 4/8/24.*

Drug Free Community coalition initiative: Successful proposal for 5 yrs at \$125k/year starts October 2023. CSBG \$26k discretionary funding **finished 5/24.**

Foster Youth: **Funds from foster youth and donations combined for future use.**

Granted half of the ATCR 2023 donations.

### Tuolumne youth – Bob White Issue: Hiring new staff

*Staff increasing with funding*

Friday Night Live (FNL): New ARPA \$26k funds in process – through 6/24.

- FNL SEL \$240K funding through 6/24 received.

Mentoring: Prevention and mentoring \$75k continues through 6/24

Suicide prevention: spending under budget, new \$104k contract received through 6/24

Youth Empowerment Solutions (YES) partnership: Primary prevention \$25 continues through 6/24; \$26k ARPA primary prevention funds secured through 6/24

### Community – various Issue: **Lifeline Coordinator, Tonya, retired; new coordinator Marie hired 4/24**

*Staff ramping up, outreach increasing*

Lifeline (Tonya): Received \$18k 3 year Sutter Health grant to serve low-income population. Lower client levels are hurting revenue – program re-tool underway, fiscally broke even July 2023-Feb 2024, when counting Sierra grant. Portion of CSBG previously allocated for Pat Porto (youth programs- Amador) have been reallocated to Lifeline in the same amount for the 2024 CSBG application.

Community Services Block Grant (CSBG): Regular 2024 \$273k contract is process.

Portion of CSBG previously allocated for Pat Porto (youth programs- Amador) have been reallocated to Lifeline in the same amount for the 2024 CSBG application.

CSBG EITC (Kristy): Current EITC Contract at \$440k year-around contract in operation, closes 6/24. \$50k in IRS VITA funding through 9/24 received. New \$98k application complete for 24-25 Federal fiscal year.

## ATCAA Fiscal Officer Narrative – June 2024 p2

### Early Child Services – Nancy Miner Issue: **Carryover funding budget**

*Head Start/State preschool fully opened.*

Head Start/Early Head Start. COLA approved without needing to apply – retro to 1/24.  
**Budget revision applied for and accepted to accommodate carryover**

Latino outreach: spending within budget.

CACFP: supplements Head Start food costs, normal subsidy needed.

Cal State Preschool Program (CSPP): higher funding/child makes program self-sufficient, allowing expenses charged to be billed – change from attendance. Fully spent, **now using \$168k cost adjustment funding.**

### Administration – Issue: **Training fiscal officer**

*New staffing, still some remote work*

Admin budget running negative **\$100k** due to increased audit, legal, and staffing (fiscal officer duplication) costs. **Admin budget modification approved to use \$149K of \$417k** carryover revenue from previous years.

### Health insurance/special projects Issue: **Change in insurance premiums**

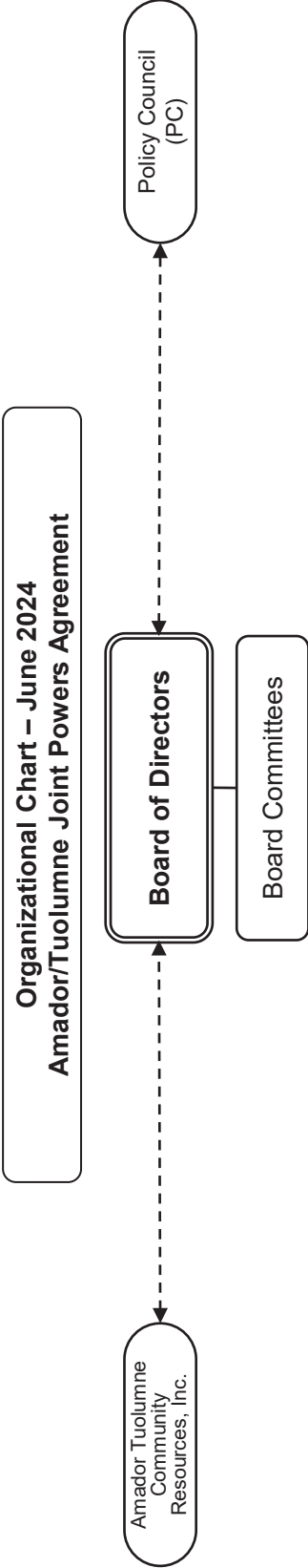
Health fund running even. Insurance premiums (employer paid portion) increased 23.5% with new plan. Presented and reviewed at Dec. 2023 BOD meeting.

Spending on yellow bldg. needed - \$18k available



# PROGRAM PRESENTATIONS

For the  
Amador Tuolumne Community  
Action Agency  
Board of Directors  
June, 2024



**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

**Communications & Outreach**

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

**Early Childhood Services (Head Start/State**

**Preschool/Early Head Start)**

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

**Energy & Conservation Services**

**Amador, Calaveras & Tuolumne Counties**

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

**Family Resource Services**

- Child Abuse Prevention & Education
- SSAY Coalition
- Youth Assets for Independence (IDA)
- Literacy Support

**Housing Resources**

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

**Tuolumne Food Program**

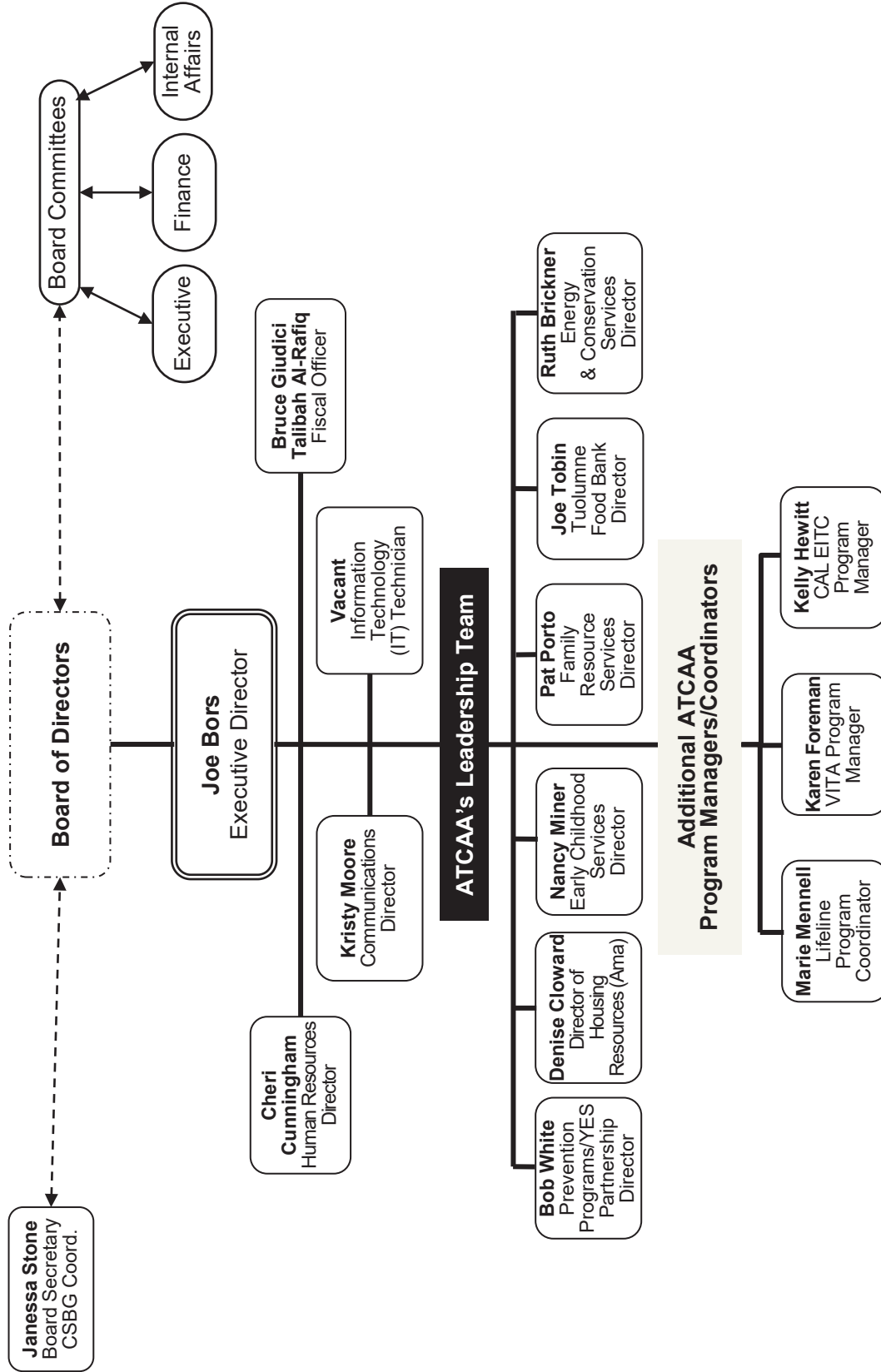
- Distributing to local pantries
- Tuolumne Food Distributions
- Holiday Baskets
- Seniors/Homebound
- Food for Kids (Plus)
- Produce Program

**Tuolumne Prevention Programs**

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

**VITA/CAL EITC**

- Volunteer Income Tax Preparation Program for income eligible residents.
- Education and Outreach (marketing) for the California Earned Income Tax Credit available to those earning 30k or less, proven to be one of the most effective poverty fighting measures in California.



- Administration**
- Fiscal Management
  - Human Resource Management
  - Program Support

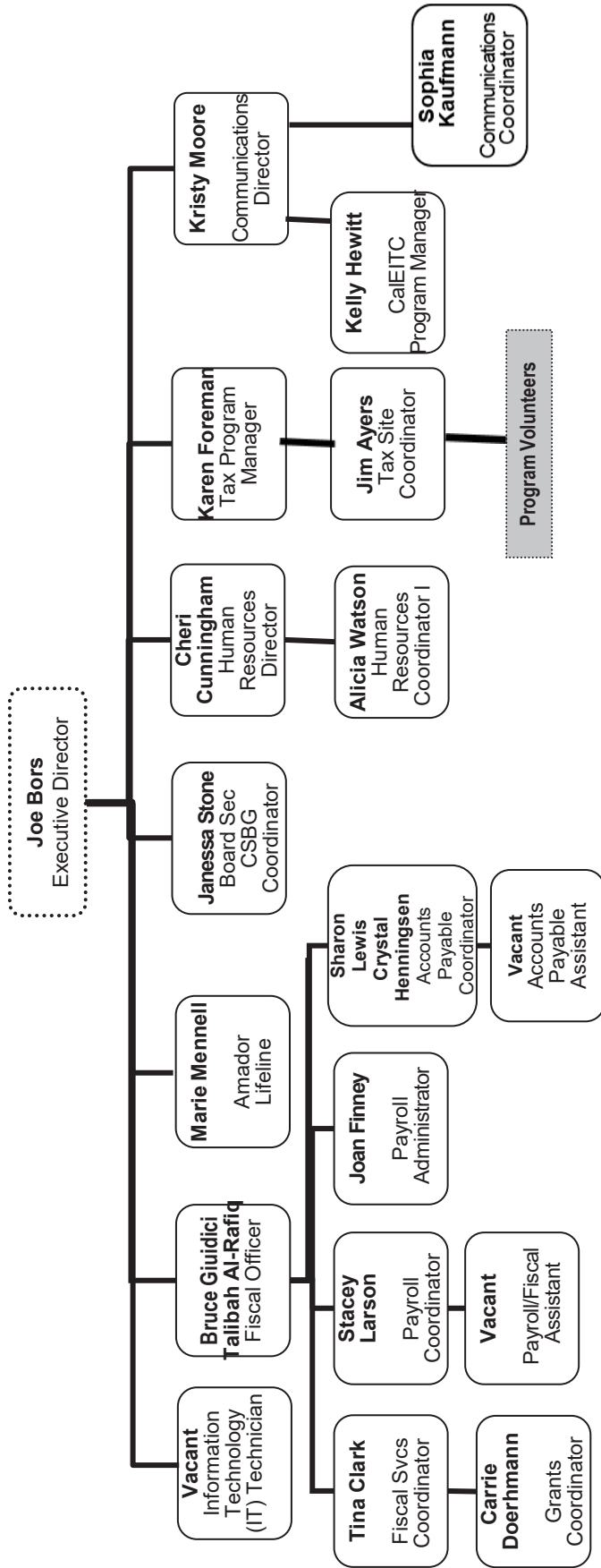
- VITA**
- Volunteer Income Tax Preparation Program for income eligible residents.

- Amador LifeLine Program**
- Personal Emergency Response Service assisting the elderly and the disabled to live independently

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

- ATCAA Information Technology (IT)**
- IT Planning & Development
  - Employee Computer training

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





**0 Worker's Comp. Claims in 2023!**

**383 Applications Received in 2023**

**SEPARATIONS - 2023**

**W/C Ex Mod History**

2023/2024	178
2022/2023	179
2021/2022	191
2020/2021	252
2019/2020	239
2018/2019	168
2017/2018	132

**HIRED - 2023**

Admin	4
ECS	10
Energy	2
Food	1
Housing	4
Youth & Family	2
Taxes	1
<b>Total</b>	<b>24</b>

**INVOLUNTARY**

Performance issues	8
Other	3
<b>Total</b>	<b>11</b>
<b>By Program Area</b>	
Administration	2
Taxes	1
Early Childhood Education	4
Energy	1
Food	1
Housing	2
<b>Total</b>	<b>11</b>

**VOLUNTARY**

Stay at home mom	3
Facing performance issues	5
Different career path	
Medical/Nursing	3
Law Enforcement	1
Agriculture	1
Other	1
Different job	
Took a job with the County	2
Another job in ECE field	1
Retired	3
Medical issues: self or family	3
Moved out of State	1
Decided job wasn't for them	1
Unknown - Personal	1
<b>Total</b>	<b>26</b>

**Medical Leaves 2023**

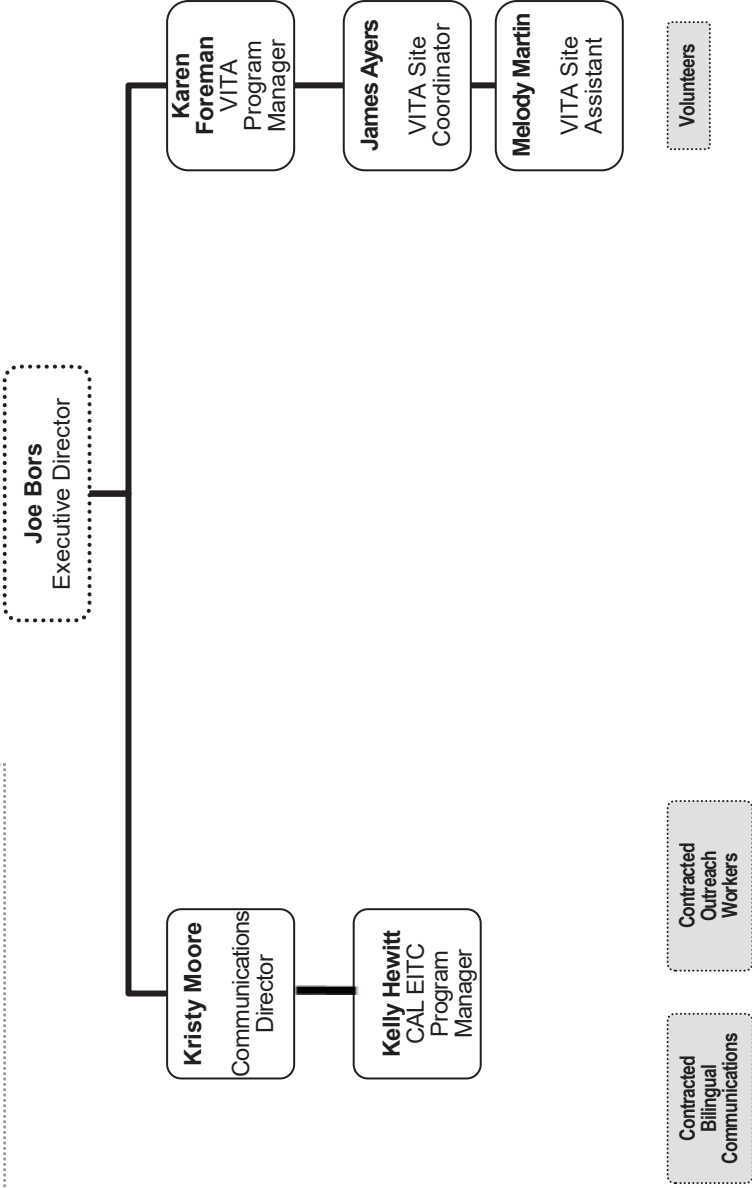
Pregnancy	4
FMLA/CFRA	10
Misc.	3
<b>Total</b>	<b>17</b>

**By Program Area**

Administration	2
Early Childhood Education	15
Energy	2
Food	2
Housing	4
Tuolumne Youth	1
<b>Total</b>	<b>26</b>

**CAL EITC**  
 • Education and Outreach (marketing) for the California Earned Income Tax Credit for those earning \$30k or less, proven to be one of the most effective poverty fighting measures in California.

**VITA**  
 • Volunteer Income Tax Preparation Program for income eligible residents.



**Contracts/Amendments:**

California Earned Income Tax Credit/CalEITC+ Education & Outreach Grant

07/1/2023 - 6/30/2024. \$440,000 annually

Marketing, outreach and free tax prep support for California's rural counties.

Cash back for those eligible earning \$30,950k or less from work or self-employment.

VITA – Volunteer Income Tax Assistance Grant – an IRS funded grant.

10/1/2023 – 9/30/2024. \$52,410

Free tax preparation for households earning \$60k or less and within VITA's scope. Program expansion made possible with supplemental funding from CalEITC+ and will allow us to accept CalEITC+ eligible clients post-tax day. Clients choose from virtual, drop-off and in-person tax preparation options this year along with free self preparation options.

**In Progress:**

When tax season ends, the real work begins:

- We are working on reaching eligible CalEITC people in all rural counties in Northern California who have not yet filed their tax returns and claimed their credits and help them file their tax returns.
- The tax office is remaining open through the summer with 3 VITA volunteers continuing to prepare taxes as needed for eligible people in Tuolumne, Calaveras and Amador Counties and virtually for CalEITC eligible clients in rural counties in Northern California.
- With our CalEITC grant potentially being cut in half for next year, we are applying for additional grants to supplement that loss of income.
- We are reaching our rural California county audiences through a variety of digital platforms. Visit our regional site, mycaleitc.org for info.

**Accomplished:**

We have prepared a total of 902 tax returns so far this year. Forty-two of those returns were prepared after tax season ended.

Tuolumne County – 479, Amador County – 220, Calaveras County – 164, Mariposa – 6, Other Counties – 31

*“I have ATCAA prepare my taxes because they are friendly, they know what they are doing, and it is free. Times are tough right now and the money I save having my taxes prepared for free along with my refund goes to paying bills. Thank you ATCAA for providing such a wonderful service.” -Donna Ecroyd*

The virtual platform lets our volunteers prepare and file for those unable to make the trip to us.



No need to leave your house. Use our virtual method below. Go to [GetYourRefund.org](http://GetYourRefund.org) and OUR LOCAL Volunteers will be there to assist you.

**VIRTUAL FILING STEP #1**

**Free tax filing, made simple.**

If you earned income and are ready to file with all of your tax documents, we can help you maximize your tax benefits!

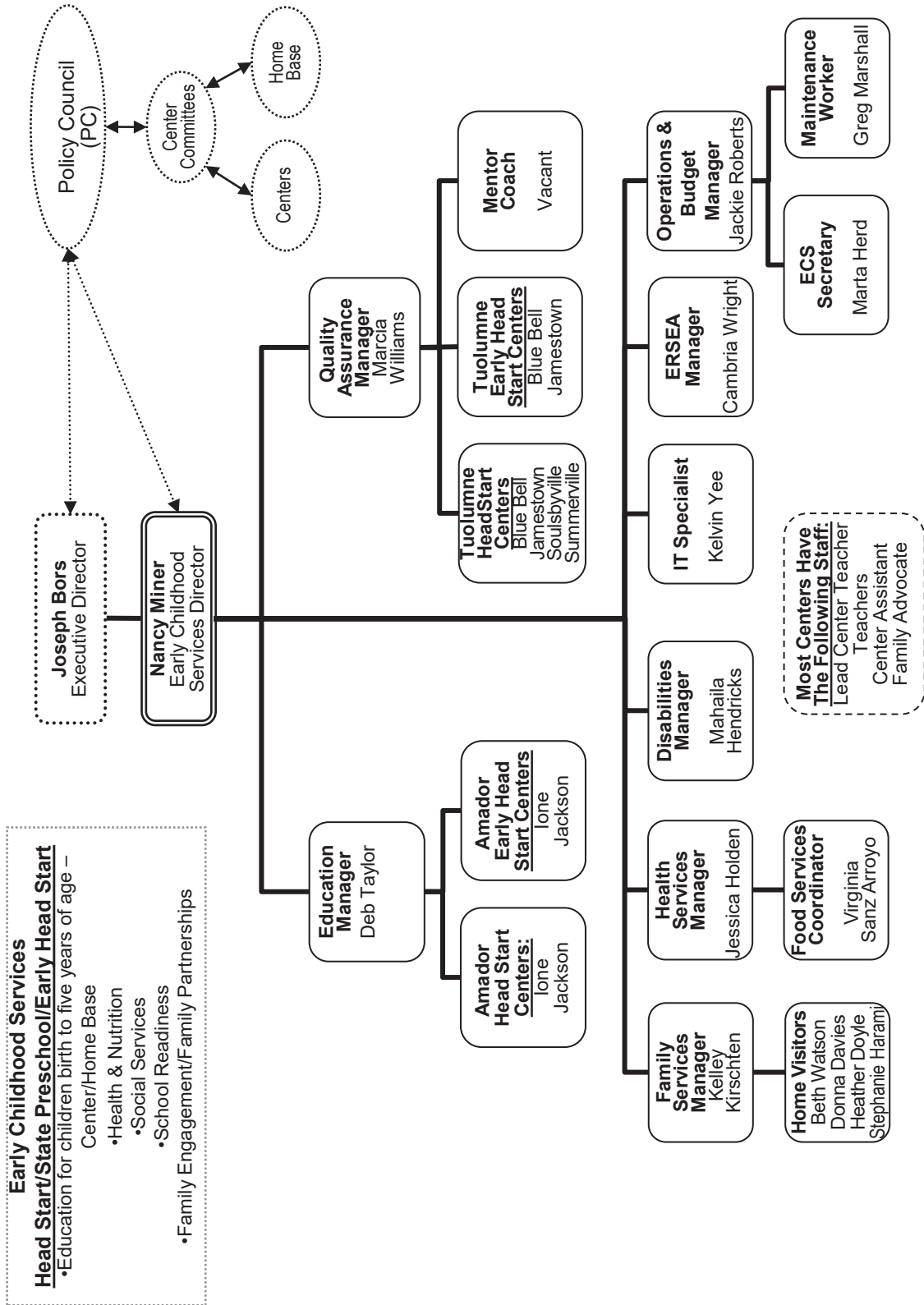
File your taxes for free. Get the assistance you need.

**START HERE**

[Already\\_starteet.signin](http://Already_starteet.signin)



“I-LUV-TAXES...that's a password nobody will ever guess!”



## Contracts/Amendments:

- The budget revision submitted to the Office of Head Start (OHS), for Head Start/Early Head Start funds, was approved.
- We are still waiting for the release of 2024 COLA funds from OHS (A 2.35% COLA).
- Our 2024-25 California State Preschool Program (CSPP) contract was awarded.
- The Tuolumne Co. Dept. of Social Services is working on a renewal of the Home Visiting Program contract for 2024-25.

## In Progress:

- A new outdoor play structure for Summerville Head Start has been selected and will be installed this summer. Other planned renovation projects include new floors at Jamestown EHS and Lone HS/EHS, and new turf at Jackson HS/EHS. These projects will be funded with 2023 HS/EHS carryover funds.
- We received the results of our HS/EHS Focus Area 2 Review that was carried out in February 2024. All areas involving services provided to families and children were compliant with regulations, with seven areas of specific strong practices noted. There were two areas of non-compliance that we will need to correct by 9-20-24. These areas are related to providing adequate training for the ATCAA Board, and reconciling a physical inventory of equipment with property records every two years.
- After discussion with our OHS Program Specialist and OHS T/TA staff, we will begin work in June on another Change of Scope Request to reduce EHS home-base slots. This is part of our Full Enrollment Initiative process to reach full enrollment by 10-31-24.

## Accomplishments:

- The annual CSPP self-evaluation was submitted early to the California Department of Education and our HS/EHS Self-Assessment is complete.
- Annual CLASS scores to monitor the quality of teacher interactions with children and the facilitation of learning indicate significant increases this year.
- Staff wellness surveys indicate increased satisfaction with the wellness strategies and training implemented this year.



## Contracts/Amendments:

### California Earned Income Tax Credit/CalEITC+ Education & Outreach Grant

07/1/2023 - 6/30/2024. \$440,000 annually

A large portion of this grant is used for marketing and outreach to 27 rural county low-income residents earning less than \$31,950k annually to let them know about the credits and how to claim them.

## In Progress:

- CalEITC + Free Tax Prep campaign continues to run.
- Consistent social presence on Facebook and Instagram
- Increasing partner participation and advocacy

## Outreach Events

- Family Day, Plymouth
- Children's Fair, Jackson
- Volunteer Fair, Sonora
- Job's Focus Group
- Homeless Resource Fair, Jackson



Sponsored

[www.mycalaitc.org](http://www.mycalaitc.org)  
<https://mycalaitc.org>



Impressions

73.2K

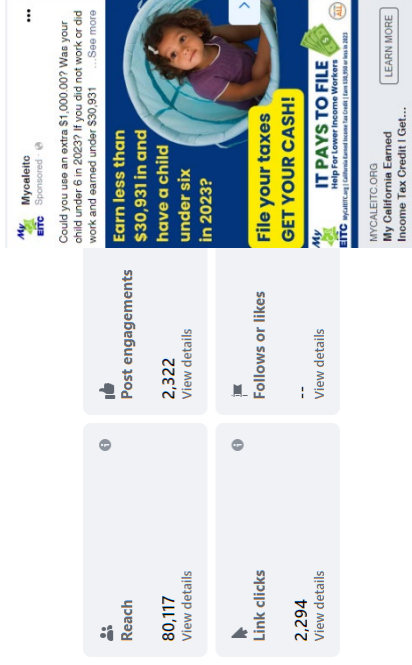
How often your ads were shown



Clicks

1.52K

Actions on your ads



Print, digital, direct mail, social and traditional media campaigns are all underway For the CalEITC campaign.

### California Earned Income Tax Credit - Free Tax Prep - It Pays to F...

Child under 6? Former foster youth? Get even more. CA is helping low income wage earners. If you earned less than \$31,950 with W-2 or 1099 income you could get thousands back.

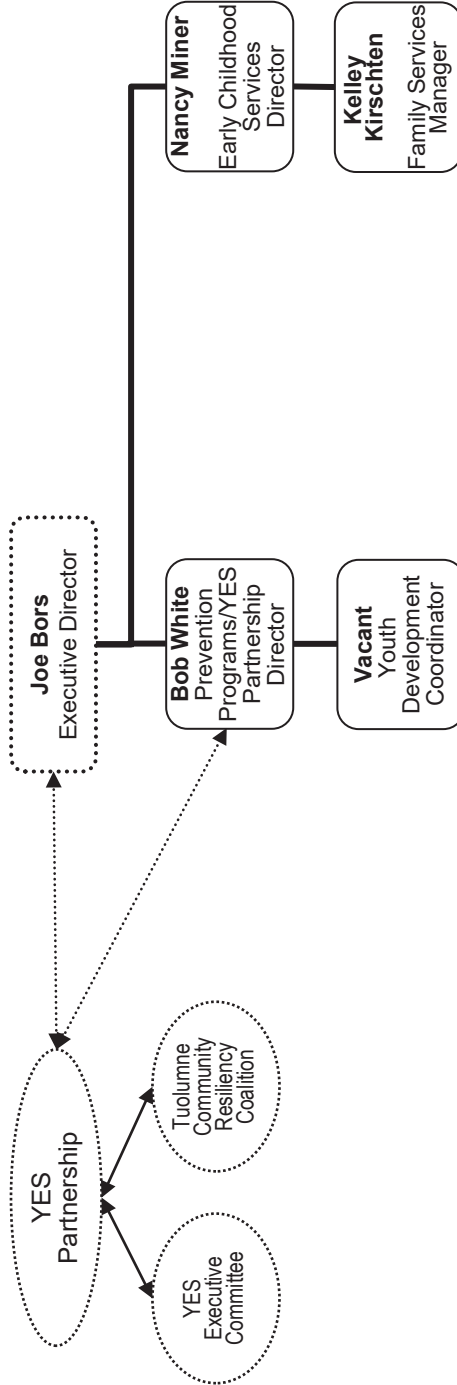


**Tuolumne Prevention Programs**

- Youth Mentoring
- Friday Night Programs
- Fiscal Agent for YES Partnership
- Suicide Prevention
- Community Resiliency

**Tuolumne Family Learning Center**

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



Program Volunteers  
Service Providers

### Contracts/Amendments

- No changes

### Accomplishments

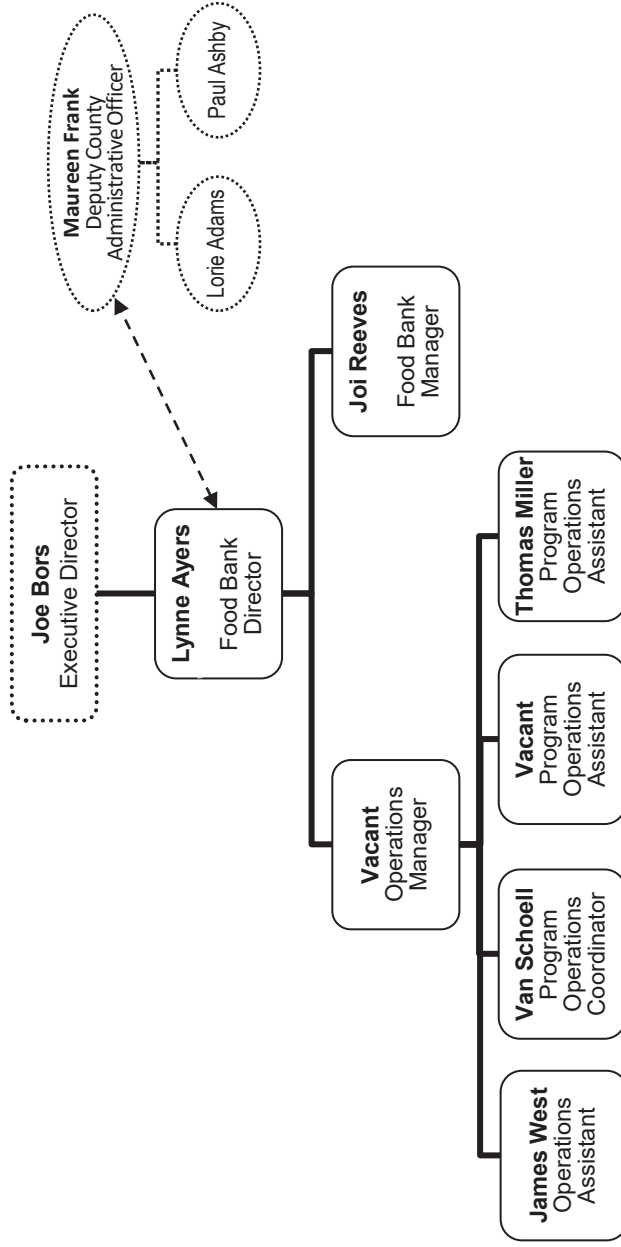
- Active Friday Night Live SEL (Social Emotional Learning) chapters at Cassina High School, Gold Rush Charter High School, and Summerville High School.
- Active Friday Night Live Club Live SEL (Social Emotional Learning) chapters at Columbia Elementary School, Curtis Creek Elementary School, Gold Rush Charter School, Jamestown Elementary School, and the Tuolumne Band of Me-Wuk Indians Education Department.
- Active Friday Night Live Kids SEL (Social Emotional Learning) chapter at Gold Rush Charter School and Summerville Elementary School.
- Active EPIC (Empower Peers, Inspires the Community) Youth Coalition.
- Bob White spoke to the construction crew at Chicken Ranch Casino about mental health on May 8 for Mental Health Awareness Month.
- Participated in the Mental Health Awareness Month celebration at the Tuolumne County Behavioral Health Department Enrichment Center on May 31.

### In Progress

- Mental Health First Aid training for Adventist Health Sonora staff on June 7.
- “Finding Your Purpose” workshop for the Columbia College Classified Senate Retreat on June 13.
- Summer Friday Night Live programs with the Tuolumne County Recreation Department.



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



Program Volunteers

### Contracts/Amendments:

- Reach & Resiliency 2 Grant requires a revision to meet the requirements to improve TEFAP capacity. We will remove gift cards and insert technology to capture member demographics and inventory management. *Follow-up: Joi and I were able to get our revisions to this grant approved. Our proposal for Technology support to improve our outreach to increase the number of individuals and families who have access to our TEFAP food. Specifically, Client/Member Food Bank software and hardware to capture the following: demographics, serves, duplicated and unduplicated, household size and ages, number of visits to various sites, pounds in and out and more. Our TEFAP Pantry and Site partners will receive training and access to the technology to quickly scan in members for their distribution pick up, easily sign members up for EFAP food online (saving time and paper while avoiding duplication). This grant will provide software, tablets or devices, hot spots, member cards, scanner for member check-in and eliminate the need for a paper trail. This will speed up processes, provide more dignity and confidentiality for our members, and accurate data for ATCAA to apply for grants and funding opportunities. The funding will be combined with the Capacity Grant technology funding.*
- CDBG – A new round of funding will be announced in July or August. The amount available has been reduced by 50% which means that programs and services at the food bank will be negatively impacted. We have a meeting with Mo at the County in July 2024 to review the new requirements.
- Capacity Grant – Follow-up: Joi and I met with Steve from Tuolumne County Facilities Maintenance to get his seal of approval for the work to be done on the property (we are renting from the County). He has been instrumental in providing contacts for vendors. Joi and I worked on revisions to the scope of work and submitted our Amendment on 5/31/24. We were approved to start spending these funds (verbal on 6/3 and written approval on 6/4). We must get the process for our speed doors on the books this month (June 2024). This grant is valued at \$924,748. We will also receive a reallocation of funds in July; valued at \$38,000 or more. We have moved one item from our Narrative Budget to the July reallocation. CDSS will be requiring new paperwork for this grant that is much more detailed than previous grants. Shelly, our consultant, will walk us through the process. Our timeline was submitted and approved; we plan to have the entire project completed by June 30, 2025 (we have until June 30, 2026) to fully spenddown these funds.

### In Progress:

- We are actively recruiting new volunteers to work at the food bank. Alexis Robinson, Program Coordinator, attended the Volunteer Fair with other ATCAA staff to make our pitch. Combined with our shout-out through our digital presence, we have 5-6 new volunteers starting with our organization.
- Moving from a paper-based service organization to a digital, technology driven model to improve data collection, reduce paper, streamline operations and reporting.
- We've had thieves cut through our fencing in the middle of the night and siphon gas from 3 of our vehicles. In the short-term, we had the fence repaired, park the vehicles close to each other gas cap to gas cap. In addition, Steve (County) recommended that we get wrought iron fencing, 8' high, with bars pointing outward to prevent thieves from climbing. We added this to our Capacity Grant amendment, and we were approved.

### Accomplishments:

- Partner services have improved due to new processes and procedures.
- Food procurement is based on a nutritious vision for our members providing nourishing foods rather than out of date junk food to fill bellies. SKU's in the warehouse have been reduced to focus on purchasing key essential foods.

# ATCAA welcomes Marie Mennell Who has taken over the program from retiring Tonya Kraft.

**Amador Lifeline**  
WHERE HELP IS JUST A BUTTON AWAY

PROUDLY SERVING AS THE ONLY LOCAL OFFICE FOR A PERSONAL MEDICAL ALERT SERVICE FOR 40 YEARS

## With Lifeline You Can

- Maintain independence by living in your own environment
- Have security and peace of mind for you and your family
- Have prompt, caring assistance at the 'touch of a button'
- Have service 24 hours a day, 365 days a year!
- No contracts, no equipment to buy, no hidden fees!

When you experience a fall, medical issue or emergency, every second counts!

13.3 million adults over 65 will fall this year—that's an average of one fall every 2.4 seconds. And close to half of those older adults who fall cannot get up without help.

Our Lifeline with Auto Alert button provides an added layer of protection by automatically placing a call for help if a fall is detected and you can't press your button!

## Contact us:

☎ (209) 223-1485 ext 232  
✉ tkraft@atcaa.org  
🌐 www.amadorlifeline.com  
10590 Highway 88, Jackson CA 95642



## Benefits of Amador Lifeline

- State of the art equipment
- Wireless options - Auto Alert, Help button
- Local Office Staff Available for Any Concern
- Local Installers with DMV & Background Checks
- Month-to-Month Billing - No contracts!
- We offer a local low-income program for those who qualify
- Monthly Courtesy Calls & 'Incident' Follow-up
- Equipment Made in the USA with U.S. Responders!

## Is It Time? You Decide!

- Do you have a chronic illness, disability or in rehabilitation?
- Are you alone during the day or night?
- Have you fallen in the past year or been hospitalized?
- Do you have balance problems? Use a cane or a walker?
- Do you take multiple medications?

## Financial Assistance

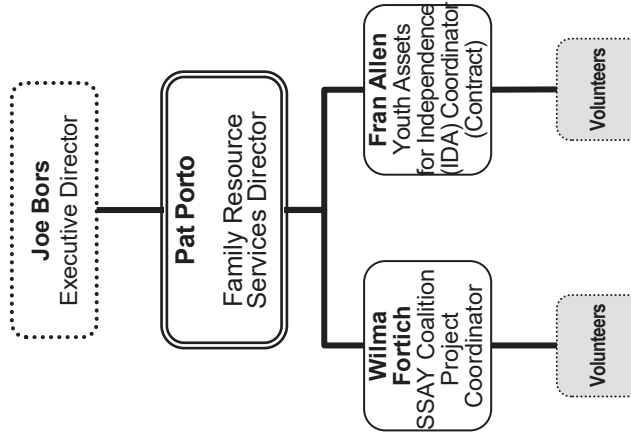
We offer a local low income program for those who qualify. Inquire today to learn more about how we can help you.

## Volunteer or Donate

You can get involved to help us to help others! Tax deductible donations accepted. Volunteer your time to our growing program.

**Family Resource Services**

- Child Abuse Prevention & Education
- SSAY Coalition
- Youth Assets for Independence (IDA)
- Literacy Support



## 5-2024

### Contracts/Amendments:

- Drug Free Communities (DFC) for SSAY Coalition  
Grant Period: 10-1-2023 to 9-30-2028  
\$125,000 per year
- ECS: Parent's Place, ongoing
- Housing Dept: parenting support for our Homeless Shelters, ongoing

### In Progress:

- DFC: Wilma Fortich, the new Project Coordinator continues to gain understanding of the Coalition, and take on more duties. She has been scheduling dates to meet with a variety of non-school related youth groups, to conduct surveys and focus groups over the summer. Monthly meetings will move to all hybrid, beginning in June.
- Parent's Place: Meetings continue being offered at both ECS centers in Amador. One class monthly for each location, lone parents and Jackson parents. EHS and HS parents / caregivers are combined at each center.
- Homeless Shelters: Monthly classes are offered at the Sonora and Jackson family shelters.
- Outreach work continues. I attend approximately 8 – 10 different Amador County coalitions, councils, roundtables, and organizations, sharing information about ATCAA's services.

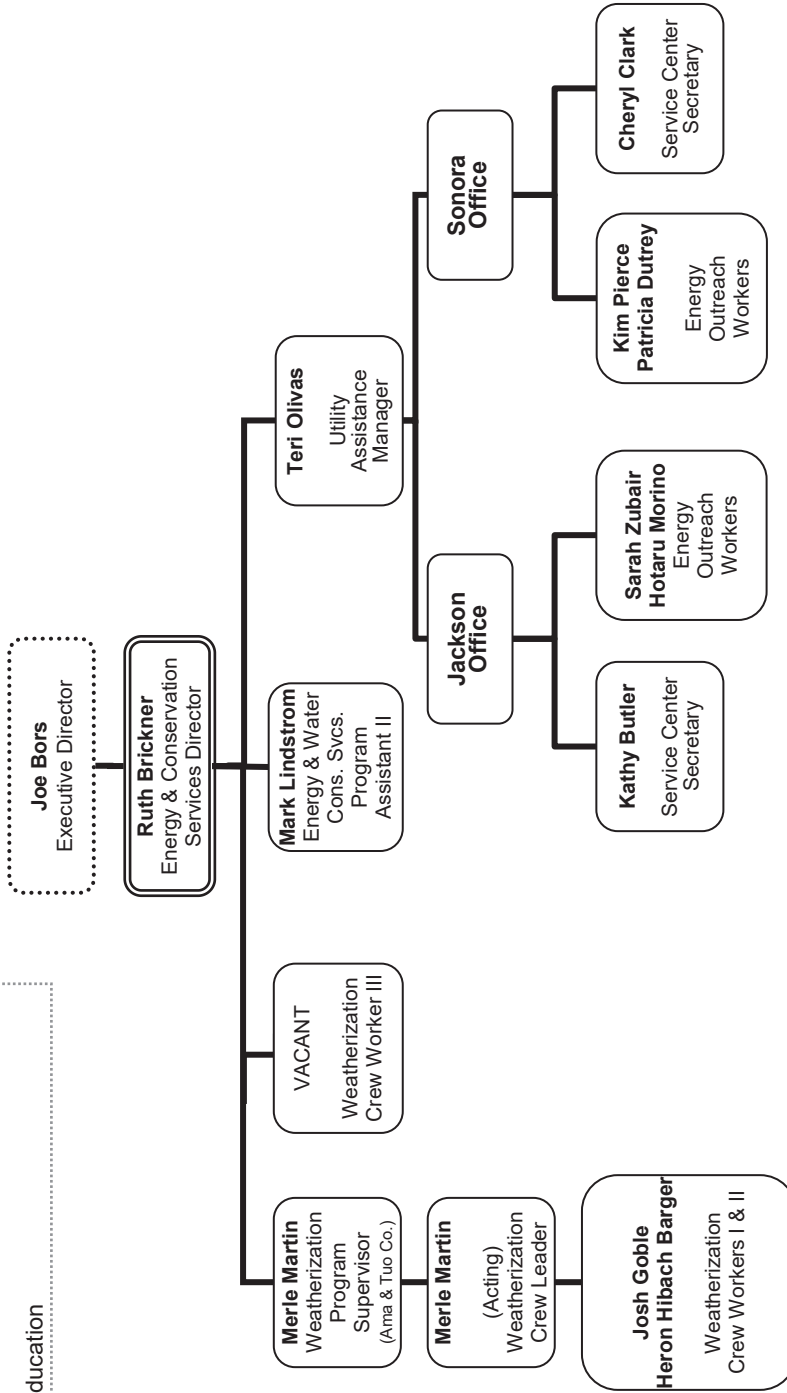
### Accomplishments:

- In May, we were able to negotiate a 5-year MOU between the SSAY Coalition and ACUSD, and are awaiting approval by the School Board on June 12<sup>th</sup>. This will allow access to students, staff, and parents to conduct surveys, focus groups, and substance use prevention presentations, beginning with summer school students. Wilma Fortich, SSAY Project Coordinator, has made great inroads connecting with the ACUSD, where she was an educator. June 9<sup>th</sup>-13<sup>th</sup>, Joe Bors, Wilma F, and I will attend the final CADCA training, in-person in Bellevue, Washington. Monthly meeting attendance remains steady with 8-14 community members.
- Parent's Place at JX ECS has been averaging 4-6 participants monthly, and lone ECS 3-5. Head Start year has ended, but I will continue to meet with EHS parents at both centers during the summer. Family Advocates at both centers still share topic videos with parents/caregivers. Participants who have attended, report they are successfully applying the tips and ideas covered in class.
- In May, both shelters had participants for parenting discussions. 3 in Jackson, and 5 in Sonora.
- Outreach efforts continue to connect ATCAA with a variety of collaborations and opportunities. The SSAY Project Coordinator has been attending select meetings to network, offer updates and promote the SSAY Coalition.

**Energy & Conservation Services**

**Amador, Calaveras & Tuolumne Counties**

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



Program Volunteers  
AmeriCorps Members

**Contracts/Amendments**

- 3126.1 2023 LIHEAP for \$1,214,294 100% Complete
- 3126.2 2023 ESLIHEAP for \$926,741 87% Complete
- 3127.1 2024 LIHEAP for \$1,301,536 17% Complete
- 3425.1 2022 LIHWAP for \$82,759 99% Complete
- 3450.1 2023 TSIRWMA Well Testing for \$38,400 04% Complete

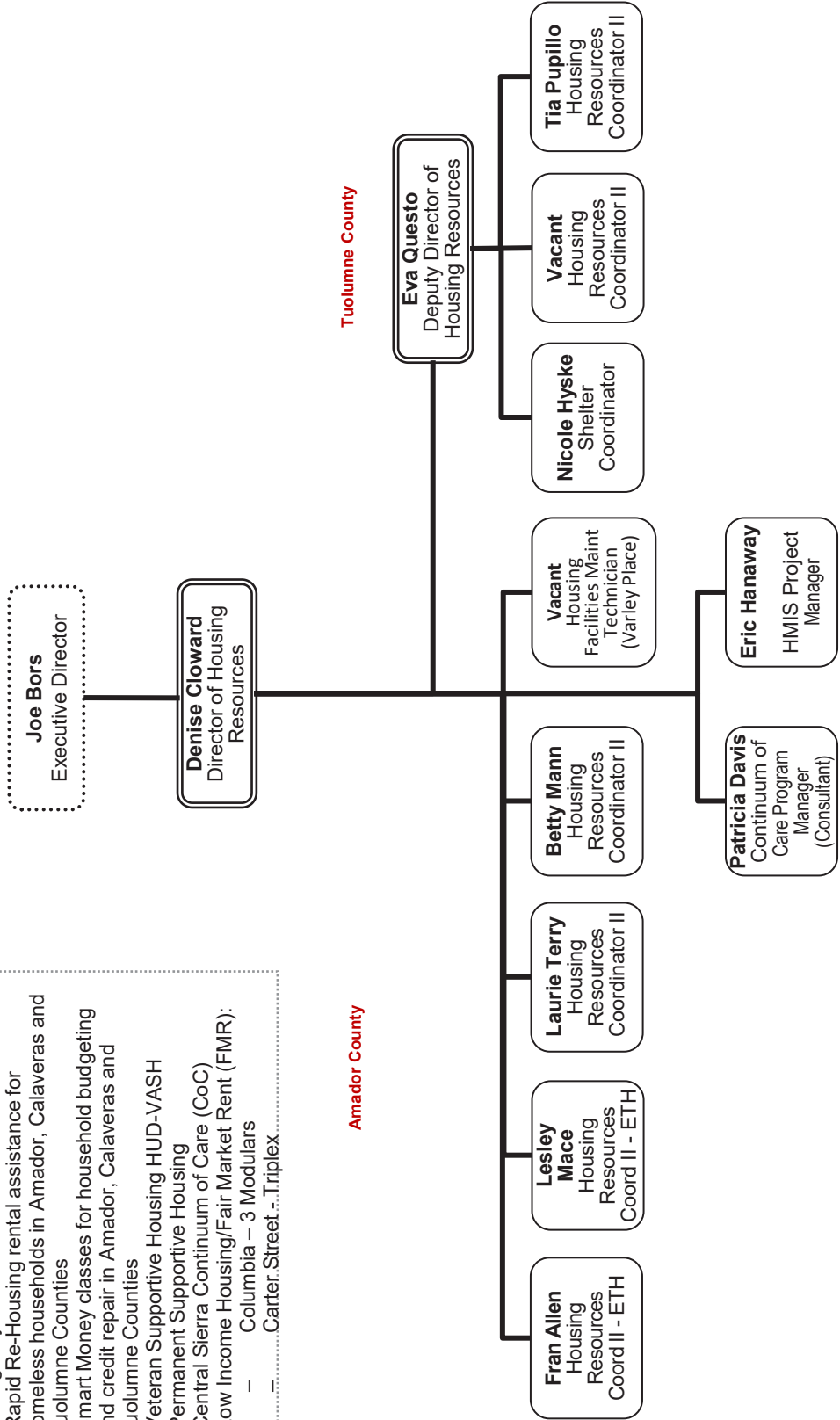
**Accomplishments**

- Applied for DOE WAP Grant of \$40,000
- Merle Martin, WX Program Supervisor, Contractor Class B License – Passed
- **ATCAA BOD approved MOA for Wx with Inyo/Mono (4/12)**
- **IMACA BOD approved MOA with ATCAA for Wx in Inyo / Mono (4/25)**

**In Progress**

- Ad for crew worker for Weatherization (still need one more crew member)
- Started T-Stan IRWM for Prop. 1 Water Conservation Grant for \$292,000
- Started BIL DOE WAP Contract for \$938,372

- 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 (CoC)
  - Low Income Housing/Fair Market Rent (FMR):
    - Columbia – 3 Modulars
    - Carter Street – Triplex



Central Sierra CoC



Contracts/Amendment

HDAP Amador County – in process FY 24/25 – 250K  
 Tuolumne County HSP- Renewal FY 24/25- 262K

Accomplishments

ESG CV Close outs  
 Chicken Ranch, collaboration Tribal HHAP R 3 Tuolumne County- Shallow rental subsidies for senior program  
 Housing training team lunch meeting  
 Community Corrections Partnership meeting Amador County, discuss PIT and new projects  
 HDIS State data review all programs in system cleared  
 Housing Inventory Count HIC- Submission to HUD  
 Inspections Columbia units- Stanislaus Housing Authority  
 HHAP R 5 Grant submitted w revisions on strategic plan and System performance measures  
 Tuolumne HHAP R 4 contract w Tuolumne Complete  
 Evaluations completed - employee x 2 and personal annual evaluation  
 HMIS Policies revisions to COC Board  
 CA-526 HUD Rep meeting  
 Main Tech Interviews

In Progress:

Open Hire Housing Maintenance Tech- Amador only  
 Open Hire HRC 2 Tuolumne County  
 Tuolumne Shelter mini grant- Public Health  
 Carter street apartment renovation/turn over  
 Health Care providers discussion- Coordinated Entry process ATCAA Reimbursement contract  
 Water street new garden boxes  
 Conversations with Jackson Rancheria-Tribal HHAP R 3  
 MOU Tuolumne Miwuk Health Clinic  
 Conversations/collaborations Rising Phoenix Veterans Housing Amador County- docs in process rental agreements, T-hose rules agreements

ATCAA will work with local ECM (Enhanced Care Management Partners to refer through CES and receive reimbursement in Spring 2025. ATCAA HMIS Manager trained first local Amador Congregation on Coordinated Entry System.

## Results of the California State Preschool Program Self-Evaluation for 2023–24

The California State Preschool Program (CSPP) self-evaluation included information from three areas and 20 measures to determine if ATCAA met California Department of Education (CDE) standards.

### Staff and board member participation in the program self-evaluation process.

- Staff collected data and monitored elements in every program service area as part of an ongoing self-evaluation process.
- The data collected was varied and included quantitative data (how many of something we were evaluating) and qualitative data (gives details or information about something).
- Policy Council representatives and ATCAA Governing Board members had opportunities to review the data, ask questions, and make suggestions about program improvement throughout the program year.

### Findings for areas that did not meet standards, and a list of tasks needed to improve those areas.

**Environmental Rating Scale-** *Did the program complete and environment rating scale to measure program quality and score at least an average of "5" on each subscale.*

**How we didn't meet standards:** We did not score an average of 5.0 or above in terms of meeting the criteria for discipline in the ECERS subscale.

- This was due to teachers in programs with new Site Supervisors and/or new teaching staff responding inconsistently to help children manage challenging behaviors.

### What we will do to correct this:

- Teacher training will continue to be provided in the Teaching Pyramid, the program's social/emotional curriculum.
- Coaching/mentoring around Teaching Pyramid will continue to be given to new teachers and teaching teams, to build and sustain consistent practices from teacher to teacher.
- Classroom environments will be set up to promote and enhance desirable behaviors, with developmentally appropriate items and activities that are engaging for children and are meaningful to them. The intent is to create optimal learning environments in which children are busy and engaged through active exploration and discovery opportunities, thus minimizing boredom and challenging behaviors.
- Teaching Pyramid support strategies/tools will be set up in the classrooms in designated areas, so that all teachers/children have access to the same resources.
- The preschool CLASS monitoring tool will continue to be used in the program, and teaching staff will continue to receive ongoing training and coaching around this tool, with a special focus on Behavior Management.

**Annual fiscal audit-** *Has the program submitted an acceptable financial and compliance audit.*

**How we didn't meet standards:** A complete annual fiscal audit was conducted in 2023 but was not submitted to CDE by the accounting firm conducting the audit until six days after the December 15<sup>th</sup> deadline.

### What we will do to correct this:

For 2024, the ATCAA Fiscal Officer will work with the accounting firm to conduct the audit in a timely manner so it will be submitted to CDE by the required deadline.

**Findings for areas that did meet standards, and a description of procedures to ensure those areas continue to meet standards.**

**Family selection**- *Are children selected in accordance with the priorities established by the CSPP program.*

**How we meet standards:**

- ATCAA has selection procedures that reflect the CSPP priorities.
- Children are prioritized on the waitlist according to a points system that is based on selection criteria.
- When a vacancy occurs, children are selected for enrollment according to their placement on the waitlist.
- To maintain an accurate waitlist, data entry on the database is checked against hard copies of eligibility documentation to ensure children are ranked correctly.

**Family eligibility requirements**- *Do families meet the eligibility criteria for enrollment in the program and is required documentation complete.*

**How we meet standards:**

- All families meet CSPP eligibility requirements.
- Hard copies of eligibility documentation, completed applications, and notice of action forms are maintained in children's files.
- Eligibility information in the database is compared with hard copies of eligibility documentation to ensure accuracy.
- Eligibility documentation and worksheets are reviewed by two staff members to ensure they are correct.
- Children's files are monitored three times a year to be sure all eligibility components and documentation are present in the files.

**Compliance with due process**- *Do parents receive written information about their responsibility to comply with program rules (parent handbook). Do parents receive a notice of action when appropriate, and information about how to appeal the agency's decisions in a notice of action.*

**How we meet standards:**

- All parents are given a parent handbook annually that contains information about their responsibility to comply with program rules.
- Parents receive notice of action forms for certifications, recertifications and when other actions are taken involving a child's enrollment in the program. A copy of the notice of action is maintained in the child's file.
- Families receive a verbal overview and a written handout about the appeal process during certifications and recertifications.
- To ensure certifications and recertifications are done correctly, staff use premade packets with a checklist, required forms, parent handbooks and informational handouts.
- Children's files have progress notes that list the actions taken for a family or child that are related to CSPP participation.
- Children's files are monitored three times a year to verify that required actions were completed.
- Staff carrying out CSPP certifications and recertifications are trained about regulations and new staff receive additional mentoring in these areas.

**Recording and reporting attendance**- *Does the program have policies and procedures about excused and unexcused absences and document attendance.*

**How we meet standards:**

- ATCAA policies and procedures are consistent with CSPP regulations about absences.
- Attendance is documented on daily sign-in and out sheets and entered in the database.
- Staff oversee sign-in and out when children are dropped off and picked up at school, and document information about absences.
- Information about attendance and the process for signing children in and out of school is included in the parent handbook that each family receives annually.
- Members of the management team check the information on sign-in and out sheets at the end of each month and compare that information with the data in the database to ensure accuracy.
- Managers review attendance records monthly to monitor excused and unexcused absences and, as needed, work with staff to form Attendance Support Plans with parents to improve child attendance.

**Parent involvement and education**- *Does the program share program goals and structure with families and provide effective two-way communication with parents.*

**How we meet standards:**

- Staff highlight opportunities for parent involvement during certifications and recertifications and that information is also in the parent handbook.
- Staff hold monthly parent meetings at each site and parents are encouraged to contribute their ideas about classroom activities and program structure during those meetings.
- Policy Council representatives meet with managers to discuss the program budget, goals, regulations, activities at different sites, and data from different services areas.
- Staff use the Remind system and phone calls to communicate with parents.
- Staff exchange in-person information with parents at drop-off and pick-up times, and during parent/teacher conferences and home visits. This information is documented in children's files and monitored during file checks.
- Staff provide a wide variety of educational materials and information for parents based on individual family needs and program goals for all families.
- Parent surveys are conducted every year and the data is used to inform family engagement practices and program goals.
- Parent involvement data is monitored monthly.

**Health and social services**- *Does the program identify child or family health and social services needs and make referrals to the appropriate agencies (including follow-up).*

**How we meet standards:**

- Family Assessments indicate if families need assistance with resources and if they would like to receive information about child development, parenting, health and safety, nutrition, wellness, school readiness, and advocacy.
- Family Advocates give parents referrals, help them access services, and follow-up to see if the services were useful.
- Family and children's needs are discussed during home visits and parent/teacher conferences.

- Family Advocates partner with parents to form family goals that include timelines, benchmarks, and needed resources. These goals and follow-up are entered in the database, and family goal planning forms are placed in the children's files.
- Referral, Family Assessment, and family goal data is monitored regularly.
- Staff receive regular training about Family Assessments, children's health and dental screenings, helping parents establish medical and dental homes, family goals, and the referral process.

**Site licensure-** *Does each site have a current license from Community Care Licensing.*

**How we meet standards:**

- All sites are licensed through Community Care Licensing.
- Licenses are posted at each site and maintained at the main office.

**Staff/child ratios-** *Are applicable staff/child ratios met for each age group.*

**How we meet standards:**

- There are sufficient staff at all sites to meet applicable staff-child ratios.
- Active supervision procedures and plans also have requirements about the number of children and staff at sites. This process includes the use of whiteboards, zoning plans and staff communication strategies.
- Active supervision training is carried out for all staff annually, and staff-child ratios are a part of the active supervision monitoring that occurs throughout the program year.

**Nutrition needs-** *Does the program provide for the nutrition needs of the children in attendance.*

**How we meet standards:**

- ATCAA follows CACFP guidelines for meal components and portion size for children.
- Meals for children are prepared on-site according to commercial food service requirements and are low in sodium, fat, and sugar.
- All Center Assistants preparing meals have a Serv Safe Food Handlers Card and menus are approved by a registered dietician.
- Procedures are in place for children with food allergies and dietary restrictions, and this information is documented at the sites, and in the children's files and the database.
- Sites are monitored at least three times a year for food quality, safety, and sanitation, and to ensure compliance with CACFP guidelines.
- Meal counts taken at the time of service and meal production forms are reviewed monthly and compared to the information on the database to ensure accuracy.

**Desired Results Developmental Profile-** *Does the program carry out DRDP assessments for children and parent surveys for parents and use the data to conduct age-appropriate activities and monitor for family involvement and satisfaction.*

**How we meet standards:**

- DRDP assessments for children are carried out three times during the program year, including a first assessment within 60 days of enrollment.
- DRDP data is analyzed by an independent consultant to determine trends that inform the development of school readiness goals for the entire program.

- Teaching staff using site level DRDP data when developing lesson plans and individual child DRDP data when forming children's goals with parents.
- DRDP assessments, lesson plans, and children's goals are monitored by the Education Manager.
- Desired Results parent surveys are conducted in the spring of each year. Parent survey data is used to help determine family engagement and staff training plans.
- Desired Results data is used in the development of program goals for the coming year.

**Qualified staff and director**- *Are program staff and the director qualified for the positions they hold (credentials, certificates, and degrees).*

**How we meet standards:**

- Staff are qualified for the positions they hold.
- Managers monitor the educational level, training and permits/credentials held by staff and that information is entered and tracked in the database.
- Before hiring new staff, their qualifications are reviewed to ensure compliance with regulations.
- The mentor/coach tracks Child Development Permits and assists staff with attainment or renewal of their permits.

**Staff development program**- *Has the program developed and implemented a staff development program.*

**How we meet standards:**

- New staff go through an onboarding process that includes new hire orientation and essential training such as mandated reporting, blood borne pathogens, active shooter incidents, fire extinguisher use, safe food handling, trauma informed practices etc.
- New staff are assigned a mentor or coach to help them learn about the procedures and skills needed to be successful in their positions.
- All staff receive regular training starting with preservice training in August and continuing with training days throughout the program year.
- Staff training plans are based on data such as ECERS and CLASS monitoring, site observations and file monitoring, staff and parent surveys, focus group discussions, screening and assessment information, and child mental health observations.
- Training records are maintained for staff in the database, and the training goals that are a part of each staff member's annual performance evaluation are tracked as well.

**Refrain from religious instruction**- *Does the program refrain from religious instruction and worship.*

**How we meet standards:**

- ATCAA programs do not provide religious instruction or worship. This information is posted at all our sites and is included in the parent handbook given to all families each year.

**Inventory records**- *Does the agency maintain an inventory record for all equipment and disposable items with an estimated useful life of more than one year purchased in part or in whole with contract funds.*

**How we meet standards:**

- Equipment management is carried out by ATCAA ECS staff. Managers determine the need for equipment and follow the ATCAA procurement policy and procedures to purchase, acquire, and as needed, dispose of equipment.
- ATCAA ECS staff track property and carry out a physical inventory process. Inventory records are maintained at the ECS offices.
- Safeguards to prevent or investigate the loss, damage or theft of property including alarm systems and surveillance equipment at sites.
- The program has a dedicated maintenance worker who monitors all sites and facilities to ensure they are in good repair and safe.

**Annual evaluation plan**- *Has the program developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement.*

**How we meet standards:**

- Areas identified as needing improvement during the program self-evaluation are included as part of program goals for the following year.
- The program goals have objectives that guide the management team and help ensure completion of necessary tasks.
- Staff and Policy Council representatives are also kept apprised about progress is being made towards completing program goals. This process revision as needed to ensure objectives are met in a successful manner.

**Fiscal reporting**- *Has the program submitted a report to CDE that is consistent with the laws for state or federal fiscal reporting and accounting.*

**How we meet standards:**

- ATCAA has submitted the required quarterly reports and is in compliance with state laws and federal fiscal reporting and accounting under the Federal Uniform Guidance and Generally Accepted Accounting Principles.

## 2024-25 Program Goals and Objectives

<p><b>Strategic Plan Goal: Engage parents to promote positive parenting skills and program involvement</b></p>
<p><b>Objective from the Strategic Plan</b>  <i>Parents will receive training about promoting children’s social and emotional skills by using the parent component of the Teaching Pyramid model.</i></p>
<p><b>2024-25 Objective</b> (Revised from 2023-24)</p> <ul style="list-style-type: none"> <li>• Provide a series of in-person and/or Zoom workshops for interested parents, based on Winning with Wellness and Teaching Pyramid for Families strategies, to support parenting skills and positive parent/child relationships.</li> </ul>
<p><b>Objective from the Strategic Plan</b>  <i>Parents will receive training and information about health, parenting, and school readiness topics that will lead to positive child outcomes.</i></p>
<p><b>2024-25 Objective</b> (Revised from 2023-24)</p> <ul style="list-style-type: none"> <li>• Provide online or in-person CPR, first aid, food safety and other health-related training for interested parents.</li> </ul>
<p><b>Objective from the Strategic Plan</b>  <i>All parents will receive training about promoting oral health, establishing a dental home, understanding dental screenings, and taking children to regular dental visits.</i></p>
<p><b>2024-25 Objective</b> (Revised from 2023-24)</p> <ul style="list-style-type: none"> <li>• Ensure that all Head Start and Early Head Start children have a dental home, are seen by a dentist, and receive follow-up treatment.</li> <li>• Continue outreach and strengthen collaborations with providers contacted in 2023-24.</li> <li>• Continue to collaborate with community partners and First 5 to expand access to dental services, especially in Amador County.</li> </ul>
<p><b>Objective from the Strategic Plan</b>  <i>Parents will engage in a wide variety of opportunities to volunteer in the program, enhance their parenting and job skills through volunteering, and increase their sense of community and positive relationships with their peers.</i></p>
<p><b>2024-25 Objective</b> (Continued from 2023-24)  Expand ideas for volunteerism so at least 25% of parents with enrolled children participate in the program inside or outside of the classroom.</p>



<b>Strategic Plan Goal</b>	<b>Provide enhanced training and professional development for staff</b>
<b>Objective from the Strategic Plan</b>	
<i>All new hires, apprentices and volunteers will receive comprehensive training that thoroughly prepares them for their positions, and gives them a solid grounding in program policies, procedures, and best practices in caring for and educating young children. As part of this process, supervisors will be taught how to effectively train staff.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>Continue to explore and create training plans and tracking systems to support professional development for Teachers, Family Advocates, Home Visitors, Center Assistants, and volunteers.</li> </ul>	
<b>2023-24 Objective</b> (New for 2024-25)	
<ul style="list-style-type: none"> <li>Create and implement a plan to train Lead Center Teachers about effective leadership, management, and supervision.</li> </ul>	
<b>Objective from the Strategic Plan</b>	
<i>All staff will receive training and professional development that will align with the goals in their annual evaluations and prepare them for advanced roles in the program if desired. Tracking systems will be designed and implemented to facilitate this process.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>Document the training needs of Home Visitors, Family Advocates and Center Assistants based on the professional development goals included in their performance evaluations.</li> </ul>	

<b>Strategic Plan Goal</b>	<b>Strengthen transitions to kindergarten</b>
<b>Objective from the Strategic Plan</b>	
<i>Increase communication and collaboration with kindergarten/TK teachers to promote positive child transitions to kindergarten/TK and scholastic success.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>Work with Resource &amp; Referral agencies, community partners, and UPK groups to establish effective birth to kindergarten support systems that promote children’s healthy development and school readiness/life skills.</li> </ul>	
<b>Objective from the Strategic Plan</b>	
<i>Parents will be supported in their children’s transition to kindergarten, be familiar with receiving schools’ staff, campus, and procedures, and know their rights as parents in the elementary school system.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
Utilize information from community partners, and updated information about early learning programs, kindergarten, and TK to assist parents in making informed decisions about which UPK option is best for their children and families.	

<b>Strategic Plan Goal</b>	<b>Build resiliency and self-care practices</b>
<b>Objective from the Strategic Plan</b>	
<i>Staff, parents, and children will be aware of and utilize strategies to reduce stress and promote personal well-being.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>• Embed Winning with Wellness and Blue Zone information in training and meetings for parents/guardians and staff to promote ways to reduce adult and child stress and increase family well-being.</li> <li>• Collaborate with the Blue Zone Project to implement strategies and create work environments that support staff wellness and productivity.</li> </ul>	
<b>Objective from the Strategic Plan</b>	
<i>Train all staff about trauma and its effects, and how to implement trauma informed practices.</i>	
<b>2023-24 Objective</b> (Revised from 2022-23)	
<ul style="list-style-type: none"> <li>• Provide training for staff about de-escalation strategies to help families experiencing distressing situations.</li> <li>• Continue to refine family and child support team procedures to assist families experiencing crisis or children consistently using challenging behavior to meet their needs.</li> </ul>	

<b>Strategic Plan Goal</b>	<b>Stable staffing and facilities</b>
<b>Objective from the Strategic Plan</b>	
<i>Based on Community Assessment data, establish facilities that are in good repair, safe, meet the developmental and learning needs of children, and provide a "user friendly" work environment for staff at all Head Start, State Preschool, and Early Head Start programs.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
Continue to evaluate Community Assessment data, and dialog with our Head Start Program Specialist, the management team, staff, parents, ATCAA's Executive Director, and our governing bodies, to determine the best sustainable program structure for the Head Start and Early Head Start programs in Amador County and Tuolumne County.	

<b>Program Goal</b>	<b>Reach and Maintain Full Enrollment in Early Head Start and Head Start</b>
<b>2024-25 Objective</b> (Revised from 2023-24)	
Follow our Full Enrollment Initiative Plan objectives and action steps, and continue the collaboration between T/TA staff, ECS staff and managers, parents, Policy Council, and community partners to reach and maintain full enrollment in Early Head Start and Head Start programs.	


**OFFICE OF HEAD START**

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
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**INFORMATION MEMORANDUM**

**TO:** All Head Start grant recipients

**SUBJECT:** Strategies and Recommendations for Supporting Mental Health

**PURPOSE:** This Information Memorandum (IM) highlights the Head Start Program Performance Standards and related strategies for integrating mental health supports across all Head Start programs.

**BACKGROUND:**

Head Start programs, including preschool programs, Early Head Start programs, Migrant and Seasonal programs, and American Indian and Alaska Native programs, have a long history of providing comprehensive services alongside early education services. They support a program-wide culture that promotes children's mental health and social and emotional well-being. Children's mental health is foundational for family well-being, children's overall healthy development, and long-term success.<sup>1</sup> In recent years, Head Start programs have called for guidance on how to be more intentional in integrating **mental health supports** into programs. These calls stem from a reported rise in behavioral and developmental concerns, higher rates of staff turnover, and limited availability of specialized mental health services. This IM provides evidence-informed mental health strategies and associated resources that can help address these challenges as part of a renewed effort across federal early childhood funding agencies to integrate mental health supports into programs.

To integrate mental health supports effectively into Head Start programs, it is important to first understand and destigmatize what is meant by "mental health." Young children's mental health, often referred to as early childhood mental health (ECMH), is not mental illness. Rather, it is the same as **social and emotional development** and well-being. It is a child's capacity to express and regulate emotions, form trusting relationships, explore, and learn — all in the cultural context of family and community. ECMH approaches should support every child's development of social and emotional skills, in addition to providing specialized supports for the up to 20 percent of children under the age of 5 who experience social and emotional difficulties.<sup>2</sup>

Strengthening the focus on mental health is particularly appropriate given the Head Start program's mission to serve the most vulnerable children and families and break the cycle of poverty. Individuals living in high-poverty neighborhoods often have less access to high-quality resources and supports compared to individuals living in low-poverty neighborhoods, and are more likely to have worse mental health outcomes as a result.<sup>3</sup> Furthermore, Black, Indigenous, and People of Color (BIPOC) families<sup>4</sup> and families in remote or rural areas have less access to mental health and substance use services.<sup>5</sup> BIPOC families, including families in tribal communities, are disproportionately affected by chronic stress resulting from structural racism and historical trauma, which further narrows access to services they can trust.<sup>6</sup>

Head Start programs play a vital role in addressing ECMH and reducing disparities in ECMH, because they focus on the whole child as well as partner with families and communities. Family-focused efforts in particular ensure children's mental health continues to be supported in the long-term, after children transition to kindergarten. Many Head Start programs have already adopted **diverse strategies** to address ECMH. Programs support family well-being and staff-wellness, which ensures caregivers are well equipped to support ECMH. They directly support the child by strengthening relationships with responsive caregivers, such as **parents** and **early childhood staff**, which is the foundation of ECMH. They provide stable, nurturing environments in which children can safely learn and practice social and emotional skills, and partner with families to do the same at home. Head Start staff build trusting relationships with families and partner within the community to identify and leverage resources. These steps make it more likely that mental health supports will meet the needs of families and make a difference.

Although there are many ways mental health can be supported in Head Start programs, it is important for programs to develop a comprehensive, integrated early childhood mental health approach that promotes child and adult mental health, prevents concerns from developing, and supports early identification and referrals for treatment when needed. Using a continuum<sup>7</sup> of mental health supports ensures every child and family receives the appropriate level of care. This continuum includes:

1. Mental health promotion – An approach aimed at strengthening positive aspects of mental health and well-being and is focused on setting children and families up for success.
2. Prevention services and supports – An approach aimed at reducing the likelihood of future disorders in the general population or for people who are identified as at risk of a disorder.
3. Access to mental health treatment – Interventions are delivered to people who continue to be at risk after engaging in prevention services or have been diagnosed with a mental disorder.

The Office of Head Start (OHS) continues to strongly encourage grant recipients to use quality improvement funds available to all Head Start, Early Head Start, American Indian and Alaska Native Head Start, Migrant and Seasonal Head Start, and Early Head Start-Child Care Partnership grant recipients to support these strategies and invest in mental health supports across roles and program service areas. Suggestions of allowable uses for quality improvement funds as specified in the Head Start Act can be found in the **FY 2023 Head Start Funding Increase Program Instruction**.

For Head Start State Collaboration Offices and recipients closely working with states, it may be of interest to review **related program guidance**.

## **GUIDANCE:**

### **Strategies and Recommendations to Support Mental Health**

#### **Increase Mental Health Promotion**

1. A focus on social determinants of health, or the conditions in which individuals are born, grow, live, work, and age, can lead to better mental health outcomes and prevent future mental illness. To promote social conditions that support family well-being, such as family safety, health, and economic stability, programs are encouraged to develop innovative two-generation approaches that leverage community partnerships and address prevalent needs of children and families (**45 CFR §1302.50(a–b)**). To achieve this, programs can:

- Create authentic partnerships with families using the **Building Partnerships with Families Series** as a guide. Programs can support family mental health and well-being by using the family assessment and partnership process to help families with their biggest life stressors.
- Update the program's intake process with families to include targeted discussions on mental health, such as the families' perceptions about mental health and addressing potential stigma. Include information on mental health supports in the program, such as mental health consultation services and resources and supports available in the community.
- Establish formal and informal **check-ins with families** with the intent to support family mental health. For example, build in time during parent-teacher conferences to discuss how families are doing, create a drop-box for parents to discreetly communicate their needs to staff, and devote time in every parent meeting to wellness activities.

- Invite the mental health consultant to introduce themselves at program events, such as an “Open House” to explain the Head Start program’s commitment to supporting mental health. This is an opportunity to familiarize parents with the mental health services available to them, including the role of the mental health consultant and how consultation is used throughout the program.

2. To promote family well-being, programs must collaborate with parents by providing mental health education support services. These services include opportunities for parents to learn about healthy pregnancy and postpartum care that encompasses mental health and substance use treatment options (**45 CFR §1302.46(a)**). To achieve this, programs can:

- Offer opportunities for families to connect to **talk about their child’s development**, how they are coping with potential stressors, and what resources they are using. Create a parent group, either virtually or in person, that serves as a space for parents to express their emotions, thoughts, and feelings. For guidance on facilitating this activity, refer to **Leading Online Parent Meetings and Groups**.
- Provide training and opportunities for parents to learn about children’s health, well-being, and mental health (i.e., in person trainings, virtual trainings, resources/handouts, etc.), as well as developing safe, stable, and nurturing relationships and environments. For example:
  - Use the mental health consultant to provide group wellness sessions with parents. In these sessions include information on resources in the community and how to access these resources.
  - Invite speakers from mental health and substance use agencies to give talks about mental health and substance use.
- Regularly check in with families about providing supports for their own mental health and well-being, such as education materials on **reducing stress** and **understanding depression**.
- For pregnant women and expectant families enrolled in Early Head Start services, include a mental wellness check during the newborn visit that a program must provide to each mother and baby within two weeks after the infant’s birth (**45 CFR §1302.80(d)**). These mental wellness checks are geared towards the parent or family members caring for the child and can be incorporated into a daily health check. Consider incorporating screenings for adult mental health, including **depression** and **substance use**, with appropriate guidance from a mental health professional.

3. To promote staff well-being, programs must make mental health and wellness information available to staff regarding issues that may affect their job performance and must provide staff with regularly scheduled opportunities to learn about mental health, wellness, and health education (**45 CFR §1302.93(b)**). To achieve this, programs can:

- Implement identified policies, procedures, and strategies to support staff wellness that are informed by program data, such as those described in **ACF-IM-HS-21-05 Supporting the Wellness of All Staff in the Head Start Workforce**. It is important to gather feedback from staff on their **well-being** and **job satisfaction**, as well as wellness strategies, to determine if refinements or improvements are needed.
- Provide program leaders with foundational training in supporting workforce mental health such as through the **National Child Traumatic Stress Network (NTCSN)**. The NTCSN offers resources and trainings on a wide range of topics, including strategies to prevent, recognize and address secondary traumatic stress, which may be experienced by Head Start staff caring for children affected by trauma.
- Consider establishing communities of practice or **reflective supervision** groups that help directors and managers focus on creating safe environments and communications that convey to staff that it is safe to disclose and receive support if and when they experience mental health challenges.
- Promote employee assistance services and build a culture to address the stigma of seeking help for mental health reasons. Raise employee awareness around free or low-cost mental health supports available, such as benefits included in health insurance plans.

4. To promote child well-being, a program must ensure staff, consultants, contractors, and volunteers implement positive strategies to support children’s well-being (**45 CFR §1302.90(c)(i)**). To facilitate implementation of positive strategies, programs can:

- Train staff, consultants, contractors, and volunteers to have basic knowledge of developmentally appropriate strategies to support positive behaviors. Since developmental expectations and appropriate strategies may

differ depending on a child's age and developmental skills. Staff working with **preschool-age children**, may still benefit from a basic understanding of how to support **infants and toddlers**.

- Ensure staff understand that **following children's lead** in structured play activities is an impactful way to understand children's developmental skills, identify and offer positive attention to their strengths, and practice self-regulation skills in a controlled environment.
- Make sure learning environments are designed to support children's self-regulation. This could include creating "**cozy spaces**" that are clearly visible to adult supervision where children can go if they are feeling overwhelmed. Similarly, spaces can be created with activities or sensory materials as places to express energy. These types of spaces are designed so that teachers can still observe the child or children who are in them, while also providing them the needed supports to self-regulate.
- Partner with families to understand the development, communication style, strengths, and **temperament** of each child in order to establish predictable routines, transition strategies, and developmentally appropriate behavioral expectations for children in the program.

### **Increase Prevention Services and Supports**

5. To support children's ongoing social and emotional development, programs must provide supports for effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns (**45 CFR §1302.45(a)**). To achieve this, programs can:

- Implement an **all-hands-on deck** approach by creating a multidisciplinary team that works together in your program to support children's mental health. This team can be comprised of individuals that already work with the child or family across disciplines. The benefit of having a team of professionals with multiple perspectives (i.e., mental health, early childhood, special education, family service, health, nutrition, etc.) is that it ensures the most comprehensive approach to support the needs of a child and family.
  - For example, consider ways to integrate prevention-focused approaches such as the **Pyramid Model** with mental health supports such as mental health consultation.
- Seek direct guidance from a mental health or child development professional to ensure that findings from developmental screening and assessment required in **45 CFR §1302.33**, including social and emotional screenings, are used when making a referral to determine if the child is eligible for services through **IDEA** or **section 504 of the Rehabilitation Act**. While programs wait for an eligibility evaluation and possible services, programs can consider an **individualized approach** to support positive behaviors and teach new skills.
- Review your program's educational curriculum to ensure it offers appropriate **social and emotional learning** opportunities, including intentionally planned learning experiences to help practice self-regulation skills. If you notice that many children in the group need social and emotional development support, spend some time intentionally embedding more of the experiences and activities from your curriculum that support these skills. Work these activities and supports into your daily routines and revisit them as needed to ensure children are developing skills in this area.
- Implement a systems-level approach for adult regulation such as the "Tap-In/Tap-Out" system<sup>8</sup> when an education staff member is feeling frustrated, overwhelmed, or otherwise dysregulated. This strategy allows for education staff to engage another staff member from a predetermined list to "tap-in" and cover the class. The education staff member can then "tap-out" and engage in strategies for accessing a calm state before returning to the learning environment.

6. Infant and early childhood mental health consultation (IECMHC) is a prevention-based approach. Mental health consultants work with Head Start leaders, staff, and families to support children's healthy social and emotional development. Grant recipients have shared that it can be challenging to obtain mental health consultants, particularly in rural areas. A few strategies for building mental health consultation access include:

- Encourage existing staff to use educational benefits, such as tuition and fee support, to work towards mental health consultant qualifications. These and other strategies are described in **ACF-IM-HS-22-06 Strategies to Stabilize the Head Start Workforce**.

- Reach out to mental health organizations and other early childhood programs to identify potential partners for mental health consultation services. For example, ask other local Head Start or early childhood programs, home visiting programs, and state or tribal **early care and education offices** how they find mental health consultants. Ask local pediatricians, community health clinics, and hospitals where they refer children and adults for mental health services. After identifying possible partners, reach out to orient them to the role of mental health consultation in Head Start programs and explore potential collaborations.
- Prioritize finding a mental health professional who is familiar with the families in your program or community. Your Head Start program can help them learn about child development, group care, the culture of your program, relevant HSPPS, and IECMHC.
- Consider implementing approaches such as **telehealth or remote consultation**, especially in rural areas, while efforts to build capacity for in-person mental health consultation are underway.<sup>9</sup>
- Consult IECMHC.org's **interactive map of consultants**.

7. To ensure mental health consultants engage in prevention-focused activities, programs must ensure the mental health consultant assists, at a minimum, with the requirements listed in 45 CFR §1302.45(b). To achieve this, programs can:

- Provide professional development opportunities for staff during onboarding and periodically after. For example, the **Foundations of Infant and Early Childhood Mental Health Consultation iPD Course** can ensure that all staff understand that IECMHC is a way to grow the capacity of adults to support the child's social and emotional well-being, rather than a direct intervention or treatment approach.
- Use the expertise of the mental health consultant at a programmatic level, in addition to consulting at the level of specific children, families and classrooms. For example, the mental health consultant can help program leaders and staff explore strategies for enhancing systems that support staff well-being. They can also help design program-wide policies and procedures related to mental health supports, such as positive discipline or screening and assessment practices.

### Access to Mental Health Treatment

8. Programs must build community partnerships to facilitate access to additional mental health services as needed (45 CFR §§1302.45(a)(4), **1302.53(a)(2)**, 1302.80(c)). To achieve this, programs can:

- Consult with your Health Services Advisory Committee on local opportunities and potential partnerships. Identify grant funds available in your local community that are designated to support early childhood mental health. For example:
  - Partner with local **Certified Community Behavioral Health Clinics (CCBHCs)**. CCBHCs are designed to ensure access to coordinated comprehensive behavioral health care. CCBHCs are required to serve anyone who requests care for mental health or substance use, including developmentally appropriate care for children and youth, regardless of their ability to pay, place of residence, or age.
  - Leverage community health workers, family navigators, **promotores**, and peer specialists to reduce mental health stigma and provide support to families navigating mental health systems and other systems that address social determinants of health.
- Use resources that offer expertise in culturally grounded mental health practices, such as partnering with tribal healers to connect families to traditional ways of healing.
- Build partnerships with local colleges and universities that may provide sliding scale mental health services through their mental health training clinics. A sliding scale is a flexible fee structure or payment system that asks a client to pay based on their ability to do so.
- **Facilitate access to community** enrichment activities that can both protect and promote child and family mental health (i.e., sporting activities, cultural events, religious organizations, farmers' markets, and play groups).
- Assess **barriers to obtaining mental health services** and provide supports based on this assessment to facilitate access. Examples could include providing transportation from the program to clinics or providing families with private spaces equipped with appropriate technology to access tele-mental health services

These evidence-informed mental health strategies can support Head Start programs in intentionally integrating mental health supports across their program. They can address challenges programs face such as behavioral and developmental concerns, staff burnout, and the limited availability of specialized mental health services. The accompanying **appendix** includes more specific resources to support these recommendations.

OHS will continue to work with programs to support the mental health of children, families, and staff in Head Start programs. Please direct any questions about the content of this IM to your OHS regional office.

Thank you for all you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin/

Khari M. Garvin  
Director  
Office of Head Start

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**OFFICE OF HEAD START**

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-PI-24-04	2. Issuance Date: 05/13/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Eligibility; MSHS; Migrant and Seasonal Head Start; Consolidated Appropriations Act; Fiscal Year 2024	

**PROGRAM INSTRUCTION**

**TO:** All Head Start recipients, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

**SUBJECT:** New Eligibility Provisions for Migrant and Seasonal Head Start programs

**INSTRUCTION:**

On March 23, 2024, President Biden signed the **Further Consolidated Appropriations Act, 2024 (Public Law 118-47)**, which provides fiscal year (FY) 2024 appropriations for several federal departments and agencies. This spending bill funds Head Start programs through the remainder of the fiscal year. The Office of Head Start (OHS) funding changes for FY 2024 are detailed in a separate Program Instruction (PI), **ACF-OHS-PI-24-02**. This PI describes changes to eligibility requirements for Region XII, Migrant and Seasonal Head Start (MSHS) recipients in Section 239 of the Further Consolidated Appropriations Act, 2024.

The new provision expands opportunities for MSHS programs to more effectively serve the families they were designed to serve. Our nation's rich agricultural history has always featured the incredible resilience of farmworkers and their families. MSHS programs take great pride in supporting the legacy of these families and offering new opportunities for future generations.

**Implementation of the New Eligibility Provision**

This provision specifies that in FY 2024, and every year after, MSHS programs can serve any age-eligible child who has one family member whose income comes primarily from agricultural employment as defined in Section 3 of the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. 1802), regardless of total family income.

In accordance with the Head Start regulations at 45 CFR §§**1302.14** and **1302.11(b)**, programs are required to annually establish selection criteria that weigh the prioritization of participants based on needs identified in the community needs assessment. MSHS programs must still follow these requirements and use selection criteria to enroll children who would benefit most from their services, prioritizing the children of migrant farmworker families. Programs do not need to update their selection criteria at this time. However, if a program opts to change its selection criteria in response to the new provision in Section 239, it must engage in consultation with and obtain approval from its governing body and policy council. The program can then begin using the updated criteria. Additionally, all programs must include their selection criteria in their annual refunding application.

One unique characteristic of MSHS eligibility is a family connection to agricultural employment. To be eligible for a MSHS program before the passage of this provision, a family had to show that their income came primarily from agricultural labor, in addition to meeting income eligibility or other criteria for Head Start services. However, it has become increasingly less common for agricultural work to be the primary source of a family's income. Agricultural work has become less available or stable due to unpredictable weather events and higher pay in other industries.

This new law addresses such barriers while maintaining the MSHS connection to agricultural work. Now, a child is eligible if at least one family member's income comes primarily from agricultural work. To make this determination, a program must verify that more than 50% of the individual's income comes from agricultural work. The new provision also reiterates the requirement that MSHS programs prioritize farmworker families who would benefit most from their programs — especially migrant farmworker families who have relocated frequently within the past two years to pursue agricultural work.

Per Section 239, for the purposes of eligibility, MSHS programs are now required to collect income information from only one family member to determine whether the individual's income comes primarily from agricultural work. However, if a MSHS program decides to use income as part of its selection criteria to support making determinations regarding families most in need, it should collect income information from the entire family accordingly.

This new law is effective immediately. It applies this fiscal year and for all future years. However, no child who is currently served in a MSHS program should have their enrollment disrupted to accommodate new enrollees who may qualify based on this change.

### **Additional Details on Eligibility, Recruitment, Selection, Enrollment, and Attendance Requirements**

Due to this statutory change, the Head Start Program Performance Standards (HSPPS) on eligibility now reflect some outdated requirements. To update the HSPPS, OHS must engage in a rulemaking process.

In the interim, where there is misalignment between the Further Consolidated Appropriations Act, 2024, and existing HSPPS eligibility requirements, MSHS programs should follow the new statutory provision in Section 239. For example, MSHS programs are no longer required to adhere to income eligibility requirements under **45 CFR §1302.12(c)**. However, these programs are still required to verify eligibility under 45 CFR §1302.12(f) based on the income of one family member coming primarily from agricultural employment.

While this new law changes income eligibility requirements, other HSPPS for eligibility, recruitment, selection, enrollment, and attendance remain. For example, programs must still adhere to age eligibility requirements (45 CFR §1302.12(b)). Per **45 CFR §1302.13**, programs also must develop and implement a recruitment process designed to actively inform all families within the recruitment area of the availability of program services and encourage and assist them in applying for admission to the program.

Please note, as emphasized in Section 239, a MSHS program is still required to prioritize migrant families who move multiple times within a two-year period for enrollment. Existing enrollment (**45 CFR §1302.15**) and attendance (**45 CFR §1302.16**) regulations also remain.

### **Definitions**

This new statutory language does not change the definition of **family** in the existing HSPPS. The definition of **migrant family** is now outdated, in part — a migrant family no longer needs to have a family income that comes primarily from agricultural employment. Rather, the family must have one family member whose income comes primarily from agricultural employment, which is operationalized as more than 50% of one family member's income is derived from agricultural employment.

The term *agricultural employment* (29 U.S.C. § 1802 (3)) means employment in any service or activity included within the provisions of Section 3(f) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(f)) or section **3121(g) of title 26**, such as the handling, planting, drying, packing, packaging, processing, freezing, or grading prior to delivery for storage of any agricultural or horticultural commodity in its unmanufactured state. In accordance with current practice, programs should apply this definition consistent with their community needs assessment and selection criteria.

### **Data and Reporting**

The OHS **Program Information Report (PIR)** provides comprehensive data on the services provided and staff, children, and families served by Head Start and Early Head Start programs nationwide. All grant recipients and delegates are required to submit a PIR annually. The 2024–2025 PIR will be updated to reflect these changes to

MSHS eligibility policy. OHS issued guidance to grant recipients on May 9 on how to submit the 2023–2024 PIR for those MSHS programs that deem families eligible per the new language in Section 239 during this program year.

### **Monitoring**

The Head Start Act requires periodic federal review of all Head Start programs. Recipients with upcoming FY 2024 monitoring reviews will be monitored according to these changes to MSHS eligibility policy. FY 2025 monitoring protocols will reflect these changes.

### **Full Enrollment Initiative**

Additional guidance will be forthcoming from OHS about how this new provision will impact the Full Enrollment Initiative.

### **Change in Scope Process**

This new eligibility provision will not impact Change in Scope applications that have already been approved and implemented. If you have questions about a change in scope request, please reach out to your regional office.

### **Training and Technical Assistance (TTA) and Ongoing Support**

With this new law, many resources and materials available to programs on the **Early Childhood Learning and Knowledge Center (ECLKC)** will need to be updated. It will take time to align the website with the new provision.

OHS encourages recipients to continue to use the TTA system, inclusive of the **four National Centers** and the Region XI TTA network, for support. The OHS TTA system supports program staff in delivering quality services to children and families at the national, regional, and recipient levels. While each level has distinct and unique functions, they are designed to complement each other.

OHS anticipates that programs will have questions about these changes. *We welcome your feedback and communication throughout the implementation process. Specific opportunities to provide feedback will be shared soon.* Please send your questions about these changes to [MSHeadStart@acf.hhs.gov](mailto:MSHeadStart@acf.hhs.gov)

OHS is grateful for your partnership in implementing this new change so that more families are eligible for Migrant and Seasonal Head Start services. Thank you for the *work you do on behalf of children and their families.* I look forward to our continued partnership.

~ Khari M. Garvin ~

Khari M. Garvin  
Director  
Office of Head Start

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**OFFICE OF HEAD START**

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-PI-24-03	2. Issuance Date: 05/13/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Eligibility; AIAN; American Indian and Alaska Native; Consolidated Appropriations Act; Fiscal Year 2024	

**PROGRAM INSTRUCTION**

**TO:** All Head Start recipients, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

**SUBJECT:** New Eligibility Provisions for American Indian and Alaska Native programs

**INSTRUCTION:**

On March 23, 2024, President Biden signed the **Further Consolidated Appropriations Act, 2024 (Public Law 118-47)**, which provides fiscal year (FY) 2024 appropriations for several federal departments and agencies. This spending bill funds Head Start programs through the remainder of the fiscal year. The Office of Head Start (OHS) funding changes for FY 2024 are detailed in a separate Program Instruction (PI), **ACF-OHS-PI-24-02**. This PI describes changes to eligibility criteria for Region XI, American Indian and Alaska Native (AIAN) Head Start recipients in Section 238 of the Further Consolidated Appropriations Act, 2024.

OHS regularly engages with tribes to understand the special circumstances of AIAN Head Start programs. Through regular consultation, tribal leaders and Tribal Head Start administrators have indicated that tribes should be able to exercise appropriate discretion in determining which children should be eligible and prioritized for Head Start services. Following this historic statutory change, OHS affirms that tribes — to the maximum extent possible — should determine which children in their communities would most benefit from Head Start services.

**Implementation of the New Eligibility Provision**

This provision specifies that in FY 2024, and every year after, AIAN programs have the discretion to consider eligibility for Head Start services regardless of income. This provision applies to programs operated by an Indian tribe as defined in the Head Start Act, 42 U.S.C. 9801, or designated by an Indian tribe to operate on its behalf. The new language applies to both tribal and non-tribal children in an AIAN program's service area. This law will increase the number of children in tribal communities who are eligible to participate in Head Start services, including opportunities to participate in activities that engage their Native language and culture.

In accordance with the Head Start regulations at 45 CFR §§ **1302.14** and **1302.11(b)**, AIAN programs are still required to annually establish selection criteria to enroll children in their service area who would benefit most from Head Start services. These selection criteria must weigh the prioritization of participants based on needs identified in the community needs assessment. The criteria may, at the program's discretion, include prioritizing children in families where a child, a family member, or a member of the same household is a member of an Indian tribe. Programs do not need to update their selection criteria at this time. However, if a program opts to change its selection criteria in response to the new provision in Section 238, it must engage in consultation with and obtain approval from its governing body and policy council. The program can then begin using the updated criteria. Additionally, all programs must include their selection criteria in their annual refunding application.

Per Section 238, AIAN Head Start programs no longer have income requirements for eligibility. This means that AIAN programs do not need to collect income information from families for the purposes of eligibility. However, if an AIAN program decides to use income as part of its selection criteria to support making determinations regarding families most in need, it should collect family income information accordingly.

This new law is effective immediately, it applies this fiscal year and for all future years. However, no child who is currently served in a Tribal Head Start program should have their enrollment disrupted to accommodate new enrollees who may qualify based on this change.

### **Additional Details on Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) Requirements**

Due to this statutory change, the Head Start Program Performance Standards (HSPPS) on eligibility now reflect some outdated requirements. To update the HSPPS, OHS must engage in a rulemaking process.

In the interim, where there is misalignment between the Further Consolidated Appropriations Act, 2024, and existing HSPPS eligibility requirements, AIAN programs should follow the new statutory provision in Section 238. For example, tribal programs are no longer required to verify eligibility based on income or maintain income eligibility records (**45 CFR §1302.12(i),(k)**).

While this new law changes income eligibility requirements, other HSPPS for eligibility, recruitment, selection, enrollment, and attendance remain. For example, programs must still adhere to age eligibility requirements (**45 CFR §1302.12(b)**). Per **45 CFR §1302.13**, programs must develop and implement a recruitment process designed to actively inform all families within the recruitment area of the availability of program services, and to encourage and assist them in applying for admission. Existing enrollment (**45 CFR §1302.15**) and attendance (**45 CFR §1302.16**) regulations also remain.

As emphasized in Section 238, a tribal program may, at its discretion, use selection criteria to give priority to children in families where a child, a family member, or a member of the same household is a member of an Indian tribe and would benefit from the Head Start program. Tribal membership enrollment criteria are outlined in tribal constitutions, articles of incorporation, or ordinances. The criteria vary from tribe to tribe, so **uniform membership requirements do not exist**. Tribes have the authority to define their tribal membership requirements and how they will use those requirements for Head Start selection criteria.

Please note that guidance under ACF-IM-HS-23-02 American Indian and Alaska Native (AIAN) Eligibility Through Tribal TANF is no longer relevant. AIAN programs no longer must adhere to income eligibility requirements, inclusive of Head Start program eligibility due to receipt of public assistance.

### **Data and Reporting**

The OHS **Program Information Report (PIR)** provides comprehensive data on the services provided and staff, children, and families served by Head Start and Early Head Start programs nationwide. All grant recipients and delegates are required to submit a PIR annually. The 2024–2025 PIR will be updated to reflect these changes to AIAN eligibility policy. OHS issued guidance to grant recipients on May 9 on how to submit the 2023–2024 PIR for those AIAN programs that deem families eligible per the new language in Section 238 during this program year.

### **Monitoring**

The Head Start Act requires periodic federal review of all Head Start programs. Recipients with upcoming FY 2024 **monitoring reviews** will be monitored according to these changes to AIAN eligibility policy. FY 2025 monitoring protocols will reflect these changes.

### **Full Enrollment Initiative**

Additional guidance will be forthcoming from OHS about how this new provision will impact the Full Enrollment Initiative (FEI). OHS plans to extend flexibility to AIAN grant recipients in the FEI to allow time to implement this new law.

### **Change in Scope Process**

This new eligibility provision will not impact Change in Scope applications that have already been approved and implemented. If you have questions about a change in scope request, please reach out to your regional office.

## **Training and Technical Assistance (TTA) and Ongoing Support**

With this new law, many resources and materials available to programs on the **Early Childhood Learning and Knowledge Center (ECLKC)** need to be updated. It will take time to align the website with the new provision.

OHS encourages recipients to continue to use the TTA system, inclusive of the **four National Centers** and the Region XI TTA network, for support. The OHS TTA system supports program staff in delivering quality services to children and families. The TTA system offers support at the national, regional, and recipient levels. While each level has distinct and unique functions, they are designed to complement each other.

OHS anticipates that programs will have questions about these changes. We welcome your feedback and communication throughout the implementation process. Specific opportunities to provide feedback through the Tribal consultation process will be shared soon. Please send your questions about these changes to **AIANHeadStart@acf.hhs.gov**.

OHS is grateful for your partnership in implementing this important change so that more families in tribal communities are eligible for Head Start services. Thank you for the work you do on behalf of children and their families. I look forward to our continued partnership.

/ Khari M. Garvin /

Khari M. Garvin  
Director  
Office of Head Start

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# Fiscal Year 2024 (FY 2024) Head Start Funding Increase

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 [eclkc.ohs.acf.hhs.gov/policy/pi/acf-ohs-pi-24-02](https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-ohs-pi-24-02)

# Fiscal Year 2024 (FY 2024) Head Start Funding Increase

## ACF-OHS-PI-24-02

U.S. Department  
of Health and Human Services

ACF  
Administration for Children and Families

- 1. Log Number:** ACF-OHS-PI-24-02
- 2. Issuance Date:** 04/24/2024
- 3. Originating Office:** Office of Head Start
- 4. Key Words:** Consolidated Appropriations Act; Appropriations; Fiscal Year 2024; Funding Increase; Cost of Living Adjustment; Quality Improvement

## Program Instruction

**To:** All Head Start recipients, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

**Subject:** Fiscal Year 2024 (FY 2024) Head Start Funding Increase

### Instruction:

President Biden signed the Further Consolidated Appropriations Act, 2024 (P.L. 118-47), into law on March 23, 2024. The funding level for programs under the Head Start Act (the Act) is \$12,271,820,000, an increase of \$275 million over FY 2023. This funding level provides all Head Start, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership grant recipients a 2.35% cost-of-living adjustment (COLA).

Recipients subject to competition for continued funding through the Designation Renewal System (DRS) are entitled to COLA funds through the end of their current award. Head Start Collaboration Offices are not eligible for COLA funding due to the statutory cap on their funding in the Head Start Act.

## **FY 2024 COLA**

Each eligible recipient will receive a COLA increase of 2.35% of the FY 2023 base funding level. Base funding excludes training and technical assistance funds and any one-time funding received during FY 2023.

Recipients must use COLA funds to permanently increase their Head Start pay scale, which includes the salaries of current staff and unfilled vacancies. Recipients may consider a permanent uniform percent increase to the pay scale or differential COLA increases to the pay scale across specific position types within the program. For example, a recipient may apply a larger increase to lower paid positions that are not currently receiving wages sufficient to cover costs of living, or to positions that are challenging to fill due to low wages. Recipients are encouraged to focus larger COLA increases on positions with the most staffing challenges and those which are blocking the program from fully serving children and families. Recipients are further encouraged to use findings from their wage comparability study to make every effort to offer wages competitive to similar positions in their communities, including teachers and other staff of local elementary schools. A recipient must maintain documentation that justifies applying differential adjustments to its pay scale and ensure the process is approved by its governing bodies.

Sections 653 and 640(j) of the Act provide further guidance on the uses and limitations of COLA funds. [Sec. 653](#) restricts compensation to an employee paid with Head Start funds that is higher than the average rate of compensation paid for substantially comparable services in the program's operating area. Any recipient concerned that it cannot increase salaries for staff due to wage comparability issues should ensure public school salaries for elementary school staff are included in its considerations. Sec. 653 also prohibits the use of Head Start funds of any employee compensated at a rate exceeding that of an Executive Schedule Level II position, including employees being paid through indirect costs. [Sec. 640\(j\)](#) of the Act requires that compensation of Head Start employees be improved regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services.

In addition, recipients must provide delegate agencies and other partners an equivalent increase of 2.35% to adjust their wage scales. A recipient must justify applying differential COLA increases between delegates or partners. COLA funds must be applied from the start of a recipient's FY 2024 budget period, which may require COLA to be retroactively applied. For example, for a recipient whose FY 2024 budget period began on November 1, 2023, the COLA must be applied from that date.

As specified in [45 CFR §1302.90](#), each recipient is required to establish written personnel policies and procedures that are approved by the governing body and Policy Council. They must be made available to all staff. Personnel policies and procedures should be reviewed as they may contain information relevant to this COLA.

Following the required permanent adjustment to Head Start pay scales, recipients may apply any remaining funds to fringe benefits costs or to offset increased operating costs in other areas of the budget. This includes increased costs in rent, utilities, facilities maintenance and insurance, contractual arrangements, vehicle fuel and maintenance, and supplies.

### **COLA Funding Notice of Awards**

Each eligible recipient will receive a Notice of Award specifying its COLA increase and instructions for how the funding must be applied. Awards will also include instructions for recipients proposing to use funds for any other purposes than instructed.



Additional guidance on how COLA funds will be distributed will be forthcoming through the Head Start Enterprise System (HSES).

## **One-time Program Improvement Funding Requests**

Recipients encountering program improvement needs that cannot be supported by the agency's budget or other resources are invited to apply for one-time funding. This funding must be applied for through the appropriate supplemental amendment type in HSES. Program improvement requests generally include, but are not limited to, facility projects (construction, purchase, or major renovations requiring 1303 applications or minor repairs and enhancements). Requests are prioritized and funded based on funding availability and may require additional time before a final decision is made.

Please direct any questions about this PI to your Regional Office.

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

/ Khari M. Garvin /

Khari M. Garvin  
Director  
Office of Head Start

See PDF Version of Program Instruction:  
[Fiscal Year 2024 \(FY 2024\) Head Start Funding Increase](#) (219.7 KB)

Historical Document



## Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

Mr. Frank Axe  
Amador-Tuolumne Community Action  
10590 State Highway 88  
Jackson, CA 95642 - 9470

**From: Responsible HHS Official**

**Date: 05/20/2024**

**Mr. Khari M. Garvin**  
**Director, Office of Head Start**

From February 5, 2024 to February 9, 2024, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of Amador-Tuolumne Community Action. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program has at least one area of noncompliance.

This report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

### **DISTRIBUTION OF THE REPORT**

Copies of this report will be distributed to the following:

Ms. Cynthia Yao, Regional Program Manager  
Mr. Joseph Bors, Chief Executive Officer/Executive Director  
Ms. Nancy Miner, Head Start Director  
Ms. Nancy Miner, Early Head Start Director

### Grant(s) included as part of this review

Grant Recipient Name	Grant Number(s)
Amador-Tuolumne Community Action	09CH011917

### Glossary of Terms

Term	Definition
<b>Additional Feedback for Program Improvement</b>	An area in which the agency needs to improve performance, also known as an Area of Concern (AOC). These issues should be discussed with the grant recipient's Regional Office for possible technical assistance. This feedback is not considered a non-compliance with federal requirements.
<b>Area of Noncompliance (ANC)</b>	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline for correction and possible technical assistance or guidance from the grant recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b>	As defined in the Head Start Act, the term "deficiency" means: (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves: <ul style="list-style-type: none"> <li>(i) a threat to the health, safety, or civil rights of children or staff;</li> <li>(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;</li> <li>(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;</li> <li>(iv) the misuse of funds received under this subchapter;</li> <li>(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or</li> <li>(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;</li> </ul> (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or (C) an unresolved area of noncompliance.
<b>Strong Practice</b>	An activity or strategy that shows promise for long term sustainable impact. A Strong Practice has an objective basis for claiming effectiveness, potential for replication, and is shareable among other organizations.

## How To Read This Report

The Focus Area Two report includes the following sections:

- **Program Overview**, provides a summary describing the grant recipient.
- **Performance Summary**, provides a table view of compliance by Performance Area.
- **Review Details**, provides details on the grant recipient performance in each Content Area, Performance Area, and Performance Measure.

### Program Overview

Amador-Tuolumne Community Action has provided a wide range of services in multiple counties surrounding Jackson, California, since 1981. The grant recipient is funded to serve 172 Head Start and Early Head Start children and expectant families living in and around the foothills and mountains of the Sierra Nevada range, which include Yosemite National Park and the Stanislaus National Forest. The communities served are very rural and mountainous, with few transportation options or resources.

### Performance Summary

This section contains an overview of compliance information determined through this review. Detailed information can be found in the Review Details section.

### Compliance Information

Content Area	Performance Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Program Design, Management, and Improvement	Program Governance	09CH011917	Area of Noncompliance	1301.5	120 days
Fiscal Infrastructure	Facilities and Equipment Management Systems	09CH011917	Area of Noncompliance	75.320(d)(2)	120 days

## Review Details

This section of the report provides details on grant recipient performance in each Content Area, Performance Area, and Performance Measure.

- Each Performance Area includes the compliant Performance Measures monitored in this review.
- If there are any findings or Strong Practices observed, they will be listed within that Performance Area.



### Program Design, Management, and Improvement

Below is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings, and additional feedback as applicable.

#### Performance Area: Program Design and Strategic Planning

##### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient adjusts its program design to remain responsive to shifts in community needs, strengths, and resources over time.
- The grant recipient uses program data to routinely monitor performance, progress towards goals and desired outcomes, and drive program improvement.
- The grant recipient maintains a system and procedures for collecting, managing, and reporting on accurate, timely data.

#### Performance Area: Program Governance

##### *Finding Details*

##### **Area of Noncompliance - 1301.5**

##### *Summary*

*Grant Number(s) Cited:* 09CH011917

*Timeframe for Correction:* 120 days

##### *Performance Standard Details*

**Regulation Text:** 1301.5 Training. An agency must provide appropriate training and technical assistance or orientation to the governing body, any advisory committee members, and the policy council, including training on program performance standards and training indicated in §1302.12(m) to ensure the members understand the information they receive and can effectively oversee and participate in the programs in the Head Start agency.

##### *Compliance Details*

- The grant recipient did not provide orientation or appropriate training to governing body members.

Additional details from this review event:

- The program director and the executive director stated the grant recipient did not provide orientation or training to board members on the Head Start Program Performance Standards (HSPPS) or eligibility requirements.
- During a discussion, board members confirmed they had not been trained on the HSPPS.
- A further review of board meeting agendas provided for the months of October and December 2023 confirmed Head Start training for new or existing board members did not occur.

#### Performance Area: Staffing and Staff Supports

##### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient supports staff members' continuous improvement and professional development.
- The grant recipient develops systems that support the Head Start workforce by providing fair compensation, opportunities

for career advancement, and a positive work environment for staff.

- The grant recipient establishes high expectations for staff and implements ongoing communication and training systems to reinforce organizational accountability.
- The grant recipient's leadership and management team have clearly defined, manageable roles and responsibilities and the appropriate experience to effectively execute Head Start program operations.

***Strong Practice Details:***

During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:

- The grant recipient creates opportunities for staff growth through innovative career pathways and provides staff opportunities for growth supports through career progressions.



## Education and Child Development Services

Below is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings, and additional feedback as applicable.

### Performance Area: Curricula, Screening, and Assessment Tools

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements appropriate ongoing child assessment tools to support children's progress and to individualize for every child.
- The grant recipient implements appropriate screening tools to refer children as indicated for evaluation.
- The grant recipient implements research-based and culturally appropriate curricula to achieve child outcomes.

### Performance Area: Teaching Strategies and Learning Environments

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses home visits and group socializations to promote parent engagement and extend children's learning.
- The grant recipient provides well-organized learning environments and schedules that promote healthy development for enrolled children.
- The grant recipient staff members provide responsive, effective care and effective teaching practices that are tailored to meet the needs of all children.
- The grant recipient uses intentionally designed lesson plans to deliver developmentally appropriate experiences for children.

#### *Strong Practice Details:*

During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:

- The schedule promotes independent learning or the development of self-help skills through a variety of developmentally appropriate routines.

### Performance Area: Qualifications, Professional Development, and Coaching

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient offers education staff a system of professional development to support delivery of quality education and child development services.
- The grant recipient implements a research-based coaching strategy to support education staff to use effective teaching practices.
- The grant recipient has qualified education staff.



## Health Services

Below is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings, and additional feedback as applicable.

### Performance Area: Child Health and Oral Health Status and Care

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient performs or obtains vision and hearing screenings for all children.
- The grant recipient provides health education opportunities to parents, assists them with understanding their child's health needs, and supports parents to navigate health systems.
- The grant recipient supports children to become and remain up-to-date on a schedule of age-appropriate medical and oral health care, including needs for referrals and follow-up care.
- The grant recipient leverages the Health Services Advisory Committee (HSAC) to address prevalent community health needs.

### Performance Area: Mental Health and Social and Emotional Well-Being

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient develops a positive program environment, in partnership with a qualified mental health consultant, that promotes the mental health and social emotional well-being of children.
- The grant recipient provides family support services for mental health and social emotional well-being.
- The grant recipient implements positive discipline practices and policies that prohibit the use of expulsion and suspension.

#### *Strong Practice Details:*

During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:

- The grant recipient regularly offers families information or activities (either through the program or community partners) designed to support families' mental health and wellness.

### Performance Area: Child Nutrition

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements nutrition services that accommodate children's unique nutritional needs.

#### *Strong Practice Details:*

During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:

- The grant recipient has substantial and ongoing strategies to address food insecurities and ensure children and families have access to food outside of the scheduled day.

### Performance Area: Safe and Sanitary Environments

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient's facilities are safe.
- The grant recipient establishes safe environments through daily and ongoing oversight of facility, equipment, and material safety.
- The grant recipient staff engage in appropriate safety practices.
- Staff are observed engaging in appropriate hygiene practices.
- The grant recipient completes background checks prior to hire for all staff.
- The grant recipient establishes appropriate administrative safety practices and policies.
- The grant recipient's equipment, materials, and program environments are safe.
- The grant recipient establishes and follows emergency preparedness plans.



*Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient provides appropriate newborn and transition services following the birth of the infant.
- The grant recipient designs and provides comprehensive services to expectant families.



## Family and Community Engagement Services

Below is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings, and additional feedback as applicable.

### Performance Area: Program Foundations to Support Family Well-Being and Family Engagement

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- Staff are qualified, supported, and develop family assignments based on the specific needs of enrolled families.
- The grant recipient continuously engages all families in the program through open and effective communication.

#### *Strong Practice Details:*

During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:

- The grant recipient solicits and uses input from families to improve programming.

### Performance Area: Family Partnerships

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements a family partnership process that includes supports for family-driven goals and progress toward outcomes.

#### *Strong Practice Details:*

During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:

- The grant recipient provides economic mobility support to help families with pathways out of poverty.

### Performance Area: Promoting Strong Parenting, Parent-Child Relationships, and Engagement in Children's Learning

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements a family partnership process that includes supports for family-driven goals and progress toward outcomes.
- The grant recipient implements strategies that promote parental skills and engage parents in children's development.
- The grant recipient chooses and implements a research-based parenting curriculum.

### Performance Area: Community Partnerships

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient has identified community partnerships that meet the needs and interests of families.



## Fiscal Infrastructure

Below is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings, and additional feedback as applicable.

### Performance Area: Budget Development, Implementation, and Oversight

#### Compliance Details

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient engages in a transparent, data-informed strategic process to develop and maintain a budget that aligns with program goals and circumstances.

### Performance Area: Comprehensive Financial Management Structure and System

#### Compliance Details

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient maintains effective control over and accountability for all funds, property, and assets to avoid theft, fraud, waste, and abuse.
- The grant recipient has implemented written procedures to ensure that only allowable costs are charged to the Head Start award in accordance with Federal statutes, regulations and the terms and conditions of the Federal award.
- The grant recipient implements a system for maintaining financial records and generating information needed to manage and safeguard Federal funds.

### Performance Area: Facilities and Equipment Management Systems

#### Finding Details

Area of Noncompliance - 75.320(d)(2)

#### Summary

*Grant Number(s) Cited:* 09CH011917

*Timeframe for Correction:* 120 days

#### Performance Standard Details

**Regulation Text:** 75.320 Equipment. (d) Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until disposition takes place will, as a minimum, meet the following requirements: (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

#### Compliance Details

- The grant recipient did not take a physical inventory of its equipment and reconcile it with property records at least every 2 years.

Additional details from this review event:

- The grant recipient did not reconcile the results of its most recent inventory, conducted in fall 2023, with property records.
- The grant recipient had not previously completed an inventory since 2019.



## Eligibility, Recruitment, Selection, Enrollment, and Attendance

Below is a list of all Performance Areas and compliant Performance Measures monitored in this Content Area, with details on findings, and additional feedback as applicable.

### Performance Area: Eligibility

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements a clear, consistent, and compliant process for enrolling eligible families.
- The grant recipient trains staff to follow ERSEA regulations and establishes written policies and procedures to ensure compliance with eligibility requirements.

### Performance Area: Recruitment

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements a recruitment strategy focusing on all families with eligible children, with specific outreach efforts to families with vulnerable children.

#### *Strong Practice Details:*

During the review event the OHS monitoring team observed the following Strong Practice(s) in the Performance Area:

- The grant recipient customizes recruitment information to children and expectant families from among all demographic, cultural, linguistic groups identified in the community assessment.
- The recipient continuously evaluates the success of recruitment strategies and adjusts strategies as appropriate.

### Performance Area: Selection

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes selection criteria and a waitlist based on community needs.

### Performance Area: Enrollment

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient fills at least 10 percent of the program's total funded enrollment with children eligible for services under the Individuals with Disabilities Education Act (IDEA).
- The grant recipient establishes practices to maintain and accurately track current enrollment.

### Performance Area: Attendance

#### *Compliance Details*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient consistently employs strategies to encourage regular attendance.

----- End of Report -----



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427 N. Highway 49, #305  
Sonora, CA 95370  
(209) 533-1397

## AMADOR TUOLUMNE COMMUNITY ACTION AGENCY

May 31, 2024

Dear Policy Council Members:

I hope you are enjoying the longer days and warmer temperatures as we move from spring to summer. At this time of the year, our Head Start programs are going on hiatus, and in a few months many children and their families will be getting ready to transition to kindergarten or TK. For the younger children in Early Head Start, school is still in session, and enrolled toddlers will continue to receive services all summer long.

**This month, our Policy Council meeting will be held on Friday, June 7, 2024, from 9:30 to 11:30 via Zoom.** At this meeting, we will discuss the results of our CSPP Self-Evaluation and new Program Goals for the 2024-25 school year. Our Disabilities and Mental Health Manager will also be joining us to give an overview of the mental health services our program provides and to discuss the support given to children with disabilities and special needs.

**The Zoom link for the meeting is found on the first page of your Policy Council agenda.**

**If you have any questions, or if you are unable to attend the meeting, please call the Head Start Office at 209 533-0361 ext 240.**

Thank you for your ongoing involvement and contributions to our program!

Best wishes,

Nancy Miner

ECS Director

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY  
Policy Council Regular Meeting

June 7, 2024

VIA ZOOM:

Jackie Roberts (ATCAA Head Start, CA) is inviting you to a scheduled Zoom meeting.

Topic: June 7, 2024 Policy Council Meeting  
Time: May 24, 2024 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81926496399?pwd=gGYiS9spd9ql6SCA8arTBcRXaFjley.1>

Meeting ID: 819 2649 6399

Passcode: 622866

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One tap mobile

+16699006833,,81926496399# US (San Jose)

+16694449171,,81926496399# US

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Dial by your location

- +1 669 900 6833 US (San Jose)
  - +1 669 444 9171 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
  - +1 719 359 4580 US
  - +1 253 205 0468 US
- +1 301 715 8592 US (Washington DC)
  - +1 305 224 1968 US
  - +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
  - +1 360 209 5623 US
  - +1 386 347 5053 US
  - +1 507 473 4847 US
  - +1 564 217 2000 US
  - +1 646 931 3860 US
  - +1 689 278 1000 US
- +1 929 205 6099 US (New York)

Meeting ID: 819 2649 6399

Find your local number: <https://us02web.zoom.us/j/81926496399>

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY  
**Policy Council Regular Meeting**

9:30 a.m.

**Policy Council Agenda**

**1.0 CALL TO ORDER**

**2.0 ROLL CALL**

**3.0 SEATING OF NEW MEMBERS**

3.1 Seating of New Parent Members

3.2 Deletion of Memberships (action item)

3.3 Addition of Memberships (action item)

**4.0 APPROVAL OF AGENDA AS MAILED**

4.1 Request for approval of the June 7, 2024 Policy Council Agenda (action item) (pages 1 – 3)

**5.0 CONSENT AGENDA**

5.1 Request for approval of the May 3, 2024 Policy Council Minutes (action item) (pages 4 – 6)

**6.0 PUBLIC COMMENT**

The public may speak on any item not on the printed agenda. The Council may take no action. Please limit comments to a maximum of five minutes.

**7.0 NEW BUSINESS**

7.1 Presentation about the Disabilities and Mental Health Services Area and data by Disabilities Manager, Mahaila Hendricks (presentation, no action required)

7.2 California Department of Education Program Self-Evaluation for 2023 – 2024 Results (informational, no action required) (pages 7 – 12)

7.3 2024 – 2025 ECS Program Goals (action item) (pages 13 – 15)

**8.0 REPORTS**

8.1 Center and Home Base verbal reports for May 2024

8.2 Monthly Statistical & Attendance Report for HS & EHS for April 2024 (page 16)

**AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY**  
**Policy Council Regular Meeting**

- 8.3 Budget & Credit Card Reports through April 2024 (pages 17 – 21)
- 2023 Head Start 8131.1
  - 2023 Early Head Start 8131.2
  - 2023 In Kind (8131.1 & 8131.2)
  - 2023 – 2024 CACFP 8227.1 & 8227.2
  - 2023 – 2024 CA State Preschool 8294.1
  - 2023 – 2024 Tuolumne Home Visiting Program 8168.2
  - Credit Card Report April 2024

**9.0 DIRECTOR REPORTS**

- Staffing Updates
- Program Updates
- Summer School Plans

**10.0 POLICY COUNCIL MEMBER REPORTS**

**11.0 INFORMATIONAL ITEMS ONLY (These are Informational Items ONLY and ARE NOT DISCUSSED at the Meeting. However, you are encouraged to READ this material)**

11.1 NEXT PC MEETING:

**NO POLICY COUNCIL MEETING IN JULY 2024**

August 2, 2024 PC Meeting

9:30 a.m.

Via ZOOM

- 11.2 Office of Head Start Information Memorandum on Strategies and Recommendations for Supporting Mental Health (ACF-OHS-IM-24-01) (pages 22 – 27)
- 11.3 Office of Head Start Program Instruction on New Eligibility Provisions for Migrant and Seasonal Head Start Programs (ACF-OHS-PI-24-02) (pages 28 – 30)
- 11.4 Office of Head Start Program Instruction on New Eligibility Provisions for American Indian and Alaska Native Programs (ACF-OHS-PI-03) (pages 31 – 33)

**12.0 ADJOURNMENT**

**Note:** SPECIAL NEEDS: Persons who need auxiliary aids or services are requested to call Jackie Roberts at 533-0361, ext. 243 at least 48 hours before the meeting so appropriate arrangements may be made.

**LATE AGENDA MATERIAL CAN BE INSPECTED AT THE EARLY CHILDHOOD SERVICES PROGRAM OFFICE, 427 NORTH HIGHWAY 49, SUITE 202, SONORA, CA 95370 OR AT THE JACKSON SERVICE CENTER, 10590 STATE HIGHWAY 88, JACKSON, CA 95642**



AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY  
**Policy Council Regular Meeting**

**May 3, 2024**

VIA ZOOM:

Jackie Roberts (ATCAA Head Start, CA) is inviting you to a scheduled Zoom meeting.

Topic: May Policy Council Meeting

Time: May 3, 2024 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81470628227?pwd=dEZpa3hpMlFsNGJMU2loSExMNERQdz09>

Meeting ID: 814 7062 8227

Passcode: 177496

9:30 a.m.

**Policy Council Minutes**

- 1.0 **CALL TO ORDER:** Chairperson Jennifer Grenland called the May 5, 2024 Policy Council Meeting to order at 9:31 a.m.
  
- 2.0 **ROLL CALL:**  
**Policy Council Representatives:** Jennifer Grenland (BB HS), Bryanna Lamb (IO HS), Rebecca Mazzaferri (JK EHS), Amber Kinder (JK HS), Ronni Fountain (JT HS), Kamakani Tiwanak (SV HS), Christian Tucker (Amador Public Health), Donna Jackson (WIC), Carol Rush (ATCAA Board)  
**ECS Staff:** Nancy Miner (ECS Director), Jackie Roberts (ECS Operations & Budget Manager), Deb Taylor (ECS Education Manager), Kelley Kirschten (Family Services Manager, Marta Hunt (ECS Secretary)  
**Guests:** Sylvia Novaky (Amador Public Health)
  
- 3.0 **SEATING OF NEW MEMBERS**
  - 3.1 Seating of New Parent Members: None.
  
  - 3.2 Deletion of Memberships (action item): None.
  
  - 3.3 Addition of Memberships (action item): None.
  
- 4.0 **APPROVAL OF AGENDA AS MAILED**
  - 4.1 Request for approval of the May 3, 2024 Policy Council Agenda (action item):  
It was noted that item 7.4 Community Assessment Update needed to be moved up to item 7.1, and everything pushed down from there.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY  
Policy Council Regular Meeting

**Donna Jackson moved to approve the revised May 3, 2024 Policy Council Agenda and Amber Kinder seconded. Vote was taken by roll call. Motion passed unanimously (MPU).**

**5.0 CONSENT AGENDA**

5.1 Request for approval of the April 5, 2024 Policy Council Minutes (action item):

**Amber Kinder moved to approve the May 3, 2024 Policy Council Minutes and Donna Jackson seconded. Vote was taken by roll call. MPU.**

**6.0 PUBLIC COMMENT**

- Jennifer Grenland commented on what a great Policy Council we have had this year.
- Donna Jackson reported on the successful Celebrate Our Children event in Amador County where there were over sixty vendors and over 1,000 people participated this year.
- Kelley Kirschten reported that we had a successful Growing Together Cinco De Mayo Event at Jamestown Head Start yesterday with seventy-five people attending.

**7.0 NEW BUSINESS**

7.1 2024 Community Assessment Update (action item): Nancy Miner presented the 2024 Community Assessment Update and reviewed population, ethnicity, income, housing, transportation, and health information with the Council.

**Donna Jackson moved to approve the 2024 Community Assessment Update and Amber Kinder seconded. Vote was taken by roll call. MPU.**

7.2 Presentation about the Education Service Area, School Readiness Goals, and child assessment data by Education Manager Deb Taylor (informational, no action needed): Deb Taylor presented information on the Education Service Area in our program. Health & safety is a number one priority in our program. We have a holistic family program that supports parents as children's primary educators. School Readiness, Creative Curriculum and Growing Greak Kids Curricula were discussed. DRDP data and School Readiness Goals were presented and shared with the Council.

7.3 Review of the 2023 – 2024 Program Goals and proposed 2024 – 2025 Program Goals and Objectives (informational): Nancy Miner presented the 2024 – 2025 Program Goals and Objectives. Goals for this year were reviewed and new objectives for next year were discussed.

7.4 Overview of the CSPP Self Evaluation process (informational): Nancy Miner presented a summary of the 2023 – 2024 California Department of Education Self-Evaluation and went over the program areas for evaluation.

AMADOR-TUOLUMNE COMMUNITY ACTION AGENCY  
**Policy Council Regular Meeting**

**8.0 REPORTS**

- 8.1 Center and Home Base verbal reports for April 2024: Center reports highlighting the activities during April 2024 were given by Jennifer Grenland (BB HS & EHS), Bryanna Lamb (IO HS), Rebecca Mazzaferri (JK EHS), Amber Kinder (JK HS), Ronni Fountain (JT HS), Kamakani Tiwanak (SV HS)
- 8.2 Monthly Statistical & Attendance Report for HS & EHS for March 2024: The March 2024 Monthly Statistical & Attendance Report was provided to the Policy Council in the Policy Council packet.
- 8.3 Budget & Credit Card Reports through March 2024
- 2023 Head Start 8131.1
  - 2023 Early Head Start 8131.2
  - 2023 In Kind (8131.1 & 8131.2)
  - 2023 – 2024 CACFP 8227.1 & 8227.2
  - 2023 – 2024 CA State Preschool 8294.1
  - 2023 – 2024 Tuolumne Home Visiting Program 8168.2
  - Credit Card Report March 2024

Jackie Roberts gave a short update on the Budget Reports and the reports were provided to the Policy Council in the Policy Council packet for review.

**9.0 DIRECTOR REPORTS**

- Staffing Updates
- Program Updates
- Summer School Plans

Nancy Miner gave a short program update on staffing and summer school plans.

**10.0 POLICY COUNCIL MEMBER REPORTS**

**11.0 INFORMATIONAL ITEMS ONLY (These are Informational Items ONLY and ARE NOT DISCUSSED at the Meeting. However, you are encouraged to READ this material)**

11.1 NEXT PC MEETING:

June 7, 2024 PC Meeting  
9:30 a.m.  
Via ZOOM

- 11.2 Office of Head Start Program Instruction on Fiscal Year 2024 Head Start Funding Increase (ACF-OHS-PI-24-02)

**12.0 ADJOURNMENT: The May 3, 2024 Policy Council Meeting was adjourned at 11:50 a.m.**

## Results of the California State Preschool Program Self-Evaluation for 2023–24

The California State Preschool Program (CSPP) self-evaluation included information from three areas and 20 measures to determine if ATCAA met California Department of Education (CDE) standards.

### **Staff and board member participation in the program self-evaluation process.**

- Staff collected data and monitored elements in every program service area as part of an ongoing self-evaluation process.
- The data collected was varied and included quantitative data (how many of something we were evaluating) and qualitative data (gives details or information about something).
- Policy Council representatives and ATCAA Governing Board members had opportunities to review the data, ask questions, and make suggestions about program improvement throughout the program year.

### **Findings for areas that did not meet standards, and a list of tasks needed to improve those areas.**

**Environmental Rating Scale**- *Did the program complete and environment rating scale to measure program quality and score at least an average of "5" on each subscale.*

**How we didn't meet standards:** We did not score an average of 5.0 or above in terms of meeting the criteria for discipline in the ECERS subscale.

- This was due to teachers in programs with new Site Supervisors and/or new teaching staff responding inconsistently to help children manage challenging behaviors.

### **What we will do to correct this:**

- Teacher training will continue to be provided in the Teaching Pyramid, the program's social/emotional curriculum.
- Coaching/mentoring around Teaching Pyramid will continue to be given to new teachers and teaching teams, to build and sustain consistent practices from teacher to teacher.
- Classroom environments will be set up to promote and enhance desirable behaviors, with developmentally appropriate items and activities that are engaging for children and are meaningful to them. The intent is to create optimal learning environments in which children are busy and engaged through active exploration and discovery opportunities, thus minimizing boredom and challenging behaviors.
- Teaching Pyramid support strategies/tools will be set up in the classrooms in designated areas, so that all teachers/children have access to the same resources.
- The preschool CLASS monitoring tool will continue to be used in the program, and teaching staff will continue to receive ongoing training and coaching around this tool, with a special focus on Behavior Management.

**Annual fiscal audit**- *Has the program submitted an acceptable financial and compliance audit.*

**How we didn't meet standards:** A complete annual fiscal audit was conducted in 2023 but was not submitted to CDE by the accounting firm conducting the audit until six days after the December 15<sup>th</sup> deadline.

### **What we will do to correct this:**

For 2024, the ATCAA Fiscal Officer will work with the accounting firm to conduct the audit in a timely manner so it will be submitted to CDE by the required deadline.

**Findings for areas that did meet standards, and a description of procedures to ensure those areas continue to meet standards.**

**Family selection**- *Are children selected in accordance with the priorities established by the CSPP program.*

**How we meet standards:**

- ATCAA has selection procedures that reflect the CSPP priorities.
- Children are prioritized on the waitlist according to a points system that is based on selection criteria.
- When a vacancy occurs, children are selected for enrollment according to their placement on the waitlist.
- To maintain an accurate waitlist, data entry on the database is checked against hard copies of eligibility documentation to ensure children are ranked correctly.

**Family eligibility requirements**- *Do families meet the eligibility criteria for enrollment in the program and is required documentation complete.*

**How we meet standards:**

- All families meet CSPP eligibility requirements.
- Hard copies of eligibility documentation, completed applications, and notice of action forms are maintained in children's files.
- Eligibility information in the database is compared with hard copies of eligibility documentation to ensure accuracy.
- Eligibility documentation and worksheets are reviewed by two staff members to ensure they are correct.
- Children's files are monitored three times a year to be sure all eligibility components and documentation are present in the files.

**Compliance with due process**- *Do parents receive written information about their responsibility to comply with program rules (parent handbook). Do parents receive a notice of action when appropriate, and information about how to appeal the agency's decisions in a notice of action.*

**How we meet standards:**

- All parents are given a parent handbook annually that contains information about their responsibility to comply with program rules.
- Parents receive notice of action forms for certifications, recertifications and when other actions are taken involving a child's enrollment in the program. A copy of the notice of action is maintained in the child's file.
- Families receive a verbal overview and a written handout about the appeal process during certifications and recertifications.
- To ensure certifications and recertifications are done correctly, staff use premade packets with a checklist, required forms, parent handbooks and informational handouts.
- Children's files have progress notes that list the actions taken for a family or child that are related to CSPP participation.
- Children's files are monitored three times a year to verify that required actions were completed.
- Staff carrying out CSPP certifications and recertifications are trained about regulations and new staff receive additional mentoring in these areas.

**Recording and reporting attendance**- *Does the program have policies and procedures about excused and unexcused absences and document attendance.*

**How we meet standards:**

- ATCAA policies and procedures are consistent with CSPP regulations about absences.
- Attendance is documented on daily sign-in and out sheets and entered in the database.
- Staff oversee sign-in and out when children are dropped off and picked up at school, and document information about absences.
- Information about attendance and the process for signing children in and out of school is included in the parent handbook that each family receives annually.
- Members of the management team check the information on sign-in and out sheets at the end of each month and compare that information with the data in the database to ensure accuracy.
- Managers review attendance records monthly to monitor excused and unexcused absences and, as needed, work with staff to form Attendance Support Plans with parents to improve child attendance.

**Parent involvement and education**- *Does the program share program goals and structure with families and provide effective two-way communication with parents.*

**How we meet standards:**

- Staff highlight opportunities for parent involvement during certifications and recertifications and that information is also in the parent handbook.
- Staff hold monthly parent meetings at each site and parents are encouraged to contribute their ideas about classroom activities and program structure during those meetings.
- Policy Council representatives meet with managers to discuss the program budget, goals, regulations, activities at different sites, and data from different services areas.
- Staff use the Remind system and phone calls to communicate with parents.
- Staff exchange in-person information with parents at drop-off and pick-up times, and during parent/teacher conferences and home visits. This information is documented in children's files and monitored during file checks.
- Staff provide a wide variety of educational materials and information for parents based on individual family needs and program goals for all families.
- Parent surveys are conducted every year and the data is used to inform family engagement practices and program goals.
- Parent involvement data is monitored monthly.

**Health and social services**- *Does the program identify child or family health and social services needs and make referrals to the appropriate agencies (including follow-up).*

**How we meet standards:**

- Family Assessments indicate if families need assistance with resources and if they would like to receive information about child development, parenting, health and safety, nutrition, wellness, school readiness, and advocacy.
- Family Advocates give parents referrals, help them access services, and follow-up to see if the services were useful.
- Family and children's needs are discussed during home visits and parent/teacher conferences.

- Family Advocates partner with parents to form family goals that include timelines, benchmarks, and needed resources. These goals and follow-up are entered in the database, and family goal planning forms are placed in the children's files.
- Referral, Family Assessment, and family goal data is monitored regularly.
- Staff receive regular training about Family Assessments, children's health and dental screenings, helping parents establish medical and dental homes, family goals, and the referral process.

**Site licensure-** *Does each site have a current license from Community Care Licensing.*

**How we meet standards:**

- All sites are licensed through Community Care Licensing.
- Licenses are posted at each site and maintained at the main office.

**Staff/child ratios-** *Are applicable staff/child ratios met for each age group.*

**How we meet standards:**

- There are sufficient staff at all sites to meet applicable staff-child ratios.
- Active supervision procedures and plans also have requirements about the number of children and staff at sites. This process includes the use of whiteboards, zoning plans and staff communication strategies.
- Active supervision training is carried out for all staff annually, and staff-child ratios are a part of the active supervision monitoring that occurs throughout the program year.

**Nutrition needs-** *Does the program provide for the nutrition needs of the children in attendance.*

**How we meet standards:**

- ATCAA follows CACFP guidelines for meal components and portion size for children.
- Meals for children are prepared on-site according to commercial food service requirements and are low in sodium, fat, and sugar.
- All Center Assistants preparing meals have a Serv Safe Food Handlers Card and menus are approved by a registered dietician.
- Procedures are in place for children with food allergies and dietary restrictions, and this information is documented at the sites, and in the children's files and the database.
- Sites are monitored at least three times a year for food quality, safety, and sanitation, and to ensure compliance with CACFP guidelines.
- Meal counts taken at the time of service and meal production forms are reviewed monthly and compared to the information on the database to ensure accuracy.

**Desired Results Developmental Profile-** *Does the program carry out DRDP assessments for children and parent surveys for parents and use the data to conduct age-appropriate activities and monitor for family involvement and satisfaction.*

**How we meet standards:**

- DRDP assessments for children are carried out three times during the program year, including a first assessment within 60 days of enrollment.
- DRDP data is analyzed by an independent consultant to determine trends that inform the development of school readiness goals for the entire program.

- Teaching staff using site level DRDP data when developing lesson plans and individual child DRDP data when forming children's goals with parents.
- DRDP assessments, lesson plans, and children's goals are monitored by the Education Manager.
- Desired Results parent surveys are conducted in the spring of each year. Parent survey data is used to help determine family engagement and staff training plans.
- Desired Results data is used in the development of program goals for the coming year.

**Qualified staff and director**- *Are program staff and the director qualified for the positions they hold (credentials, certificates, and degrees).*

**How we meet standards:**

- Staff are qualified for the positions they hold.
- Managers monitor the educational level, training and permits/credentials held by staff and that information is entered and tracked in the database.
- Before hiring new staff, their qualifications are reviewed to ensure compliance with regulations.
- The mentor/coach tracks Child Development Permits and assists staff with attainment or renewal of their permits.

**Staff development program**- *Has the program developed and implemented a staff development program.*

**How we meet standards:**

- New staff go through an onboarding process that includes new hire orientation and essential training such as mandated reporting, blood borne pathogens, active shooter incidents, fire extinguisher use, safe food handling, trauma informed practices etc.
- New staff are assigned a mentor or coach to help them learn about the procedures and skills needed to be successful in their positions.
- All staff receive regular training starting with preservice training in August and continuing with training days throughout the program year.
- Staff training plans are based on data such as ECERS and CLASS monitoring, site observations and file monitoring, staff and parent surveys, focus group discussions, screening and assessment information, and child mental health observations.
- Training records are maintained for staff in the database, and the training goals that are a part of each staff member's annual performance evaluation are tracked as well.

**Refrain from religious instruction**- *Does the program refrain from religious instruction and worship.*

**How we meet standards:**

- ATCAA programs do not provide religious instruction or worship. This information is posted at all our sites and is included in the parent handbook given to all families each year.



**Inventory records**- *Does the agency maintain an inventory record for all equipment and disposable items with an estimated useful life of more than one year purchased in part or in whole with contract funds.*

**How we meet standards:**

- Equipment management is carried out by ATCAA ECS staff. Managers determine the need for equipment and follow the ATCAA procurement policy and procedures to purchase, acquire, and as needed, dispose of equipment.
- ATCAA ECS staff track property and carry out a physical inventory process. Inventory records are maintained at the ECS offices.
- Safeguards to prevent or investigate the loss, damage or theft of property including alarm systems and surveillance equipment at sites.
- The program has a dedicated maintenance worker who monitors all sites and facilities to ensure they are in good repair and safe.

**Annual evaluation plan**- *Has the program developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement.*

**How we meet standards:**

- Areas identified as needing improvement during the program self-evaluation are included as part of program goals for the following year.
- The program goals have objectives that guide the management team and help ensure completion of necessary tasks.
- Staff and Policy Council representatives are also kept apprised about progress is being made towards completing program goals. This process revision as needed to ensure objectives are met in a successful manner.

**Fiscal reporting**- *Has the program submitted a report to CDE that is consistent with the laws for state or federal fiscal reporting and accounting.*

**How we meet standards:**

- ATCAA has submitted the required quarterly reports and is in compliance with state laws and federal fiscal reporting and accounting under the Federal Uniform Guidance and Generally Accepted Accounting Principles.

## 2024-25 Program Goals and Objectives

<p><b>Strategic Plan Goal: Engage parents to promote positive parenting skills and program involvement</b></p>
<p><b>Objective from the Strategic Plan</b>  <i>Parents will receive training about promoting children’s social and emotional skills by using the parent component of the Teaching Pyramid model.</i></p>
<p><b>2024-25 Objective</b> (Revised from 2023-24)</p> <ul style="list-style-type: none"> <li>• Provide a series of in-person and/or Zoom workshops for interested parents, based on Winning with Wellness and Teaching Pyramid for Families strategies, to support parenting skills and positive parent/child relationships.</li> </ul>
<p><b>Objective from the Strategic Plan</b>  <i>Parents will receive training and information about health, parenting, and school readiness topics that will lead to positive child outcomes.</i></p>
<p><b>2024-25 Objective</b> (Revised from 2023-24)</p> <ul style="list-style-type: none"> <li>• Provide online or in-person CPR, first aid, food safety and other health-related training for interested parents.</li> </ul>
<p><b>Objective from the Strategic Plan</b>  <i>All parents will receive training about promoting oral health, establishing a dental home, understanding dental screenings, and taking children to regular dental visits.</i></p>
<p><b>2024-25 Objective</b> (Revised from 2023-24)</p> <ul style="list-style-type: none"> <li>• Ensure that all Head Start and Early Head Start children have a dental home, are seen by a dentist, and receive follow-up treatment.</li> <li>• Continue outreach and strengthen collaborations with providers contacted in 2023-24.</li> <li>• Continue to collaborate with community partners and First 5 to expand access to dental services, especially in Amador County.</li> </ul>
<p><b>Objective from the Strategic Plan</b>  <i>Parents will engage in a wide variety of opportunities to volunteer in the program, enhance their parenting and job skills through volunteering, and increase their sense of community and positive relationships with their peers.</i></p>
<p><b>2024-25 Objective</b> (Continued from 2023-24)</p> <p>Expand ideas for volunteerism so at least 25% of parents with enrolled children participate in the program inside or outside of the classroom.</p>

<b>Strategic Plan Goal</b>	<b>Provide enhanced training and professional development for staff</b>
<b>Objective from the Strategic Plan</b>	
<i>All new hires, apprentices and volunteers will receive comprehensive training that thoroughly prepares them for their positions, and gives them a solid grounding in program policies, procedures, and best practices in caring for and educating young children. As part of this process, supervisors will be taught how to effectively train staff.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>• Continue to explore and create training plans and tracking systems to support professional development for Teachers, Family Advocates, Home Visitors, Center Assistants, and volunteers.</li> </ul>	
<b>2023-24 Objective</b> (New for 2024-25)	
<ul style="list-style-type: none"> <li>• Create and implement a plan to train Lead Center Teachers about effective leadership, management, and supervision.</li> </ul>	
<b>Objective from the Strategic Plan</b>	
<i>All staff will receive training and professional development that will align with the goals in their annual evaluations and prepare them for advanced roles in the program if desired. Tracking systems will be designed and implemented to facilitate this process.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>• Document the training needs of Home Visitors, Family Advocates and Center Assistants based on the professional development goals included in their performance evaluations.</li> </ul>	

<b>Strategic Plan Goal</b>	<b>Strengthen transitions to kindergarten</b>
<b>Objective from the Strategic Plan</b>	
<i>Increase communication and collaboration with kindergarten/TK teachers to promote positive child transitions to kindergarten/TK and scholastic success.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>• Work with Resource &amp; Referral agencies, community partners, and UPK groups to establish effective birth to kindergarten support systems that promote children’s healthy development and school readiness/life skills.</li> </ul>	
<b>Objective from the Strategic Plan</b>	
<i>Parents will be supported in their children’s transition to kindergarten, be familiar with receiving schools’ staff, campus, and procedures, and know their rights as parents in the elementary school system.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
Utilize information from community partners, and updated information about early learning programs, kindergarten, and TK to assist parents in making informed decisions about which UPK option is best for their children and families.	

<b>Strategic Plan Goal</b>	<b>Build resiliency and self-care practices</b>
<b>Objective from the Strategic Plan</b>	
<i>Staff, parents, and children will be aware of and utilize strategies to reduce stress and promote personal well-being.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
<ul style="list-style-type: none"> <li>• Embed Winning with Wellness and Blue Zone information in training and meetings for parents/guardians and staff to promote ways to reduce adult and child stress and increase family well-being.</li> <li>• Collaborate with the Blue Zone Project to implement strategies and create work environments that support staff wellness and productivity.</li> </ul>	
<b>Objective from the Strategic Plan</b>	
<i>Train all staff about trauma and its effects, and how to implement trauma informed practices.</i>	
<b>2023-24 Objective</b> (Revised from 2022-23)	
<ul style="list-style-type: none"> <li>• Provide training for staff about de-escalation strategies to help families experiencing distressing situations.</li> <li>• Continue to refine family and child support team procedures to assist families experiencing crisis or children consistently using challenging behavior to meet their needs.</li> </ul>	

<b>Strategic Plan Goal</b>	<b>Stable staffing and facilities</b>
<b>Objective from the Strategic Plan</b>	
<i>Based on Community Assessment data, establish facilities that are in good repair, safe, meet the developmental and learning needs of children, and provide a "user friendly" work environment for staff at all Head Start, State Preschool, and Early Head Start programs.</i>	
<b>2024-25 Objective</b> (Revised from 2023-24)	
Continue to evaluate Community Assessment data, and dialog with our Head Start Program Specialist, the management team, staff, parents, ATCAA's Executive Director, and our governing bodies, to determine the best sustainable program structure for the Head Start and Early Head Start programs in Amador County and Tuolumne County.	

<b>Program Goal</b>	<b>Reach and Maintain Full Enrollment in Early Head Start and Head Start</b>
<b>2024-25 Objective</b> (Revised from 2023-24)	
Follow our Full Enrollment Initiative Plan objectives and action steps, and continue the collaboration between T/TA staff, ECS staff and managers, parents, Policy Council, and community partners to reach and maintain full enrollment in Early Head Start and Head Start programs.	

**ATCAA MONTHLY STATISTICAL REPORT**  
**Early Head Start/Head Start/California State Preschool**

For the month of: April 2024	Head Start	Early Head Start	State Preschool	Head Start Disabilities	2023/24	Early Head Start Disabilities	2023/24				
	Start	Start	Preschool	Children with IEPs served this school year	Children with IEPs served this school year	Children with IFSPs served this school year	2023/24				
Funded Enrollment	100	72	85	23	23	27	27				
Cumulative Enrollment	112	101	96	21	21	15	15				
Number of Children with IEP/IFSP	21	15	17	14.8%	14.8%	17.2%	17.2%				
Children Enrolled <45 days	4	14		Current percent of IEPs for our funded enrollment (as of 5/2/24)	Current percent of IEPs for our funded enrollment (as of 5/2/24)						
Left the Program	11	46		Current percent of IEPs for our actual enrollment (as of 5/2/24)	Current percent of IEPs for our actual enrollment (as of 5/2/24)	27.3%	27.3%				
Pregnant Women Served	0	2		Number of referrals submitted this year ages 3-5	Number of referrals submitted this year ages 3-5	11	11				
Dual Language Learners	13	12		Number of referrals submitted this year ages 0-2	Number of referrals submitted this year ages 0-2						
Children with Medical Home	112	93									
Children with Dental Home	109	88									
Families w/out Medical Insurance	2	1									
	Blue Bell EHS	Blue Bell	Ione EHS	Ione	Jackson EHS	Jackson	Jamestown EHS	Jamestown	Soulsbyville	Summerville	Home Base
Actual Enrollment	8	16	8	16	8	16	8	16	16	16	28
Attendance %	82%	81%	76%	77%	78%	81%	76%	78%	88%	84%	64%
# on Wait List Income Eligible	9	2	3	5	4	12	2	6	3	2	5
# on Wait List Over Income	4	3	3	3	1	0	2	3	6	2	3
% of Children with all Health Screenings w/in 45 days	100%	100%	100%	100%	63%	100%	100%	100%	100%	100%	82%
% of Children with complete immunizations	88%	100%	88%	100%	100%	100%	75%	100%	94%	94%	68%
% of Children with Physicals Complete	100%	100%	100%	100%	75%	100%	100%	100%	100%	100%	86%
% Dental Screenings	88%	100%	100%	100%	88%	100%	100%	100%	100%	94%	54%
# Children needing Dental Treatment	1	2	0	5	0	8	1	3	1	6	0
Of these, # receiving treatment	0	0	0	1	0	7	1	3	1	1	0
Meals Served:											
Breakfast	109	236	123	235	123	269	121	231	276	246	
Lunch	101	243	123	242	123	261	123	200	279	262	
Snack	63	150	0	220	0	163	0	149	188	136	

Note: Children Enrolled in State Preschool are also enrolled in Head Start. Not all Head Start children are enrolled in State Preschool.

**HEAD START BUDGET AND EXPENDITURE REPORT - 2024**

8131.1

Period Covering: 01-01-2024 through 04-30-2024

<i>Budget Category</i>	<i>T&amp;TA Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Training & Technical Assistance	\$21,860	\$16,817	\$5,043	67%	23%
<i>Budget Category</i>	<i>Program Operations Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Personnel	\$1,367,751	\$413,030	\$954,721	67%	70%
Fringe Benefits	591,481	152,611	438,870	67%	74%
Travel	3,861	0	3,861	67%	100%
Equipment	0	0	0	67%	
Supplies	94,740	12,736	82,004	67%	87%
Contractual	29,068	4,087	24,981	67%	86%
Other	226,981	93,973	133,008	67%	59%
<b>Total Direct Charges</b>	<b>\$2,313,882</b>	<b>\$676,437</b>	<b>\$1,637,445</b>	67%	71%
Encumbered		0			
Indirect Charges	275,012	70,617	204,395	67%	74%
<b>Total</b>	<b>\$2,588,894</b>	<b>\$747,054</b>	<b>\$1,841,840</b>	67%	71%
Total to be charged from CACFP		\$0	\$1,841,840		
Total to be charged from CSPP		\$0	\$1,841,840		
<b>Total Including Other Revenue</b>	<b>\$2,588,994</b>	<b>\$747,054</b>	<b>\$1,841,940</b>	67%	71%

**EARLY HEAD START BUDGET AND EXPENDITURE REPORT - 2024**

8131.2

Period Covering: 01-01-2024 through 04-30-2024

<i>Budget Category</i>	<i>T&amp;TA Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Training & Technical Assistance	\$31,634	\$23,214	\$8,420	67%	27%
<i>Budget Category</i>	<i>Program Operations Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Personnel	\$867,480	\$275,194	\$592,286	67%	68%
Fringe Benefits	432,944	123,533	309,411	67%	71%
Travel	1,000	0	1,000	67%	
Equipment	0	0	0	67%	
Supplies	74,582	15,046	59,536	67%	80%
Contractual	25,130	1,054	24,076	67%	96%
Other	161,673	56,135	105,538	67%	65%
<b>Total Direct Charges</b>	<b>\$1,562,809</b>	<b>\$470,961</b>	<b>\$1,091,848</b>	67%	70%
Encumbered		0			
Indirect Charges	164,207	48,972	115,235	67%	70%
<b>Total</b>	<b>\$1,727,016</b>	<b>\$519,933</b>	<b>\$1,207,083</b>	67%	70%
Total to be charged from CACFP		\$0	\$1,207,083		
<b>Total Including Other Revenue</b>	<b>\$1,727,228</b>	<b>\$519,933</b>	<b>\$1,207,295</b>	67%	70%

**HEAD START & EARLY HEAD START IN-KIND MATCH - 2024**

8131.1 &amp; 8131.2

Period Covering: 01-01-2024 through 04-30-2024

<i>In-Kind Match</i>	<i>Budget</i>	<i>Actual YTD Expenditures</i>	<i>Budget Remaining</i>	<i>Budget Period Remaining</i>	<i>Budget Amount Left</i>
Non-cash match		\$23,200			
Cash match		336,196			
<b>Total</b>	<b>\$952,770</b>	<b>\$359,396</b>	<b>\$593,374</b>	67%	62%

**HEAD START & EARLY HEAD START IN-KIND MATCH - 2024**

8131.1 &amp; 8131.2

Period Covering: 01-01-2024 through 04-30-2024

<i>Volunteer Hours By Center</i>	<i>April 2024</i>	<i>TOTAL HOURS</i>	
		<i>2024</i>	<i>2024</i>
Blue Bell Head Start	6.33		25.58
Ione Head Start	45.23		93.02
Jackson Head Start	5.83		37.93
Jamestown Head Start	3.50		4.75
Soulsbyville Head Start	34.17		171.92
Summerville Head Start	3.25		22.33
Blue Bell Early Head Start	0.00		0.58
Ione Early Head Start	15.28		31.01
Jackson Early Head Start	1.50		5.83
Jamestown Early Head Start	1.00		1.00
Home Base	0.00		0.00



Child and Adult Care Food Program BUDGET AND EXPENDITURE REPORT - 2023/2024  
8227.1 & 8227.2

Period Covering: 10-01-2023 through 04-30-2024

Budget Category	Program	Actual YTD		Budget	Budget Period	Budget
	Operations Budget	Expenditures	Remaining	Remaining	Amount Left	
Personnel	\$22,000	\$18,232	\$3,768		42%	17%
Fringe Benefits	10,000	8,383	1,617		42%	16%
Food	85,647	56,963	28,684		42%	33%
<b>Total Direct Charges</b>	<b>\$117,647</b>	<b>\$83,578</b>	<b>\$34,069</b>		42%	29%
Indirect Charges	12,353	8,776	3,577		42%	29%
<b>Total Charged</b>	<b>\$130,000</b>	<b>\$92,354</b>	<b>\$37,646</b>		42%	29%
Total To Be Charged to HS/EHS		\$0				
<b>Adjusted Total</b>	<b>\$130,000</b>	<b>\$92,354</b>	<b>\$37,646</b>		42%	29%



CA STATE PRESCHOOL PROGRAM BUDGET AND EXPENDITURE REPORT  
8294.1

Period Covering: 07-01-2023 through 04-30-2024

Budget Category	Program	Actual YTD		Budget	Budget Period	Budget
	Operations Budget	Expenditures	Remaining	Remaining	Amount Left	
Personnel	\$447,473	\$424,604	\$22,869		17%	5%
Fringe Benefits	\$152,500	156,574	-4,074		17%	-3%
Travel	0	0			17%	
Supplies	20,000	17,904	2,096		17%	10%
Contractual	0	302			17%	
Other	16,155	11,804	4,350		17%	27%
<b>Total Direct Charges</b>	<b>\$636,128</b>	<b>\$611,188</b>	<b>\$24,939</b>		17%	4%
Indirect Charges	50,890	61,119	-10,229		17%	-20%
<b>Total Charged</b>	<b>\$687,018</b>	<b>\$672,307</b>	<b>\$14,711</b>		17%	2%
To Be Charged to HS		\$0				
<b>Adjusted Total</b>	<b>\$687,018</b>	<b>\$672,307</b>	<b>\$14,711</b>		17%	2%
Tuolumne CSPP QRIS	\$51,025	\$11,998	\$39,027			
Amador CSPP QRIS	\$8,000	\$1,107	\$6,893			
CSPP Rate Increase	\$206,074		\$206,074			



TUOLUMNE HOME VISITING PROGRAM  
8168.2

Period Covering: 07-01-2023 through 04-30-2024

Budget Category	Program	Actual YTD		Budget	Budget Period	Budget
	Operations Budget	Expenditures	Remaining	Remaining	Amount Left	
Personnel	\$42,823	\$20,773	\$22,050		17%	51%
Travel (Fuel)	500	396	104		17%	21%
Supplies	500	0	500		17%	100%
Other	0	133	-133		17%	
<b>Total Direct Charges</b>	<b>\$43,823</b>	<b>\$21,302</b>	<b>\$22,522</b>		17%	51%
Indirect Charges	4,601	2,237	2,364		17%	51%
<b>Total</b>	<b>\$48,424</b>	<b>\$23,538</b>	<b>\$24,886</b>		17%	51%

**EARLY CHILDHOOD SERVICES (ECS) USAGE OF AGENCY'S CREDIT CARDS**

**BILLING PERIOD: APRIL, 2024  
AMERICAN EXPRESS PURCHASES**

<b>DATE</b>	<b>VENDOR</b>	<b>PURPOSE</b>	<b>AMOUNT</b>
4/1/2024		PO 10465 AMAZON PHONE CASE/GLOVES/GATE NT/IO/BB	201.96
4/1/2024		PO 10471 WALMART PULLUPS/WHITE BOARD/WIPES JACKSON ECS	87.46
4/1/2024		PO 10474 AMAZON CHILDREN'S CHAIRS SOULSBYVILLE HS	939.2
4/1/2024		PO 99599 4IMPRINT COM 50 APRONS ECS	822.83
4/2/2024		PO 10477 AMAZON CELEBRATE YOUR CHILDREN ITEMS/TONER NT/BB	169.7
4/3/2024		PO 10479 AMAZON CURTAINS/TOWELS/TOOTHBRUSH SANITIZER JK/IO	116.76
4/3/2024		PO 10480 WALMART CLASSROOM SUPPLIES JT SAND UNAVAILABLE	112.14
4/4/2024		PO 10484 WALMART CLASSROOM/HHOLD IONE HS	36.85
4/4/2024		PO 10485 AMAZON CUPS/CLOCK/TONER/CLSRM BB/JK	244.58
4/8/2024		PO 10492 AMAZON TEACHERS CHAIRS SOULSBYVILLE HS	228.36
4/9/2024		PO 10498 WALMART DIAPERS/WIPSE SOULSBYVILLE HS	23.49
4/9/2024		PO 10500 AMAZON CLASSRM SUPPLIES/BINS/CUPS SB/JT/JK	164.33
4/10/2024		MS 365 STD BUSINESS LICENSES 3/10-04/09	132
4/10/2024		PO 10653 AMAZON RECRUITMENT/CUPS/GLOVE/FLOOR CLEANER	145.33
4/10/2024		PO 10655 INSECT LORE CATERPILLARS IO/JK/SV/JT	128.53
4/11/2024		PO 10656 AMAZON CLING WRAP ECS	163.34
4/11/2024		PO 10657 WALMART DIAPERS/CLOCK/CLASSRM ITEMS BLUE BELL EHS	120.06
4/11/2024		PO 10661 WALMART DIAPERS/BABY OIL/SIPPY CUPS IONE EHS	113.78
4/12/2024		PO 10662 AMAZON TOASTER/WAFFLE MAKER/CONTAINERS/FOIL SB/JT/E	381.37
4/12/2024		PO 10664 INSECT LORE CATERPILLARS SB/BB/JT	63.35
4/12/2024		PO 10665 AMAZON ACOUSTIC PANELS JACKSON HS	1,655.16
4/12/2024		PO 10666 AMAZON CLASSROOM ITEMS BLUE BELL	22.99
4/16/2024		PO 10676 WALMART DIAPERS/WIPES/SIPPY CUPS JAMESTOWN EHS	108.4
4/16/2024		PO 10678 AMAZON TONER/CUPS/SUNSCREEN/BANDAIDS/LINERS	284.28
4/16/2024		PO 10680 AMAZON GROWING TOGETHER ITEMS SUMMERTOWN HS	126.24
4/16/2024		PO 99910 HENRY & LIZA'S CPR LLC RED CROSS INSTRUCTOR TRAININ	1,125.00
4/17/2024		PO 10685 AMAZON ITEMS FOR GROWING TOGETHER JAMESTOWN ECS	549.71
4/18/2024		PO 10687 AMAZON CHAIRS/CABINET/GROWING TOGETHER JK/BB/SV	332.26
4/18/2024		PO 10689 WALMART PHOTO PRINTS IONE HS	13.58
4/18/2024		PO 10690 GROWING GREAT KIDS - TRAINING	2,275.00
4/23/2024		COMCAST 8155 60 078 0537299 03/11-04/10/24 10550 - 7TH ST	118.37
4/23/2024		COMCAST 906631488 INV# 196241058 JACKSON ECS	109.95
4/23/2024		COMCAST 963176371 INV# 196288929 18234 - 4TH JT HS	69.95
4/23/2024		PO 10703 AMAZON OFFICE SUPPLIES/CUPS SB HS	174.18
4/24/2024		PO 10708 AMAZON CLASSROOM SUPPLIES/BULLETIN BOARD JT EHS	354.37
4/25/2024		PO 10709 AMAZON TONER/CUPS/LOCKS/HEADPHONES NT/JT HS	120.34
4/25/2024		PO 10712 WALMART CLASSROOM/DIAPERS/VINEGAR JT/BB	74.69
4/26/2024		PO 10722 WALMART CLASSROOM SUPPLIES BLUE BELL HS	32.51
4/29/2024		PO 10723 AMAZON CHAIRS/CROCKPOT/PHONE BATTERIES/CUPS JK/NT	261.8
4/30/2024		COMCAST 906631488 04/01-30/24 JACKSON ECS	109.95
4/30/2024		COMCAST 963176371 04/01-30/24 JT HS	69.95
4/30/2024		PO 10728 AMAZON HHOLD/BASKETBALL HOOP JAMESTOWN EHS	446.05
4/30/2024		PO 10729 WALMART HOMEBASE SUPPLIES	37.33
4/30/2024		PO 10733 AMAZON CLASSROOM ITEMS IONE EHS	416.39
4/30/2024		PO 99611 NONPROFIT COMPENSATION ASSOCIATES. INC SURVEY	105
			<b>13,388.87</b>



**CHEVRON FUEL CARDS**

DATE	PURPOSE	AMOUNT
BILLING PERIOD 03/01-31/24	FUEL	1,547.41
BILLING PERIOD 03/01-31/24	CAR WASH	-
		<b>1,547.41</b>

**LOWE'S CARDS**

DATE	PURPOSE	AMOUNT
4/1/2024	PO 99600 CURTAIN ROD/WALL CABINET JACKSON HS/EHS	180.64
4/2/2024	PO 99901 WALL CABINETS BLUE BELL EHHS	299.61
4/11/2024	PO 99902 MOP/SAND/SALT PELLETS/ ECS BB & JK	168.94
4/11/2024	PO 99903 WEED EATER (BATTERY OPERATED) ECS	205.59
4/11/2024	PO 99904 KEYS/LIGHT FIXTURE ECS JK HS/IO HS	27.1
4/11/2024	PO 99905 PLUMBING SUPPLIES ECS SB HS	5.77
4/15/2024	PO 99909 CO2 DETECTOR JACKSON EHS	47.02
4/25/2024	PO 10688 TABLE WHEELS/STAIN ECS SB HS/BB	28.29
4/25/2024	PO 10691 SAND/STOVE PARTS ECS IO HS/EHS JT HS	150.3
4/25/2024	PO 10702 POTTING SOIL GROWING TOGETHER EVENT ECS SV HS	24.75
4/25/2024	PO 10704 PLANTS FOR GROWING TOGETHER EVENT ECS SV HS	30.31
4/25/2024	PO 99908 DISHWASHER ECS JK EHS	378.8
4/25/2024	PO 99911 DISHWASHER PLUMBING ECS JK EHS	13.78
4/25/2024	PO 99912 4 CABINETS FOR BLUE BELL EHS	599.21
4/29/2024	PO 10724 BOLTS JACKSON EHS	1.41
		<b>2,161.52</b>

SAVEMART CARDS		
DATE	PURPOSE	AMOUNT
4/1/2024	PO 10469 3/29 RAW FOOD JACKSON EHS	165.41
4/2/2024	PO 10476 RAW FOOD JAMESTOWN EHS	175.64
4/3/2024	PO 10478 RAW FOOD BLUE BELL ECS	13.25
4/3/2024	PO 10482 FOOD FOR SOCIAL HOMEBASE	23.81
4/5/2024	PO 10486 RAW FOOD JACKSON EHS	121.97
4/8/2024	PO 10488 RAW FOOD	335.44
4/8/2024	PO 10489 RAW FOOD JAMESTOWN HS	327.4
4/8/2024	PO 10490 RAW FOOD BLUE BELL ECS	541.54
4/9/2024	COR SUB FUNDPO 10476 S/B JAMESTOWN 00/64	0
4/11/2024	PO 10453 EGGS/WHIPPING CREAM PROJECTS ECS IO HS	34.17
4/11/2024	PO 10467 RAW FOOD/SUGAR ECS IO	426.5
4/11/2024	PO 10468 RAW FOOD ECS JK HS	382.24
4/11/2024	PO 10473 CLASSROOM PROJECT/PB/MILK/HONEY ECS JK HS	36.05
4/11/2024	PO 10495 SNACKS FOR PARENT MEETING ECS SB	46.17
4/11/2024	PO 10659 FOOD PROJECT IONE HS	25.61
4/12/2024	PO 10668 RAW FOOD IONE ECS	404.48
4/12/2024	PO 10670 RAW FOOD JACKSON EHS	225.7
4/17/2024	PO 10487 RAW FOOD ECS IO	354.58
4/17/2024	PO 10491 RAW FOOD ECS BB	258.81
4/17/2024	PO 10494 RAW FOOD ECS JT EHS	241.01
4/17/2024	PO 10499 FOOD FOR COOKING DEMO ECS	132.63
4/17/2024	PO 10684 FOOD FOR SOCIAL HOMEBASE	39.05
4/22/2024	PO 10692 RAW FOOD IONE ECS	468.36
4/22/2024	PO 10693 RAW FOOD JACKSON HS	297.52
4/22/2024	PO 10695 RAW FOOD JAMESTOWN HS	308.54
4/22/2024	PO 10696 RAW FOOD JAMESTOWN EHS	241.92
4/22/2024	PO 10697 RAW FOOD SOULSBYVILLE HS	367.27
4/25/2024	PO 10669 RAW FOOD ECS JK HS	316.47
4/25/2024	PO 10671 RAW FOOD ECS BB	355.54
4/25/2024	PO 10672 RAW FOOD ECS JT HS	276.57
4/25/2024	PO 10673 RAW FOOD ECS JT EHS	259.64
4/25/2024	PO 10674 RAW FOOD/PARCHMENT PAPER ECS SB HS	204.08
4/25/2024	PO 10677 COOKING PROJECT/PLAYDOUGH ECS JK HS	143.22
4/25/2024	PO 10683 FOOD FOR PARENT MEETING ECS SV HS	44.41
4/26/2024	PO 10713 RAW FOOD/FLOUR TORTILLAS IONE ECS	444.48
4/26/2024	PO 10714 RAW FOOD/FLOUR TORTILLAS JACKSON HS	258.85
4/26/2024	PO 10715 RAW FOOD JACKSON EHS	178.21
4/26/2024	PO 10716 RAW FOOD BLUE BELL ECS	537.55
4/26/2024	PO 10717 RAW FOOD JAMESTOWN HS	398.71
4/26/2024	PO 10718 RAW FOOD SOULSBYVILLE HS	389.59
4/26/2024	PO 10719 RAW FOOD JAMESTOWN EHS	240.71
4/26/2024	PO 10721 COOKING PROJECT BLUE BELL HS	38.09
4/29/2024	PO 10726 FOOD FOR CINCO DE MAYO JAMESTOWN ECS	96.56
4/30/2024	PO 10694 RAW FOOD JACKSON EHS	187.89
4/30/2024	PO 10698 RAW FOOD BLUE BELL ECS	470.31
4/30/2024	PO 10710 GROWING TOGETHER ITEMS SUMMERVILLE HS	44.1
		<hr/>
		10,880.05

WALMART CARDS		
DATE	PURPOSE	AMOUNT
4/3/2024	PO 10481 LAUNDRY SOAP BLUE BELL ECS	32.53
4/17/2024	PO 10496 T-SHIRTS FOR TYEDYE ECS BB	21.71
4/29/2024	PO 10725 CLASSROOM ITEMS IONE EHS	104.48
		<hr/>
		158.72


**OFFICE OF HEAD START**

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-OHS-IM-24-01	2. Issuance Date: 05/09/2024
	3. Originating Office: Office of Head Start	
	4. Key Words: Mental Health; Behavioral Health; Social and Emotional Development	

**INFORMATION MEMORANDUM****TO:** All Head Start grant recipients**SUBJECT:** Strategies and Recommendations for Supporting Mental Health**PURPOSE:** This Information Memorandum (IM) highlights the Head Start Program Performance Standards and related strategies for integrating mental health supports across all Head Start programs.**BACKGROUND:**

Head Start programs, including preschool programs, Early Head Start programs, Migrant and Seasonal programs, and American Indian and Alaska Native programs, have a long history of providing comprehensive services alongside early education services. They support a program-wide culture that promotes children's mental health and social and emotional well-being. Children's mental health is foundational for family well-being, children's overall healthy development, and long-term success.<sup>1</sup> In recent years, Head Start programs have called for guidance on how to be more intentional in integrating **mental health supports** into programs. These calls stem from a reported rise in behavioral and developmental concerns, higher rates of staff turnover, and limited availability of specialized mental health services. This IM provides evidence-informed mental health strategies and associated resources that can help address these challenges as part of a renewed effort across federal early childhood funding agencies to integrate mental health supports into programs.

To integrate mental health supports effectively into Head Start programs, it is important to first understand and destigmatize what is meant by "mental health." Young children's mental health, often referred to as early childhood mental health (ECMH), is not mental illness. Rather, it is the same as **social and emotional development** and well-being. It is a child's capacity to express and regulate emotions, form trusting relationships, explore, and learn — all in the cultural context of family and community. ECMH approaches should support every child's development of social and emotional skills, in addition to providing specialized supports for the up to 20 percent of children under the age of 5 who experience social and emotional difficulties.<sup>2</sup>

Strengthening the focus on mental health is particularly appropriate given the Head Start program's mission to serve the most vulnerable children and families and break the cycle of poverty. Individuals living in high-poverty neighborhoods often have less access to high-quality resources and supports compared to individuals living in low-poverty neighborhoods, and are more likely to have worse mental health outcomes as a result.<sup>3</sup> Furthermore, Black, Indigenous, and People of Color (BIPOC) families<sup>4</sup> and families in remote or rural areas have less access to mental health and substance use services.<sup>5</sup> BIPOC families, including families in tribal communities, are disproportionately affected by chronic stress resulting from structural racism and historical trauma, which further narrows access to services they can trust.<sup>6</sup>

Head Start programs play a vital role in addressing ECMH and reducing disparities in ECMH, because they focus on the whole child as well as partner with families and communities. Family-focused efforts in particular ensure children's mental health continues to be supported in the long-term, after children transition to kindergarten. Many Head Start programs have already adopted **diverse strategies** to address ECMH. Programs support family well-being and staff-wellness, which ensures caregivers are well equipped to support ECMH. They directly support the child by strengthening relationships with responsive caregivers, such as **parents and early childhood staff**, which is the foundation of ECMH. They provide stable, nurturing environments in which children can safely learn and practice social and emotional skills, and partner with families to do the same at home. Head Start staff build trusting relationships with families and partner within the community to identify and leverage resources. These steps make it more likely that mental health supports will meet the needs of families and make a difference.

Although there are many ways mental health can be supported in Head Start programs, it is important for programs to develop a comprehensive, integrated early childhood mental health approach that promotes child and adult mental health, prevents concerns from developing, and supports early identification and referrals for treatment when needed. Using a continuum<sup>7</sup> of mental health supports ensures every child and family receives the appropriate level of care. This continuum includes:

1. Mental health promotion – An approach aimed at strengthening positive aspects of mental health and well-being and is focused on setting children and families up for success.
2. Prevention services and supports – An approach aimed at reducing the likelihood of future disorders in the general population or for people who are identified as at risk of a disorder.
3. Access to mental health treatment – Interventions are delivered to people who continue to be at risk after engaging in prevention services or have been diagnosed with a mental disorder.

The Office of Head Start (OHS) continues to strongly encourage grant recipients to use quality improvement funds available to all Head Start, Early Head Start, American Indian and Alaska Native Head Start, Migrant and Seasonal Head Start, and Early Head Start-Child Care Partnership grant recipients to support these strategies and invest in mental health supports across roles and program service areas. Suggestions of allowable uses for quality improvement funds as specified in the Head Start Act can be found in the **FY 2023 Head Start Funding Increase Program Instruction**.

For Head Start State Collaboration Offices and recipients closely working with states, it may be of interest to review **related program guidance**.

## **GUIDANCE:**

### **Strategies and Recommendations to Support Mental Health**

#### **Increase Mental Health Promotion**

1. A focus on social determinants of health, or the conditions in which individuals are born, grow, live, work, and age, can lead to better mental health outcomes and prevent future mental illness. To promote social conditions that support family well-being, such as family safety, health, and economic stability, programs are encouraged to develop innovative two-generation approaches that leverage community partnerships and address prevalent needs of children and families (**45 CFR §1302.50(a–b)**). To achieve this, programs can:

- Create authentic partnerships with families using the **Building Partnerships with Families Series** as a guide. Programs can support family mental health and well-being by using the family assessment and partnership process to help families with their biggest life stressors.
- Update the program's intake process with families to include targeted discussions on mental health, such as the families' perceptions about mental health and addressing potential stigma. Include information on mental health supports in the program, such as mental health consultation services and resources and supports available in the community.
- Establish formal and informal **check-ins with families** with the intent to support family mental health. For example, build in time during parent-teacher conferences to discuss how families are doing, create a drop-box for parents to discreetly communicate their needs to staff, and devote time in every parent meeting to wellness activities.

- Invite the mental health consultant to introduce themselves at program events, such as an "Open House" to explain the Head Start program's commitment to supporting mental health. This is an opportunity to familiarize parents with the mental health services available to them, including the role of the mental health consultant and how consultation is used throughout the program.

2. To promote family well-being, programs must collaborate with parents by providing mental health education support services. These services include opportunities for parents to learn about healthy pregnancy and postpartum care that encompasses mental health and substance use treatment options (**45 CFR §1302.46(a)**). To achieve this, programs can:

- Offer opportunities for families to connect to **talk about their child's development**, how they are coping with potential stressors, and what resources they are using. Create a parent group, either virtually or in person, that serves as a space for parents to express their emotions, thoughts, and feelings. For guidance on facilitating this activity, refer to **Leading Online Parent Meetings and Groups**.
- Provide training and opportunities for parents to learn about children's health, well-being, and mental health (i.e., in person trainings, virtual trainings, resources/handouts, etc.), as well as developing safe, stable, and nurturing relationships and environments. For example:
  - Use the mental health consultant to provide group wellness sessions with parents. In these sessions include information on resources in the community and how to access these resources.
  - Invite speakers from mental health and substance use agencies to give talks about mental health and substance use.
- Regularly check in with families about providing supports for their own mental health and well-being, such as education materials on **reducing stress** and **understanding depression**.
- For pregnant women and expectant families enrolled in Early Head Start services, include a mental wellness check during the newborn visit that a program must provide to each mother and baby within two weeks after the infant's birth (**45 CFR §1302.80(d)**). These mental wellness checks are geared towards the parent or family members caring for the child and can be incorporated into a daily health check. Consider incorporating screenings for adult mental health, including **depression** and **substance use**, with appropriate guidance from a mental health professional.

3. To promote staff well-being, programs must make mental health and wellness information available to staff regarding issues that may affect their job performance and must provide staff with regularly scheduled opportunities to learn about mental health, wellness, and health education (**45 CFR §1302.93(b)**). To achieve this, programs can:

- Implement identified policies, procedures, and strategies to support staff wellness that are informed by program data, such as those described in **ACF-IM-HS-21-05 Supporting the Wellness of All Staff in the Head Start Workforce**. It is important to gather feedback from staff on their **well-being** and **job satisfaction**, as well as wellness strategies, to determine if refinements or improvements are needed.
- Provide program leaders with foundational training in supporting workforce mental health such as through the **National Child Traumatic Stress Network (NTCSN)**. The NTCSN offers resources and trainings on a wide range of topics, including strategies to prevent, recognize and address secondary traumatic stress, which may be experienced by Head Start staff caring for children affected by trauma.
- Consider establishing communities of practice or **reflective supervision** groups that help directors and managers focus on creating safe environments and communications that convey to staff that it is safe to disclose and receive support if and when they experience mental health challenges.
- Promote employee assistance services and build a culture to address the stigma of seeking help for mental health reasons. Raise employee awareness around free or low-cost mental health supports available, such as benefits included in health insurance plans.

4. To promote child well-being, a program must ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being (**45 CFR §1302.90(c)(i)**). To facilitate implementation of positive strategies, programs can:

- Train staff, consultants, contractors, and volunteers to have basic knowledge of developmentally appropriate strategies to support positive behaviors. Since developmental expectations and appropriate strategies may

differ depending on a child's age and developmental skills. Staff working with **preschool-age children**, may still benefit from a basic understanding of how to support **infants and toddlers**.

- Ensure staff understand that **following children's lead** in structured play activities is an impactful way to understand children's developmental skills, identify and offer positive attention to their strengths, and practice self-regulation skills in a controlled environment.
- Make sure learning environments are designed to support children's self-regulation. This could include creating "**cozy spaces**" that are clearly visible to adult supervision where children can go if they are feeling overwhelmed. Similarly, spaces can be created with activities or sensory materials as places to express energy. These types of spaces are designed so that teachers can still observe the child or children who are in them, while also providing them the needed supports to self-regulate.
- Partner with families to understand the development, communication style, strengths, and **temperament** of each child in order to establish predictable routines, transition strategies, and developmentally appropriate behavioral expectations for children in the program.

### Increase Prevention Services and Supports

5. To support children's ongoing social and emotional development, programs must provide supports for effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns (**45 CFR §1302.45(a)**). To achieve this, programs can:

- Implement an **all-hands-on deck** approach by creating a multidisciplinary team that works together in your program to support children's mental health. This team can be comprised of individuals that already work with the child or family across disciplines. The benefit of having a team of professionals with multiple perspectives (i.e., mental health, early childhood, special education, family service, health, nutrition, etc.) is that it ensures the most comprehensive approach to support the needs of a child and family.
  - For example, consider ways to integrate prevention-focused approaches such as the **Pyramid Model** with mental health supports such as mental health consultation.
- Seek direct guidance from a mental health or child development professional to ensure that findings from developmental screening and assessment required in **45 CFR §1302.33**, including social and emotional screenings, are used when making a referral to determine if the child is eligible for services through **IDEA** or **section 504 of the Rehabilitation Act**. While programs wait for an eligibility evaluation and possible services, programs can consider an **individualized approach** to support positive behaviors and teach new skills.
- Review your program's educational curriculum to ensure it offers appropriate **social and emotional learning** opportunities, including intentionally planned learning experiences to help practice self-regulation skills. If you notice that many children in the group need social and emotional development support, spend some time intentionally embedding more of the experiences and activities from your curriculum that support these skills. Work these activities and supports into your daily routines and revisit them as needed to ensure children are developing skills in this area.
- Implement a systems-level approach for adult regulation such as the "Tap-In/Tap-Out" system<sup>8</sup> when an education staff member is feeling frustrated, overwhelmed, or otherwise dysregulated. This strategy allows for education staff to engage another staff member from a predetermined list to "tap-in" and cover the class. The education staff member can then "tap-out" and engage in strategies for accessing a calm state before returning to the learning environment.

6. Infant and early childhood mental health consultation (IECMHC) is a prevention-based approach. Mental health consultants work with Head Start leaders, staff, and families to support children's healthy social and emotional development. Grant recipients have shared that it can be challenging to obtain mental health consultants, particularly in rural areas. A few strategies for building mental health consultation access include:

- Encourage existing staff to use educational benefits, such as tuition and fee support, to work towards mental health consultant qualifications. These and other strategies are described in **ACF-IM-HS-22-06 Strategies to Stabilize the Head Start Workforce**.

- Reach out to mental health organizations and other early childhood programs to identify potential partners for mental health consultation services. For example, ask other local Head Start or early childhood programs, home visiting programs, and state or tribal **early care and education offices** how they find mental health consultants. Ask local pediatricians, community health clinics, and hospitals where they refer children and adults for mental health services. After identifying possible partners, reach out to orient them to the role of mental health consultation in Head Start programs and explore potential collaborations.
- Prioritize finding a mental health professional who is familiar with the families in your program or community. Your Head Start program can help them learn about child development, group care, the culture of your program, relevant HSPPS, and IECMHC.
- Consider implementing approaches such as **telehealth or remote consultation**, especially in rural areas, while efforts to build capacity for in-person mental health consultation are underway.<sup>9</sup>
- Consult IECMHC.org's **interactive map of consultants**.

7. To ensure mental health consultants engage in prevention-focused activities, programs must ensure the mental health consultant assists, at a minimum, with the requirements listed in 45 CFR §1302.45(b). To achieve this, programs can:

- Provide professional development opportunities for staff during onboarding and periodically after. For example, the **Foundations of Infant and Early Childhood Mental Health Consultation iPD Course** can ensure that all staff understand that IECMHC is a way to grow the capacity of adults to support the child's social and emotional well-being, rather than a direct intervention or treatment approach.
- Use the expertise of the mental health consultant at a programmatic level, in addition to consulting at the level of specific children, families and classrooms. For example, the mental health consultant can help program leaders and staff explore strategies for enhancing systems that support staff well-being. They can also help design program-wide policies and procedures related to mental health supports, such as positive discipline or screening and assessment practices.

### Access to Mental Health Treatment

8. Programs must build community partnerships to facilitate access to additional mental health services as needed (45 CFR §§1302.45(a)(4), **1302.53(a)(2)**, 1302.80(c)). To achieve this, programs can:

- Consult with your Health Services Advisory Committee on local opportunities and potential partnerships. Identify grant funds available in your local community that are designated to support early childhood mental health. For example:
  - Partner with local **Certified Community Behavioral Health Clinics (CCBHCs)**. CCBHCs are designed to ensure access to coordinated comprehensive behavioral health care. CCBHCs are required to serve anyone who requests care for mental health or substance use, including developmentally appropriate care for children and youth, regardless of their ability to pay, place of residence, or age.
  - Leverage community health workers, family navigators, **promotores**, and peer specialists to reduce mental health stigma and provide support to families navigating mental health systems and other systems that address social determinants of health.
- Use resources that offer expertise in culturally grounded mental health practices, such as partnering with tribal healers to connect families to traditional ways of healing.
- Build partnerships with local colleges and universities that may provide sliding scale mental health services through their mental health training clinics. A sliding scale is a flexible fee structure or payment system that asks a client to pay based on their ability to do so.
- **Facilitate access to community** enrichment activities that can both protect and promote child and family mental health (i.e., sporting activities, cultural events, religious organizations, farmers' markets, and play groups).
- Assess **barriers to obtaining mental health services** and provide supports based on this assessment to facilitate access. Examples could include providing transportation from the program to clinics or providing families with private spaces equipped with appropriate technology to access tele-mental health services

These evidence-informed mental health strategies can support Head Start programs in intentionally integrating mental health supports across their program. They can address challenges programs face such as behavioral and developmental concerns, staff burnout, and the limited availability of specialized mental health services. The accompanying **appendix** includes more specific resources to support these recommendations.

OHS will continue to work with programs to support the mental health of children, families, and staff in Head Start programs. Please direct any questions about the content of this IM to your OHS regional office.

Thank you for all you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin/

Khari M. Garvin  
Director  
Office of Head Start

1 <https://www.acf.hhs.gov/ecd/policy-guidance/dear-colleague-social-emotional-development-and-mental-health>

2 National Research Council and Institute of Medicine Committee. Preventing mental, emotional, and behavioral disorders among young people: progress and possibilities. Washington, DC: National Academies Press; 2009. Brauner, C. B., & Stephens, C. B. (2006).

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ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
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	3. Originating Office: Office of Head Start	
	4. Key Words: Eligibility; MSHS; Migrant and Seasonal Head Start; Consolidated Appropriations Act; Fiscal Year 2024	

### PROGRAM INSTRUCTION

**TO:** All Head Start recipients, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

**SUBJECT:** New Eligibility Provisions for Migrant and Seasonal Head Start programs

#### INSTRUCTION:

On March 23, 2024, President Biden signed the **Further Consolidated Appropriations Act, 2024 (Public Law 118-47)**, which provides fiscal year (FY) 2024 appropriations for several federal departments and agencies. This spending bill funds Head Start programs through the remainder of the fiscal year. The Office of Head Start (OHS) funding changes for FY 2024 are detailed in a separate Program Instruction (PI), **ACF-OHS-PI-24-02**. This PI describes changes to eligibility requirements for Region XII, Migrant and Seasonal Head Start (MSHS) recipients in Section 239 of the Further Consolidated Appropriations Act, 2024.

The new provision expands opportunities for MSHS programs to more effectively serve the families they were designed to serve. Our nation's rich agricultural history has always featured the incredible resilience of farmworkers and their families. MSHS programs take great pride in supporting the legacy of these families and offering new opportunities for future generations.

#### Implementation of the New Eligibility Provision

This provision specifies that in FY 2024, and every year after, MSHS programs can serve any age-eligible child who has one family member whose income comes primarily from agricultural employment as defined in Section 3 of the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. 1802), regardless of total family income.

In accordance with the Head Start regulations at 45 CFR §§**1302.14** and **1302.11(b)**, programs are required to annually establish selection criteria that weigh the prioritization of participants based on needs identified in the community needs assessment. MSHS programs must still follow these requirements and use selection criteria to enroll children who would benefit most from their services, prioritizing the children of migrant farmworker families. Programs do not need to update their selection criteria at this time. However, if a program opts to change its selection criteria in response to the new provision in Section 239, it must engage in consultation with and obtain approval from its governing body and policy council. The program can then begin using the updated criteria. Additionally, all programs must include their selection criteria in their annual refunding application.

One unique characteristic of MSHS eligibility is a family connection to agricultural employment. To be eligible for a MSHS program before the passage of this provision, a family had to show that their income came primarily from agricultural labor, in addition to meeting income eligibility or other criteria for Head Start services. However, it has become increasingly less common for agricultural work to be the primary source of a family's income. Agricultural work has become less available or stable due to unpredictable weather events and higher pay in other industries.

This new law addresses such barriers while maintaining the MSHS connection to agricultural work. Now, a child is eligible if at least one family member's income comes primarily from agricultural work. To make this determination, a program must verify that more than 50% of the individual's income comes from agricultural work. The new provision also reiterates the requirement that MSHS programs prioritize farmworker families who would benefit most from their programs — especially migrant farmworker families who have relocated frequently within the past two years to pursue agricultural work.

Per Section 239, for the purposes of eligibility, MSHS programs are now required to collect income information from only one family member to determine whether the individual's income comes primarily from agricultural work. However, if a MSHS program decides to use income as part of its selection criteria to support making determinations regarding families most in need, it should collect income information from the entire family accordingly.

This new law is effective immediately. It applies this fiscal year and for all future years. However, no child who is currently served in a MSHS program should have their enrollment disrupted to accommodate new enrollees who may qualify based on this change.

### **Additional Details on Eligibility, Recruitment, Selection, Enrollment, and Attendance Requirements**

Due to this statutory change, the Head Start Program Performance Standards (HSPPS) on eligibility now reflect some outdated requirements. To update the HSPPS, OHS must engage in a rulemaking process.

In the interim, where there is misalignment between the Further Consolidated Appropriations Act, 2024, and existing HSPPS eligibility requirements, MSHS programs should follow the new statutory provision in Section 239. For example, MSHS programs are no longer required to adhere to income eligibility requirements under **45 CFR §1302.12(c)**. However, these programs are still required to verify eligibility under 45 CFR §1302.12(f) based on the income of one family member coming primarily from agricultural employment.

While this new law changes income eligibility requirements, other HSPPS for eligibility, recruitment, selection, enrollment, and attendance remain. For example, programs must still adhere to age eligibility requirements (45 CFR §1302.12(b)). Per **45 CFR §1302.13**, programs also must develop and implement a recruitment process designed to actively inform all families within the recruitment area of the availability of program services and encourage and assist them in applying for admission to the program.

Please note, as emphasized in Section 239, a MSHS program is still required to prioritize migrant families who move multiple times within a two-year period for enrollment. Existing enrollment (**45 CFR §1302.15**) and attendance (**45 CFR §1302.16**) regulations also remain.

### **Definitions**

This new statutory language does not change the definition of *family* in the existing HSPPS. The definition of *migrant family* is now outdated, in part — a migrant family no longer needs to have a family income that comes primarily from agricultural employment. Rather, the family must have one family member whose income comes primarily from agricultural employment, which is operationalized as more than 50% of one family member's income is derived from agricultural employment.

The term *agricultural employment* (29 U.S.C. § 1802 (3)) means employment in any service or activity included within the provisions of Section 3(f) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(f)) or section 3121(g) of title 26, such as the handling, planting, drying, packing, packaging, processing, freezing, or grading prior to delivery for storage of any agricultural or horticultural commodity in its unmanufactured state. In accordance with current practice, programs should apply this definition consistent with their community needs assessment and selection criteria.

### **Data and Reporting**

The OHS **Program Information Report (PIR)** provides comprehensive data on the services provided and staff, children, and families served by Head Start and Early Head Start programs nationwide. All grant recipients and delegates are required to submit a PIR annually. The 2024–2025 PIR will be updated to reflect these changes to

MSHS eligibility policy. OHS issued guidance to grant recipients on May 9 on how to submit the 2023–2024 PIR for those MSHS programs that deem families eligible per the new language in Section 239 during this program year.

### **Monitoring**

The Head Start Act requires periodic federal review of all Head Start programs. Recipients with upcoming FY 2024 monitoring reviews will be monitored according to these changes to MSHS eligibility policy. FY 2025 monitoring protocols will reflect these changes.

### **Full Enrollment Initiative**

Additional guidance will be forthcoming from OHS about how this new provision will impact the Full Enrollment Initiative.

### **Change in Scope Process**

This new eligibility provision will not impact Change in Scope applications that have already been approved and implemented. If you have questions about a change in scope request, please reach out to your regional office.

### **Training and Technical Assistance (TTA) and Ongoing Support**

With this new law, many resources and materials available to programs on the **Early Childhood Learning and Knowledge Center (ECLKC)** will need to be updated. It will take time to align the website with the new provision.

OHS encourages recipients to continue to use the TTA system, inclusive of the **four National Centers** and the Region XI TTA network, for support. The OHS TTA system supports program staff in delivering quality services to children and families at the national, regional, and recipient levels. While each level has distinct and unique functions, they are designed to complement each other.

OHS anticipates that programs will have questions about these changes. We welcome your feedback and communication throughout the implementation process. Specific opportunities to provide feedback will be shared soon. Please send your questions about these changes to [MSHeadStart@acf.hhs.gov](mailto:MSHeadStart@acf.hhs.gov)

OHS is grateful for your partnership in implementing this new change so that more families are eligible for Migrant and Seasonal Head Start services. Thank you for the work you do on behalf of children and their families. I look forward to our continued partnership.

Khari M. Garvin

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### PROGRAM INSTRUCTION

**TO:** All Head Start recipients, including Head Start, Early Head Start, Early Head Start-Child Care Partnerships, Collaboration Offices, and National Centers

**SUBJECT:** New Eligibility Provisions for American Indian and Alaska Native programs

#### INSTRUCTION:

On March 23, 2024, President Biden signed the **Further Consolidated Appropriations Act, 2024 (Public Law 118-47)**, which provides fiscal year (FY) 2024 appropriations for several federal departments and agencies. This spending bill funds Head Start programs through the remainder of the fiscal year. The Office of Head Start (OHS) funding changes for FY 2024 are detailed in a separate Program Instruction (PI), **ACF-OHS-PI-24-02**. This PI describes changes to eligibility criteria for Region XI, American Indian and Alaska Native (AIAN) Head Start recipients in Section 238 of the Further Consolidated Appropriations Act, 2024.

OHS regularly engages with tribes to understand the special circumstances of AIAN Head Start programs. Through regular consultation, tribal leaders and Tribal Head Start administrators have indicated that tribes should be able to exercise appropriate discretion in determining which children should be eligible and prioritized for Head Start services. Following this historic statutory change, OHS affirms that tribes — to the maximum extent possible — should determine which children in their communities would most benefit from Head Start services.

#### Implementation of the New Eligibility Provision

This provision specifies that in FY 2024, and every year after, AIAN programs have the discretion to consider eligibility for Head Start services regardless of income. This provision applies to programs operated by an Indian tribe as defined in the Head Start Act, 42 U.S.C. 9801, or designated by an Indian tribe to operate on its behalf. The new language applies to both tribal and non-tribal children in an AIAN program's service area. This law will increase the number of children in tribal communities who are eligible to participate in Head Start services, including opportunities to participate in activities that engage their Native language and culture.

In accordance with the Head Start regulations at 45 CFR §§ **1302.14** and **1302.11(b)**, AIAN programs are still required to annually establish selection criteria to enroll children in their service area who would benefit most from Head Start services. These selection criteria must weigh the prioritization of participants based on needs identified in the community needs assessment. The criteria may, at the program's discretion, include prioritizing children in families where a child, a family member, or a member of the same household is a member of an Indian tribe. Programs do not need to update their selection criteria at this time. However, if a program opts to change its selection criteria in response to the new provision in Section 238, it must engage in consultation with and obtain approval from its governing body and policy council. The program can then begin using the updated criteria. Additionally, all programs must include their selection criteria in their annual refunding application.

Per Section 238, AIAN Head Start programs no longer have income requirements for eligibility. This means that AIAN programs do not need to collect income information from families for the purposes of eligibility. However, if an AIAN program decides to use income as part of its selection criteria to support making determinations regarding families most in need, it should collect family income information accordingly.

This new law is effective immediately, it applies this fiscal year and for all future years. However, no child who is currently served in a Tribal Head Start program should have their enrollment disrupted to accommodate new enrollees who may qualify based on this change.

### **Additional Details on Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) Requirements**

Due to this statutory change, the Head Start Program Performance Standards (HSPPS) on eligibility now reflect some outdated requirements. To update the HSPPS, OHS must engage in a rulemaking process.

In the interim, where there is misalignment between the Further Consolidated Appropriations Act, 2024, and existing HSPPS eligibility requirements, AIAN programs should follow the new statutory provision in Section 238. For example, tribal programs are no longer required to verify eligibility based on income or maintain income eligibility records (**45 CFR §1302.12(i),(k)**).

While this new law changes income eligibility requirements, other HSPPS for eligibility, recruitment, selection, enrollment, and attendance remain. For example, programs must still adhere to age eligibility requirements (45 CFR §1302.12(b)). Per **45 CFR §1302.13**, programs must develop and implement a recruitment process designed to actively inform all families within the recruitment area of the availability of program services, and to encourage and assist them in applying for admission. Existing enrollment (**45 CFR §1302.15**) and attendance (**45 CFR §1302.16**) regulations also remain.

As emphasized in Section 238, a tribal program may, at its discretion, use selection criteria to give priority to children in families where a child, a family member, or a member of the same household is a member of an Indian tribe and would benefit from the Head Start program. Tribal membership enrollment criteria are outlined in tribal constitutions, articles of incorporation, or ordinances. The criteria vary from tribe to tribe, so **uniform membership requirements do not exist**. Tribes have the authority to define their tribal membership requirements and how they will use those requirements for Head Start selection criteria.

Please note that guidance under ACF-IM-HS-23-02 American Indian and Alaska Native (AIAN) Eligibility Through Tribal TANF is no longer relevant. AIAN programs no longer must adhere to income eligibility requirements, inclusive of Head Start program eligibility due to receipt of public assistance.

### **Data and Reporting**

The OHS **Program Information Report (PIR)** provides comprehensive data on the services provided and staff, children, and families served by Head Start and Early Head Start programs nationwide. All grant recipients and delegates are required to submit a PIR annually. The 2024–2025 PIR will be updated to reflect these changes to AIAN eligibility policy. OHS issued guidance to grant recipients on May 9 on how to submit the 2023–2024 PIR for those AIAN programs that deem families eligible per the new language in Section 238 during this program year.

### **Monitoring**

The Head Start Act requires periodic federal review of all Head Start programs. Recipients with upcoming FY 2024 **monitoring reviews** will be monitored according to these changes to AIAN eligibility policy. FY 2025 monitoring protocols will reflect these changes.

### **Full Enrollment Initiative**

Additional guidance will be forthcoming from OHS about how this new provision will impact the Full Enrollment Initiative (FEI). OHS plans to extend flexibility to AIAN grant recipients in the FEI to allow time to implement this new law.

### **Change in Scope Process**

This new eligibility provision will not impact Change in Scope applications that have already been approved and implemented. If you have questions about a change in scope request, please reach out to your regional office.

## **Training and Technical Assistance (TTA) and Ongoing Support**

With this new law, many resources and materials available to programs on the **Early Childhood Learning and Knowledge Center (ECLKC)** need to be updated. It will take time to align the website with the new provision.

OHS encourages recipients to continue to use the TTA system, inclusive of the **four National Centers** and the Region XI TTA network, for support. The OHS TTA system supports program staff in delivering quality services to children and families. The TTA system offers support at the national, regional, and recipient levels. While each level has distinct and unique functions, they are designed to complement each other.

OHS anticipates that programs will have questions about these changes. We welcome your feedback and communication throughout the implementation process. Specific opportunities to provide feedback through the Tribal consultation process will be shared soon. Please send your questions about these changes to **AIANHeadStart@acf.hhs.gov**.

OHS is grateful for your partnership in implementing this important change so that more families in tribal communities are eligible for Head Start services. Thank you for the work you do on behalf of children and their families. I look forward to our continued partnership.

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