

Services to Promote Family Strengthening – Parent Engagement (0-5) Cover Sheet 2019

Name of Applicant: Amador-Tuolumne Community Action Agency	
Address: 427 N. Highway 49, Suite 305, Sonora 95370	
Contact Person: Marcia Williams	Phone: 209.533.0361 x241
e-mail: mwilliams@atcaa.org	Fax: 209.533.0470
<p>Descriptive Title of Project: In operation since 1996, the ATCAA's <i>Family Learning and Support (FLS) Program</i> housed at the ATCAA Family Learning Center in Sonora, will provide intensive services to 25 families with children aged birth to 5 and pregnant women each year through the Family Literacy Model. It will also serve at least 50 caregivers/parents of children aged birth to 5 through outreach, support groups, parenting classes and connection to community resources. The program provides parenting classes, GED preparation, counseling/support groups, Life Skills classes, ESL classes, Job readiness and training for parents to support their role as their child(ren)'s first and most important teacher. The program also links with two important programs serving the 0-5 population: ATCAA's Early/Head Start program, serving 147 families with children aged birth to 5 in Tuolumne County as well as pregnant women and the <i>Promotoras de Salud</i> outreach program which provides support and services for Tuolumne County's growing Latino population. These two programs will also provide volunteer help and cash to help staff the program. FLS staff provide transportation to and from medical and dental appointments, counseling appointments and other services. Staff also provides translation services for Spanish speaking families to help them access services.</p>	
Total Amount of Request: \$271,936	Total Project Cash Budget: \$271,936
Project Start Date: July 1, 2019	Project Completion Date: June 30, 2023

I authorize submission of this application:

Marcia Williams, Amador-Tuolumne Community Action Agency
 Name of authorized agency official Name of agency/organization

Early Childhood Services
 Director *Marcia Williams* 1/25/19
 Title of authorized agency official Authorized Signature Date

FIRST 5 FAMILY STRENGTHENING – PARENT ENGAGEMENT SERVICES

All services must align with the Protective Factors Framework, Appendix A. Service design must address at least one of the following 5 Protective Factors: (1) Parental Resilience; (2) Social Connections; (3) Concrete Support in Times of Need; (4) Knowledge of Parenting and Child Development; and/or (5) Social and Emotional Competence of Children.

The total funding available for these services will be \$200,000 in the first year for all funded projects, with an annual increase not to exceed 3% per year for three subsequent years.

The Commission may adjust fund availability for these services once proposals are received and may fund at levels above or below the amount stated in this Request for Applications. The amount is provided as a guideline only.

Project Design, Strength, and Feasibility:

The service approach must address at least 5 of the following 11 desired outcomes for primary caregivers of children birth to five. For the outcomes, below, that you plan to measure with your project, please provide an estimate of unduplicated individuals you will serve for each chosen desired outcome.

Desired Outcomes	Unduplicated number of parents/caregivers to be served annually
1. Caregivers receive education and skill building opportunities on positive parenting techniques.	25
2. Caregivers engage in ASQ screening and learn about developmental milestones.	25
3. Caregivers engage with children’s therapy.	
4. Caregivers are effectively linked to addiction treatment and recovery support.	5
5. New mothers receive depression screening and treatment referrals, as appropriate.	
6. Caregivers build supportive networks with clean and sober family and friends.	25
7. Caregivers feel physically and emotionally safe in their homes and relationships.	
8. Caregivers work toward financial stability: job skills & training, driver’s licenses, GED, ESL, etc.	25
9. Parents are offered support services as early as possible following a child abuse report.	5
10. Caregivers learn about the importance of <i>Talk, Read, Sing</i> in the context of early brain development and do those activities at home.	50
11. Caregivers enroll their children in a quality early learning program.	25

Please add any additional outcomes you plan to measure and report, and the unduplicated number of caregivers to be served annually.	
Number of families who increase the amount of time they spend engaging in musical activities with their children	50

Based on your answers above, provide a description of the service strategies you propose to use to effectively meet these desired outcomes.

Description:

In order to promote improved family functioning, early childhood development and health for families with children ages 0-5 and pregnant women, the ATCAA *Family Learning & Support (FLS)* program provides comprehensive and holistic access to learning opportunities for parents and young children.

The Family Learning and Support program is family literacy program that is based on the research based Even Start Family Literacy model. The program works with parents to enhance their role as their child(ren)'s first and most important teachers and serves to strengthen parents' abilities to be self-sufficient and engaged members of the community. In the *FLS* program, the Family Literacy model is enhanced to include comprehensive and crisis case management, information and referral, health education and access to medical, dental and mental health services. Transportation is also provided for families to appointments as well as referrals to child care options and opportunities. These services promote family self-sufficiency, good parenting, early education, and wellness. They also help to build the *Five Protective Factors that Strengthen Families and Protect Children* in our families. By offering these services, the *Family Learning and Support* program has a long history of being successful in providing parents with the tools and skills they need to break the cycle of low-literacy and achieve improved family functioning and quality of life.

This center-based program has been in continuous operation by ATCAA since September of 1996 and has been recognized as an exemplary program by the California Department of Labor for helping "hard to serve" welfare-to-work participants enter the workforce. The ATCAA Even Start program was recognized by the California Department of Education as being a model program in 2000. First 5 funding began in FY 01/02 and has been matched with Even Start funding, Targeted Case Management Funding, Tuolumne County Department of Social Services Funding and private foundation/community donations since then. Since 2009, Head Start funds have helped to provide services such as family advocate, transportation and program management.

This program has also shown the ability to change with the needs of the community. For example, in 2001 the population served was almost exclusively English speakers and welfare to work participants. We received many referrals from welfare to work case managers and other social service providers. Now, most of our population are immigrants, primarily Spanish speaking. We continue our partnership with County Health and Human Services programs and receive referrals from them, but few of the clients referred to us follow through with participation. Due to changes in the Welfare to Work program, many clients are exempt from participation. In the 20 plus years we have been operating this program we have seen a dramatic increase in the number of families with multiple barriers to wellbeing including: generational trauma, mental health issues, domestic violence, disabilities and lack of education.

Based on your answers above, provide a description of the service strategies you propose to use to effectively meet these desired outcomes.

This is true for our Head Start participants as well. The good news is that by using our long history of case management, community collaboration and wrap-around services, we are successful in working with the so-called “hard to serve” families in our community. For example, we helped a single mother move out of a substandard apartment situation and in to an apartment complex in Jamestown. Because of the move, she was able to enroll her child in the nearby Early Head Start center. We have helped her learn how to advocate for repairs to her current apartment and to find dental help for her older child. These steps towards self-sufficiency and family wellness have a cumulative effect and she feels more empowered towards making positive changes in her life.

The program operates 5 days a week year-round. The program is open 30 hours a week, but classes are held mostly in the morning with some opportunities for afternoon and early evenings. Families may enroll at any time and families generally stay in the program one to two years depending on their needs. In response to the changing community needs, in our next cycle we propose to offer evening Family Literacy Events (5 per year) and Community Resource Events (6 per year) to this population.

In keeping with the Family Literacy Model, the FLS program provides the following four components either at the ATCAA Family Learning Center or in community spaces:

- 1) **ADULT EDUCATION:** Through our partnership with Columbia College and other agencies, we offer two strands of Adult Education as outlined below. Life skills and employment skills such as: nutrition, time and money management, communication and computer skills are an important part of the curriculum for **both strands** and are provided by outside consultants and community partners.
 - I. **Skills Development Strand:** A skills class is offered to help parents prepare for the G.E.D. test or sharpen their literacy skills to prepare them for work or higher education. In addition to direct instruction, GED test preparation and practice software and individualized tutoring are offered;
 - II. **English Learner Strand:** ESL classes are offered weekly. An ESL Advisory/Support Group also meets to hear and discuss special topics of interest to this group. Some participants may choose to participate in both strands. We are also providing an annual Citizenship Class which helps participants prepare for the U.S. Citizenship test.

- 2) **PARENTING EDUCATION AND SUPPORT** is an important part of the Family Learning and Support program. The guiding philosophy is: *Parents are their child’s first and most important teachers*. Through our partnership with Center for a Non-Violent Community (CNVC), Tuolumne County Health Department, ICES, Head Start, and other community partners, we offer parenting classes, health education classes and a parent support group for participants. Counselors from Behavioral Health and a contracted counselor are available to do individual counseling and help with intake into Behavioral Health

Based on your answers above, provide a description of the service strategies you propose to use to effectively meet these desired outcomes.

Services. Pregnant women are co-enrolled in our Early Head Start program and receive pre-natal education, a visit from a nurse and support for lactation if they desire.

- 3) PARENT AND CHILD TOGETHER TIME (PACT):** Parents who have children enrolled in Early Head Start and/or Head Start will volunteer weekly in their children’s classrooms or in a socialization experience. This time in the classroom is supported by school to home activities that reinforce skills that children are learning. Parents report that they learn a great deal about positive discipline, child learning and development simply by being in a classroom where teachers and other parents are modeling best practices. Parents will receive credit towards their required Welfare to Work hours commitment for volunteering in the classroom. This experience provides good job skills and we have a good track record of hiring parents as employees. Currently, 1/3 of ATCAA Early/Head Start staff are former or current Head Start parents.

In a departure from our previous practice of providing this service only at the Family Learning Center, we are proposing to bring these family literacy experiences to more parents through 5 evening events presented in locations around the community. At these events parents and their children will eat a light meal and engage in activities designed to promote literacy. They will also receive materials and information to implement at home. Parents are surveyed to see if they implement these activities and if their behavior/knowledge has changed in any way. We will also continue our community presentations where parents, staff and community partners come together to learn about community resources. In the past, these events have highlighted community services such as housing, mental health resources, parenting and childcare resources and transportation, legal services and immigrant’s rights. We expect to serve at least 50 families through these events.

During the summer, when Head Start is closed, we will offer *Ready Rosie* parenting classes for all parents and children where every day will feature Family Literacy activities and lessons. *Ready Rosie*, a research-based parenting curriculum, uses videos and a parenting workshops designed to help parents incorporate literacy activities (math, reading and problem solving) into every day interactions with their children. For example, one lesson teaches parents how to use grocery store time to teach math. Parents participating in the summer program will receive weekly lessons and attend at least one session at the Family Learning Center where they will engage in making learning activities to do with their children. This component addresses the Protective Factor, *Knowledge of Parenting and Child Development*.

- 4) EARLY CHILDHOOD EDUCATION:** Our first step is to help parents get their children to an appropriate early childhood education setting. Families who are referred by Social Services are categorically eligible for Early/Head Start and receive high priority for enrollment. Children who are co-enrolled in ATCAA Early/Head Start programs also are

Based on your answers above, provide a description of the service strategies you propose to use to effectively meet these desired outcomes.

assessed for school readiness goals through the Infant/Toddler or Preschool Desired Results Developmental Profile (DRDP). Parents meet with teachers to review these assessments, create learning goals and learn how they can best support their child’s learning and development. Teachers also provide referrals to other services, such as social and emotional skills building, medical and dental services and special education as appropriate. This component supports the *Knowledge of Parenting and Child Development* as well as the *Social and Emotional Competence of Children* Protective Factors.

Peer Support

Another important strength of the enhanced Family Literacy model offered by the *FLS* program is the peer support that participants enjoy. The *Family Learning and Support* staff encourage families, friends, neighbors and partners to create a community where program participants feel safe and empowered to achieve personal goals. Staff promote and foster an atmosphere of respect and support where families were able to increase their skills in life, literacy, parenting and employment. Program participants encourage each other to succeed and provide a strong system of support which is essential for parents trying to overcome barriers and challenges. This support is particularly helpful for parents living in isolated areas throughout the county and those with language barriers. Each client’s achievements and progress are acknowledged and celebrated throughout the year, thus giving participants the positive encouragement needed to realize self-value and limitless potential. This peer support is also an important part of

By providing and encouraging an atmosphere where clients develop positive adult-peer relationships, the *Family Learning and Support* program is successful in helping to create a network of support where parents were able to build linkages and feel less isolated. Parents develop friendships with other parents, build trusting relationships, and strengthen parenting skills, thereby reducing the opportunity for their children to be at risk, impacting the *Social Connections* Protective Factor.

Access to Services & Community Linkages to Promote Seamless Services

Access to Services: Please describe specific barriers to services or desired outcomes that your proposed participants face, and how your proposed services will help overcome those barriers. These can include barriers such as geography, transportation, homelessness, cultural or socio-economic barriers, etc. as applicable.

Description: The Families served by the ATCAA *Family Learning and Support* program have multiple barriers to family well-being and self-sufficiency. Fortunately, years of service provision through First 5 funding blended with other sources of funding, show that a holistic, integrated, center-based program is ideally suited to help families address and overcome these barriers. And these barriers are formidable. They include: domestic violence including child abuse, social emotional deficiencies, substance abuse, mental illness, homelessness, little or no

Access to Services: Please describe specific barriers to services or desired outcomes that your proposed participants face, and how your proposed services will help overcome those barriers. These can include barriers such as geography, transportation, homelessness, cultural or socio-economic barriers, etc. as applicable.

earned income, lack of education (less than a high school diploma) or, possessing a high school diploma but functioning at less than a 10th grade level, little or no job skills, limited English speaking and writing skills and family trauma. Isolation is endemic for many families with no reliable transportation and limited social opportunities. Isolation is also caused by linguistic and cultural for the parents we serve who speak limited English and are often living in our most rural agricultural areas of the County.

Providing supportive services helps break down barriers to participation. Supportive services offered through the *Family Learning and Support* program include: case management, transportation to health/mental health and dental care, food commodities, financial literacy counseling/classes, mental health and substance abuse counseling (both individual and group) and parenting classes and support. In addition, the community events help parents connect in person with providers.

By providing high quality case management services, staff are successful in helping families gain access to resources to help them in times of financial insecurity and crisis situations. By building trusting relationships with parents and by providing emotional support, staff can help parents access mental health services when needed. Bi-lingual staff and case managers help to provide translation services and parenting information in Spanish. By helping families have improved access to appropriate services and support to reach goals we are addressing the two Protective Factors, *Concrete Support in Times of Need* and, *Parental Resilience*.

Community Linkages: Please briefly identify the critical community linkages you will make or maintain to effectively provide the proposed services. If the services you propose are currently offered by another service provider in Tuolumne County, or by your agency under a different funding source, explain how your proposal does not duplicate services.

Description: Throughout our history, the *Family Learning and Support* program has depended on our community partners to provide and/or enhance services for families. This has the added benefit of helping families make connections with providers through warm handoffs. Following is a short list of community partners and linkages.

ATCAA itself provides many of the services. The Food Bank provides food, the Housing Department provides access to housing and financial literacy counseling/training, Head Start provides home visiting, early childhood education, parenting education and support, family literacy activities, group and individual counseling, and family advocate services. Energy assistance is available through ATCAA's energy assistance program. ATCAA also provides computer literacy training, tax assistance and volunteers.

Community Partners provide essential services as well.

- ICES has provided parenting classes and information about how to obtain childcare;
- Behavioral Health provides mental wellness support groups;
- Tuolumne County Health Department has provided nutrition courses and helped us

Community Linkages: Please briefly identify the critical community linkages you will make or maintain to effectively provide the proposed services. If the services you propose are currently offered by another service provider in Tuolumne County, or by your agency under a different funding source, explain how your proposal does not duplicate services.

- install a garden at the Blue Bell site. They also have provided health education classes for students at the Family Learning Center and visits to pregnant mothers;
- CNVC provides a Spanish speaking counselor to facilitate a support group;
 - Columbia College provides ESL, Life Skills and GED classes instructors and supplies;
 - Service groups such as Soroptimists and Omega Nu and other volunteer organizations provide funding, donations, mentors and volunteers.

Staff from the *Family Learning and Support* program are active members of community collaborative organizations and attend meetings to work closely with partners to ensure that families follow through and meet their goals and that we don't duplicate services.

We also provide space and some transportation so that community partners can provide needed services to shared clients. Two examples of this are the GED/ESL Classes that Columbia College provides at our Center. By providing a free space where classes and childcare can be offered, these services can be offered to a larger segment of the community in a more efficient manner.

Finally, by offering the classes in a safe and familiar environment, many parents participate when they wouldn't be comfortable going to the College or to an unfamiliar place.

Project Evaluation

Evaluation: Please check the boxes below, to indicate your understanding of the evaluation requirements under this funding process:

✓	I understand that the contract will include an evaluation plan.
✓	I understand that the evaluation plan will include requirements for collection and reporting of service level indicators, such as number of participants, ethnicity, level and type of service, and other service data as required.
✓	I understand that the evaluation plan will include requirements for collection and reporting of outcome indicators, including measures of relevant change for children, families or service systems, to be finally negotiated at contract time, and revisited as necessary to ensure that quality data is being collected.

Evaluation: Have you demonstrated any of the desired outcomes indicated on page 2 (or very similar outcomes) prior to completing this application, either as a First 5 grantee or under any other funding source? Please check applicable boxes below, and add information as indicated.

✓	Yes, as a First 5 Grantee, in the following years (list): Continuously since 2000
	Yes, for another funder. I have attached an evaluation report reflecting our results.
	No, there has been no demonstration of these or similar outcomes.
	Other:

Organizational Capacity

Staffing: Please explain the staffing structure that you present in your budget. Describe the qualifications of the key personnel (staff or consultants), the time (FTE) they will devote to the project, and their experience performing the services outlined in this application.

Name/FTE	Position/Duties	Education/Qualifications	Experience
Marcia Williams/FTE = 0.15	Program Director /Contract and Budget Management, supervises Family Support and Eligibility Manager, Works with Community Partners	B.A. Psychology, M.A Education, CA Multiple Subject Teaching Credential	10 years as Director of Early Childhood Services programs for ATCAA. Head Start Coach for new directors. 22 years directing Family Literacy Program, Family Literacy Coach for California Department of Education, Family Literacy Trainer for National Center for Family Literacy, ESL and GED Instructor. Graduate of Leadership Tuolumne County
Kristen Youngman/FTE = .1.0 to this project	Family Support Manager. Oversees classes, schedules for Family Learning Center. Partners with Community Agencies. Collects data and reporting for various funding sources.	A.S. Child Development, Site Supervisor Permit	Working with families for 20 years in various capacities. Advocacy work for 15 years, giving out resources and referrals. Working on collaborating with partners and other agencies to benefit families' well-being.
Patricia Aguiar/FTE =.75	Community and Family Engagement Coordinator. Plans and schedules Community Events in Tuolumne County with collaborating partners. Conducts Parenting classes at Family Learning Center or at offsite locations. Works closely with the Immigrant population to help support needs.	B.A Psychology, 18 ECE units, 60 hours of Domestic Violence and Sexual Assault Training Bi-lingual/Bi-cultural English/Spanish Certified trainer for parenting curriculum "Growing Great Kids"	Working with families for 25 years in various capacities. Experience with Community presentations and Education on array of subject matters pertaining to families. Graduate of Leadership Tuolumne County

	YES	NO	N/A
Has your organization ever had a contract over the amount of \$10,000 with First 5 Tuolumne?	✓		
If so: In your estimation, was the contract executed fully and responsibly?	✓		
If so: Were you able to demonstrate good outcomes for children and/or parents?	✓		
Has your organization had a contract over the amount of \$10,000 with another entity for similar services in the last five years? If so, please provide some detail on this contract below the table.	✓		
If you are not an entity of county government, have you provided one copy only of the most recent audit or financial statements available for your organization?	✓		

If you would like to provide any additional comments regarding your answers to the questions above, please do so here. (You may be asked to provide additional information to demonstrate organizational effectiveness once applications have been reviewed.):

Funding from Tuolumne County Department of Social Services also supports adult education, especially GED (helps to pay for computer software) and job readiness. Their funding also supports case management activities and transportation.

Funding from Head Start provides most of the childcare component of the program (except for summer), home visiting and family advocate services. It also pays for volunteer costs, program oversight and transportation costs.

Funding from Tuolumne County MHSA provides funding for Promotoras which includes some of the outreach and especially the immigrant's rights programs offered through ATCAA.

Budget

You may cut and paste the budget into this document, or you may submit it as a separate document, along with the answers to the Budget Narrative questions below.

Line Item Budget: Please provide a line item budget for each of the four years of this project (FY 19-20 through 22-23). A fiscal year shall be considered July 1 – June 30. **Annual increases shall not exceed 3%.** You may submit the budget in the budget format used by your organization. All personnel must be broken out by FTE; all consultant costs by hours.

ATCAA Family Learning Center	Proposed Budget				
	FY 19/20	FY 20/21	FY 21/22	FY 22/23	Total
Personnel					
Family Support Manager	14,675	15,000	15,375	15,973	61,023
Community & Family Engagement Coord	14,675	15,000	15,375	15,973	61,023
Total Salaries and Wages	29,350	30,000	30,750	31,946	122,046
Fringe Benefits	7,201	7,828	8,008	8,270	31,307
Total Personnel	36,551	37,828	38,758	40,216	153,353
Operating Costs					
Supplies: Family Literacy	3,500	3,500	3,500	3,500	14,000
Rent & Utilities	2,800	2,800	2,800	3,000	11,400
Household Supplies/Maintenance	2,000	2,000	2,000	2,200	8,200
Communications	4,800	4,800	5,000	5,000	19,600
Transportation (gas and vehicle maintenance)	1,500	1,600	1,650	1,650	6,400
Staff Training/Travel	2,000	2,375	2,500	2,500	9,375
Insurance (vehicle, liability)	250	250	250	250	1,000
Contractual (detailed below)	5,000	5,000	5,500	5,500	21,000
GED/ESL (for coverage when College is closed) \$25/hr. for 50 hrs.	1,250	1,250	1,250	1,250	5,000
Childcare (evenings and summer) 2 providers x \$15/hr. for 125 hours	3,750	3,750	4,250	4,250	16,000
Total Operations	21,850	22,325	23,200	23,600	90,975
Total Direct Costs	58,401	60,153	61,958	63,816	244,328
ATCAA Indirect Costs @ 11.3%	6,599	6,797	7,001	7,211	27,608
TOTAL REQUEST TO FIRST 5	65,000	66,950	68,959	71,027	271,936
Increase =		2.91%	2.91%	2.91%	

Line Item Budget Narrative

Personnel Includes:

Family Support Manager (FTE = 1.0)

Community and Family Engagement Coordinator (FTE = .75 to this project. The rest of her time is spent in Amador County.)

The **Family Support Manager** works with Head Start staff to enroll families in Early Head Start or Head Start as appropriate and provides case management for program participants. She works closely with Community Partners including ATCAA programs to manage the monthly offerings of on-going and special events. She also handles recruitment and publicity including the publication of a monthly calendar. She tracks attendance and client data for reporting. She supervises child care workers for the summer program and helps provide summer programming and events.

The **Community and Family Engagement Coordinator** provides case management for Spanish speaking families. She provides parenting workshops and individual parenting support at the Blue Bell center and at other community locations where requested. Working closely with other staff and community partners, she plans and presents evening Family Literacy nights and Community Information events.

The Early Childhood Services Director's time is provided to this contract at no cost. Her time is spent managing the budget, supervising the Family Support Manager and working with community partners.

Families that are co-enrolled in Head Start and Early Head Start at our Blue Bell Center receive case management and family advocate services through the Head Start grant. Additionally, families that are in Head Start or Early Head Start homebased program (many of our Spanish speaking families are co-enrolled in both programs) receive services from our homebased Family Advocates.

Contractual. To supplement the College program and to provide summer childcare, we hire our college teachers to provide extra tuition in the summer. (Budgeted at 50 hours) We also hire childcare workers (2) to help with childcare during summer and evening programs. Head Start Teachers and Home Visitors provide family literacy activities for families that attend during the summer at no cost to this budget.

Operating Costs are costs associated with maintaining a center-based program, providing transportation and running a summer program. Most items are self-explanatory, some items have additional narrative.

Included in operating costs are:

Rent – this is not projected to increase. This covers the *FLS* share of the Blue Bell Center. No rent is charged for extra space used in the summer months and evenings.

Utilities

Household Supplies/Maintenance

Communications (phones and internet)

Supplies – These are books, art materials and toys for the family literacy activity kits.

Transportation (gas and vehicle maintenance). *FLS* owns and operates one van.

Staff Training/Travel

Insurance (vehicle, liability)

Budget Narrative: Leveraging

What resources will you be able to leverage to assist you in providing and sustaining the services described in this application over the four years of operation? Include both cash resources (directed only to services for children birth to five, their parents, or pregnant women), and any in-kind resources that enable you to serve First 5 families.

ATCAA Family Learning and Support	CASH MATCH FROM ALL NON-FIRST 5 SOURCES*				
	FY 19/20	FY20/21	FY 21/22	FY 22/23	Total
Personnel					
ECS Director (FTE = 0.025)	9,968	10,217	10,473	10,734	41,392
Family Support Manager (FTE = 1)	33,831	34,677	35,544	36,432	140,484
Community & Family Eng. Coord (FTE = .75)	26,905	27,578	28,267	28,974	111,723
Total Salaries and Wages	60,736	62,254	63,811	65,406	252,207
Fringe Benefits	12,147	12,451	12,762	13,081	50,441
Total Personnel	72,883	74,705	76,573	78,487	302,649
Operating Costs					
Supplies: Childcare/Office	1,000	1,000	1,000	1,000	4,000
Rent & Utilities	350	350	350	350	1,400
Household Supplies/Maintenance	500	500	500	500	500
Communications	1,200	1,200	1,200	1,200	1,200
Transportation	1,500	1,500	1,550	1,550	6,100
Staff Training/Travel	5,000	5,000	5,000	5,000	20,000
Insurance (vehicle, liability)	900	900	900	900	3,600
Contractual (mental health)	3,000	3,000	3,000	3,000	12,000
Total Operations	13,450	13,450	13,500	13,500	53,900
Total Direct Costs	86,333	88,155	90,073	91,987	356,549
ATCAA Indirect Costs @ 11.3%	9,756	9,962	10,178	10,395	40,291
TOTAL CASH MATCH	96,089	98,117	100,251	102,382	396,840

***Includes**

- Early Head Start and Head Start
- Tuolumne County Dept of Social Services (Welfare to Work)
- Tuolumne County Behavioral Health MHSA
- Community Donations
- Targeted Case Management

Budget Narrative (Other): Please provide an explanation of any items in the budget that may raise questions for a reviewer.

ADDITIONAL REQUIREMENTS

<p>Contracts shall stipulate a requirement for key program staff to participate in up to 12 grantee meetings a year, in the first funded year, facilitated by the First 5 Executive Director. The purpose of these meetings is to discuss opportunities for linkages, shared services, leveraging and other system improvements.</p>
<p>Please list the most likely person(s) to participate in these meetings: Marcia Williams, Early Childhood Services Director and/or Kristen Youngman, Family Support Manager</p>
<p>Contracts shall stipulate a requirement for grantee to provide at least one training a year to peer professionals in the county on a topic of expertise for that grantee, of interest to other providers.</p>
<p>Please list at least one possible training topic that your organization would be willing to offer to peer professionals: ATCAA will be certified as coaches and trainers for the Pyramid Model for Social and Emotional Learning model. This includes lessons for caregivers as well as families. We can offer this training to community providers. We also conduct over 30 hours a year in staff training on such topics as Trauma Informed Care, CLASS (teacher/child interactions tool) Health and Safety Practices, CPR, etc. and would be happy to have community partners attend these trainings as space allows.</p>
<p>Contracts shall stipulate a requirement for grantee to participate in the collaborative media outreach campaign. Including quarterly meetings to organize outreach efforts.</p>
<p>Please list your experience in successful community outreach, including media outlets, social media campaigns, etc.: ATCAA has a Facebook page, website and staff participate in community events such as the annual health fair, ICES Children’s fair, etc. in order to let the community know about its programs.</p> <p>In addition, FLS and Head Start staff recruit door to door at community locations such as low-income apartments and Walmart and at Kindergarten registration in order to reach our target population. FLS has had displays in downtown Sonora for the past few years emphasizing its services. Columbia College also promotes its programs at our site, and this brings participants in the door. ATCAA’s Early Childhood Services department produces an annual report which highlights its programs including FLS and Promotoras. We constantly share our partner’s flyers and information with families and would be glad to participate in quarterly meetings to organize outreach efforts.</p>

FIRST 5 FUNDS CANNOT BE USED TO SUPPLANT

State law prohibits Commission funds from funding existing levels of service or programs. To ensure compliance with this provision, please provide the following information. If you have questions about how to fill out this form, please call Sarah Garcia 536-2070.

1. Has your organization provided any of the following services in Tuolumne County in FY 18/19 with any type of funding, including First 5 funding:

Service	Yes	No
1. Teach parenting skills to caregivers	✓	
2. ASQ screening; and/or <u>teach parents about developmental milestones.</u>	✓	
3. Engage caregivers with children's therapy.		✓
4. Link caregivers to addiction treatment and recovery support.	✓	
5. Provide new mothers with depression screening and treatment referrals	✓	
6. Assist caregivers in building supportive networks with clean and sober family and friends.	✓	
7. Assist caregivers in addressing domestic/relationship violence.	✓	
8. Assist caregivers in working toward financial stability: job skills & training, driver's licenses, GED, ESL, etc.	✓	
9. Target parents for support services following a child abuse report.	✓	
10. Teach caregivers about the importance of <i>Talk, Read, Sing</i> in the context of early brain development.	✓	
11. Assist caregivers in enrolling their children in a quality early learning program.	✓	

2. Did you receive any other funds other than First 5 funds to perform these services in the last year? Please explain.

We have a contract for up to \$50,000 from Tuolumne County Department of Social Services to provide case management, GED instruction, job readiness and other services. This contract is based on client participation. Due to limited participation last year, we earned about \$12,000.

Head Start and Early Head Start funding pay for most of the costs of the ATCAA Family Center at Blue Bell which houses the FLS program along with the Early Head Start and Head Start programs.

Tuolumne County MHSA funding provides funding for Promotoras de Salud. This funding (\$25,000) is slated to end in June of 2019 and it is unknown whether it will continue.

We also receive community donations from Service Clubs and individuals.

3. If so, will this other funding be available, to the best of your knowledge, in FY 19/20 and beyond for serving children birth to five? If yes, please provide more detailed information on this funding, such as the source of funding, dates and amounts. If no, please explain why not. **Yes, except for MHSA which is due for a new RFA.**

Appendix A: The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also “promotive” factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience

No one can eliminate stress from parenting, but a parent’s capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family’s life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and offer opportunities for people to “give back”, an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children’s behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Social and Emotional Competence of Children

A child or youth’s ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.