



PROGRAM PLANNING & EVALUATION COMMITTEE MEETING AGENDA

SEPTEMBER 8, 2020 at 12:00 p.m.

1. CALL TO ORDER

2. ROLL CALL

3. APPROVAL OF AUGUST 11, 2020 MINUTES

A. August 11, 2020 Program Planning and Evaluation Committee Meeting Minutes	Approve	Page 2
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4. HEAD START 0-5

A. FY 2021 Continuation/Refunding Grant Application	Approve	Page 6
B. County-Wide Policy Council Bylaws	Approve	Page 13
C. Summer Program Summary	Information	Page 23

5. SCHOOL OF UNLIMITED LEARNING

A. Dashboard Alternative School Status (DASS) Renewal Application	Approve	Page 25
B. Learning Continuity and Attendance Plan	Approve	Page 28

6. ENERGY SERVICES

A. Leveraging Resources through University Partnership to Improve Health Outcomes	Information	Page 47
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7. MERCK FOR MOTHERS SAFER CHILDBIRTH CITIES INITIATIVE

A. Merck for Mothers Safer Childbirth Cities Initiative	Ratify	Page 49
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8. PLANNING & EVALUATION

A. Fresno EOC Risk Assessment Report	Ratify	Page 50
B. Grant Tracker	Information	Page 56
C. COVID-19 Project Update	Information	Page 64

9. ACCESS PLUS CAPITAL FUND REPORT

A. Access Plus Capital Fund Report	Information	Page 69
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10. OTHER BUSINESS

The next meeting is scheduled on Tuesday, October 13, 2020 at noon.

11. ADJOURNMENT

PROGRAM PLANNING AND EVALUATION COMMITTEE
Virtual – Board Effects – Zoom
Thursday, August 11, 2020
12:00 Noon
MINUTES

1. CALL TO ORDER

Richard Keyes, Chair, called the meeting to order at 12:00 PM.

2. ROLL CALL

Roll was called and a quorum was established.

Committee Members (Zoom):

Richard Keyes (Chair)
Angie Isaak
Misty Franklin
Amy Arambula

Absent:

Zina Brown-Jenkins

Board Members (Zoom):

Lupe Jaime-Mileham

Staff (Zoom):

Emilia Reyes
Heather Brown
Michelle Tutunjian
Jon Escobar
Misty Gattie-Blanco
Monty Cox
Gilda Arreguin
Elizabeth Jonasson
David Wear
Rebecca Heinrich
Rosa Pineda
Jim Rodriguez
Jane Thomas
Tate Hill
Mark Wilson
Erin Bell
Kathleen Shivaprasad
Cesar Lucio

3. APPROVAL OF MINUTES

June 18, 2020 Program Planning and Evaluation Committee Meeting Minutes

M/S/C – Isaak/Arambula to approve the June 18, 2020 meeting minutes. All in favor.

4. COMMUNITY SERVICES/ENERGY SERVICES

A. 2020 CARES Act Program Contract

Gilda Arreguin, Community Services and LIHEAP Director, shared the awarded 2020 CARES Act Program Contract in the amount of \$2,508,423 from the State of California Department of Community Services and Development (CSD). Funding will serve an estimated 45 households for weatherization services and an estimated 20 households for emergency heating and cooling services in Fresno County through Energy Services. Funding will also serve an estimated 3,025 households with utility bill assistance to prevent utility disconnection through LIHEAP.

Commissioner Arambula inquired if assistance was only provided on a first-come-first-serve basis

or if priority was given to vulnerable populations. Arreguin responded that reaching rural areas was a priority.

M/S/C – *Isaak/Arambula to ratify the 2020 CARES Act Program Contract. All in favor.*

5. COVID-19 EQUITY PROJECT

A. COVID-19 Equity Project Budget

Heather Brown, Chief Administrative Officer, shared the COVID-19 Equity Project Budget, which was executed on August 1, 2020 in the amount of \$1,648,671 for five months. Fresno EOC is coordinating and subcontracting with Central Valley organizations to conduct outreach to African American Community members in an effort to address the disparate impact of the COVID-19 pandemic on Black residents. Arambula inquired about whether specific outcomes had been negotiated. Brown responded no. Arambula inquired whether future money would be provided by the City of Fresno. Emilia Reyes, CEO, responded that it was a possibility. Commissioner Jaime-Mileham inquired about how long it would take for EOC to execute subcontracts. Brown responded that it would occur within the week. Arambula requested a copy of the Scope of Work.

M/S/C – *Arambula/Franklin to ratify the COVID-19 Equity Project Budget. All in favor.*

6. FINANCIAL INDEPENDENCE INITIATIVE

A. Project DAWN (Development Across West Fresno Neighborhoods)

Jim Rodriguez, Chief Financial Officer, shared Project DAWN, which was awarded \$1 million from the City of Fresno. Fresno EOC will serve as the fiscal agent for the initiative aimed at combatting COVID-19 and underlying health conditions in West Fresno. Commissioner Arambula inquired whether the workforce component was linked to a specific career path. Brown responded that it included training for doulas through Fresno City College. Commissioner Keyes inquired how this program differed from previous efforts which struggled to produce results for the African American community. Brown responded that there are more intensive efforts surrounding the issue at this time, including Glow!, Best Babies Zone, and the Black Child Legacy Campaign. Arambula requested a list of project partners and a copy of the Scope of Work.

M/S/C – *Arambula/Isaak to ratify Project DAWN. All in favor.*

7. FOOD SERVICES

A. FY 2020-21 Food Services Agreements

Jon Escobar, Food Services Director, shared multiple Food Service Agreements, totaling an estimated \$3,168,116 in revenue for the 2020-2021 fiscal year. Food Services has executed agreements with 16 internal and external partners for the 2020-2021 fiscal year. Keyes inquired about delivery method. Escobar responded that the majority were individual frozen meals delivered to homes. Arambula inquired if transportation costs were prohibitive for contracts outside of Fresno County. Escobar responded yes, but that the issue was mitigated by delivering in bulk several times a week to the contracting agency, which would then deliver directly to homes.

M/S/C – *Isaak/Arambula to ratify FY 2020-21 Food Services Agreements. All in favor.*

B. Model Program Award

Misty Gattie-Blanco, Sanctuary and Support Services Director, shared information regarding Food Services being awarded the Model Program Award through National Safe Place Network. The award recognizes agencies that have developed creative and innovative ways to improve service delivery to youth and their families. The award recognized the Food Express Bus, which has served over 106,300 meals during their summer, winter, and current routes.

8. GUN VIOLENCE REDUCTION INITIATIVE

A. Gun Violence Reduction Initiative Proposals

Erin Bell, Grant Writer, shared two proposals to support gun violence reduction: 1) The California Endowment for \$75,000 submitted on July 31, 2020; and 2) The City of Fresno to provide support in an amount of up to \$300,000 per year for three years. Both proposals support the

implementation of the Advance Peace Fresno program. Commissioner Isaak inquired how participants would be identified. Brown responded that Fresno EOC would work with the Fresno Police Department. Reyes added that the agency would also work with the District Attorney. Arambula suggested also partnering with the Public Defender's Office. Arambula inquired if Fresno EOC was contributing CSBG funds towards the program. Reyes responded yes, approximately \$125,000 of CSBG funds had been allocated.

M/S/C – Isaak/Arambula to ratify the Gun Violence Reduction Initiative Proposals. All in favor.

9. HEAD START 0-5

- A. FY 2021 Head Start/Early Head Start Refunding Grant Application Package
Kathleen Shivaprasad, Head Start 0 to 5 Director, shared the draft Head Start 0 to 5 FY 2021 Budget of \$41,700,206. The budget will be submitted to Health and Human Services as a part of the FY 2021 Early Head Start/Head Start Continuation Grant Application package pending County-Wide Policy Council (CWPC) and Fresno EOC Board final approval at their September meetings. Arambula noted excel error in attachment. Arambula inquired about positions related to family community services and whether their responsibilities included helping families navigate services available to them. Reyes responded yes. Arambula inquired about why non-allocated administration was higher than the industry standard. Reyes responded that it ensured the program was holistic and able to provide wraparound services, making it a model program. Arambula stated she thought the dollar amount allocated to classroom supplies was low. Reyes responded that this was, in part, due to the implementation of Hatch Tablets, which reduced paper use. Shivaprasad also noted that centers do not restock manipulatives every year. Arambula inquired whether the amount allocated for rented space was the new number based on the Quality Improvement Plan. Heinrich responded yes.

M/S/C – Arambula/Isaak to approve the FY 2021 Head Start/Early Head Start Refunding Grant Application Package. All in favor.

- B. Shivaprasad shared information regarding an opportunity to apply for Head Start/Early Head Start Expansion and Early Head Start Expansion and Child Care Partnerships. Head Start 0 to 5 will apply for funding under the category of Early Head Start Child Care Partnerships, which if awarded, would enhance the quality of early care and education services.
- C. Shivaprasad shared information regarding the Program Update Report. The report includes monthly program activity summaries, program enrollment reports, monthly reports of meals and snacks provided through the USDA, and communication and guidance from the Secretary of Health and Human Services. Arambula noted the July Program Update Report was not attached.

10. HEALTH AND DENTAL/FOOD SERVICES/SANCTUARY AND SUPPORT SERVICES/TRANSIT SYSTEMS

- A. COVID-19 Harvest Proposal
Gattie-Blanco shared the Harvest Project COVID-19 Testing proposal in the amount of approximately \$3,295,724. The proposed project provides two teams of medical technicians who travel to various sites each day to conduct rapid COVID-19 testing for farmworkers in Fresno County. If positive for COVID-19, individuals are offered transportation to and from a hotel/motel, food (up to three meals daily), and case management services. Arambula inquired whether quarantine at a hotel was voluntary. Gattie-Blanco responded yes. Arambula inquired if hotels in rural areas would be included. Reyes responded that the State would identify hotels. Arambula inquired about the potential for false negatives with rapid tests. Reyes responded that Fresno EOC would provide a rapid test followed by a PCR test to account for false negatives.

M/S/C – Arambula/Isaak to ratify the COVID-19 Harvest Proposal. All in favor.

11. LOCAL CONSERVATION CORPS

- A. COVID-19 Emergency Food Distribution Partnership

Michelle Tutunjian, Chief Operations Officer, shared a contract between the Local Conservation Corps and the Central California Community Food Bank in an amount not to exceed \$117,000. The project would include 15 individuals (two supervisors, one full-time AmeriCorps member, and 12 corpsmembers) to assist with bagging food, inventory, and a customer drive-through line at the Food Bank warehouse.

M/S/C – Arambula/Isaak to ratify the COVID-19 Emergency Food Distribution Partnership. All in favor.

12. SCHOOL OF UNLIMITED LEARNING

A. 2020-2021 Consolidated Application

Mark Wilson, SOUL Director, shared the 2020-2021 Consolidated Application to provide categorical funding for the School of Unlimited Learning. The Consolidated Application is used by the California Department of Education (CDE) to distribute categorical funds for various state and federal programs. SOUL is eligible for Title I, Title II, and Title IV categorical funding estimated to total \$76,800.

M/S/C – Arambula/Isaak to approve the 2020-2021 Consolidated Application. All in favor.

B. Remote Instruction Plan for 2020

Wilson provided information regarding the Fall 2020 remote instruction plan for SOUL. As a result of Fresno County being declared as one of 36 counties on the “watch list” due to increased cases of COVID-19, all schools in Fresno County will begin the year using solely remote instruction.

Therefore, SOUL will begin the academic year in a remote learning format with a comprehensive academic plan for each student.

13. GRANT TRACKER

No questions asked at this time.

14. ACCESS PLUS CAPITAL FUND REPORT

No questions asked at this time.

15. OTHER BUSINESS

A. Monty Cox, Transit Systems Director, provided a draft of updates to the Consolidated Transportation Service Agency (CTSA) Operations Program & Budget (OPB), which was revised per request of the Council of Governments to include the impacts of COVID-19. Arambula inquired about carryover amount. Cox responded that the carryover for the 2019-20 FY for Urban is \$532,845 and the carryover for Rural is \$95,300. Cox said they project there will be an additional carryover in the 2020-21 FY and that will total \$1,012,597 for Urban and \$166,269 for Rural. Arambula requested the draft OPB.

B. Arambula requested an update on the Head Start Summer Program and a report on Fresno EOC’s COVID-19 projects.

C. The next meeting is scheduled on Tuesday, September 8, 2020 at noon.

16. ADJOURNMENT

The meeting was adjourned.

M/S/C – Isaak/Arambula to approve meeting adjournment at 1:19 p.m. All in favor.

Respectfully submitted,

Richard Keyes
Chair



PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Head Start 0 to 5
Agenda Item #: 4A	Director: Kathleen Shivaprasad
Subject: FY 2021 Head Start/Early Head Start Continuation/Refunding Grant Application Package	Officer: Emilia Reyes - CEO

Recommended Action

Staff recommends Committee approval for full Board consideration of the Head Start 0 to 5, Continuation/Refunding Application including Fiscal Year (FY) 2021 Budgets totaling \$41,700,206.

Head Start 0 to 5 is funded on an annual basis (January 1 through December 31) by the Department of Health and Human Services (HHS), Office of Head Start (OHS). Head Start 0 to 5 is funded to serve economically challenged families and their children, including those with disabilities from birth to five-years-old. Through a coordinated interdisciplinary approach, the child's education, social development, nutrition, health (including physical, mental and dental), self-image and school readiness are enhanced.

Background

The application includes budget documents that will be submitted to HHS as part of the FY 2021 Early Head Start/Head Start Continuation/ Refunding Grant Application package pending County-Wide Policy Council (CWPC) and Fresno EOC Board final approval at the September meetings, respectively. Deadline for submission to HHS is October 1, 2020. Notification for grant award will be prior to December 31, 2020.

Continuation/Refunding Grant Application for FY 2021 (Year 6 of the funding cycle) includes the following budget components:

1. Basic Head Start Budget (G094122): \$36,345,974
2. Basic Early Head Start Budget (G094122): \$4,857,034
3. Head Start Training and Technical Assistance Budget (G094120): \$390,276
4. Early Head Start Training and Technical Assistance Budget (G094121): \$106,922

Head Start/Early Head Start Program Budget Narrative (G094122):

Annually, our program serves a minimum of 3,058 clients (including 33 prenatal women.) The proposed budgets support children to receive comprehensive services

designed to support their developmental progression from pre-birth to kindergarten readiness. Based on parent preference and current community needs assessment, Fresno EOC's Head Start 0 to 5 program offers both center base and home base program options. In all cases, parents at centers and home-base areas self-determine program options.

The proposed FY 2021 Head Start Budget is \$36,345,974 for program operations including family literacy, disabilities and transition. Throughout urban and rural Fresno County, Head Start will serve a total of 2,750 children and families of which 2,114 of those are children in 109 center-based classes and 636 are children served in 17 home-base areas.

The proposed 2021 Basic Early Head Start Budget is \$4,857,034 for program operations including disabilities. Throughout urban and rural Fresno County, Early Head Start will serve a total of 308 children and families year-round. Forty-six of those children are served in center-based classes and 262 are children or prenatal women served in home-based settings.

Per federal mandate, at least 10% of all enrollments must be filled by children with disabilities. All personnel and fringe benefits costs, purchases of equipment, supplies, services, parent engagement costs, etc. in said budgets are in line with the Performance Standards, goals and objectives of the Fresno EOC Head Start 0 to 5.

The proposed Disabilities Budget (G094122) for FY 2021, included in the overall budget, is \$1,055,603. Our children with disabilities have special needs including psychological, educational, and physical needs. We provide training and supplies necessary for inclusion of children with disabilities in classrooms.

The proposed Literacy/Transition Budget (G094122) included in the Basic Budget for FY 2021 is \$204,164. These funds support family and child literacy. They also provide connection between Head Start and the Unified School Districts where transitioning children will attend kindergarten.

Training and Technical Assistant Budget Narrative (G094120/G094121):

The proposed FY 2021 Head Start T&TA budget is \$390,276. The proposed FY 2021 Early Head Start T&TA is \$106,922. These funds are to provide training and technical assistance to Head Start/Early Head Start program staff, parents, and the Fresno EOC Board of Commissioners to improve the quality of services provided to the children and families.

The needs for the training requested are determined from analyses of Community Assessment Outcomes, Program Information Report findings, requirements in Head Start Program Performance Standards, and the program's Self-Assessment monitoring.

The application includes the following additional components:

Community Assessment (CA):

For year 6, a strengths and needs assessment was conducted January through August as part of the Head Start 0 to 5 grant application process in order to determine need for Early Head Start/Head Start services in local communities throughout Fresno County.

Program Goals & Objectives:

Program Goals & Objectives for the sixth year of the grant cycle are included in the Continuation/Refunding Grant application. Detailed work plans which specify activities, time frames, staff responsibilities and evaluation for each year have been developed with staff and CWPC input. Staff have met throughout the past year to review and update the progress for each goal over the past school year. The updates will be presented to the CWPC at their September 16, 2020 meeting. Copies of the updated year six program goals and objectives are available upon request for Fresno EOC Board review.

School Readiness Goals:

The School Readiness goals were written for the five-year period of our funding cycle and amended to include a 6th year. The goals state children will demonstrate age appropriate positive: 1. approaches toward learning, 2. social behavior, emotional regulation and emotional well-being, 3. communication, language and emergent literacy skills, 4. general cognitive skills and 5. physical development and health.

These goals target behaviors will help children be successful in kindergarten and life when they transition to the K-12 system at age five. The goals document includes teaching and parenting strategies to support children's optimal development.

Head Start 0 to 5 aggregates child school readiness data using the Infant/Toddler Developmental Assessment (IDA) or the Desired Results Developmental Profile 2015, DRDP, three times a year, per federal mandate. Each child's developmental progression towards expected milestones is tracked. The expectations of our school readiness goals are aligned, as required, with the California State Infant/Toddler Learning and Development Foundations and the Early Learning Outcomes Framework (ELOF) of the Office of Head Start. The results of the aggregation of the data reveal program trends. Individual IDA/DRDP results are provided to the parent(s) at the time of their child's assessment and clarify whether or not the child needs additional interventions.

On September 16, 2020 the County-Wide Policy Council will review/approve the proposed Year Six School Readiness Goals & Objectives, pending Fresno EOC Board and HHS approval.

Program Options

Staff have included the Program Options Charts, a required, part of the grant application, for review. These charts indicate whether slots at each site are funded as home base or center base opportunities.

Fiscal Impact

The Head Start 0 to 5 Basic and Training and Technical Assistance Budgets have a fiscal impact of \$41,700,206 which constitutes approximately 50% of Fresno EOC's budget and funds over 50% of the agency's employees.

Conclusion

Copies of the above documents are available upon request for Fresno EOC Board review. The CWPC Chair and the Board of Commissioners must sign documents certifying approval from their respective bodies, prior to submission of the Head Start 0 to 5, 2021 Continuation/Refunding Application and FY 2021 Basic and TTA Budgets. All components are due to the Administration and Families, Region IX, October 1, 2020.

**TOTAL HEAD START PROGRAM SUMMARY
FOR FY 2021**

Page 1 of 3

Grant Program	SALARY	FRINGE	TRAVEL	EQUIPMENT	SUPPLIES	CONTRACTUAL	OTHER	TOTAL DIRECT	TOTAL INDIRECT	TOTAL FEDERAL	NON FEDERAL	TOTAL FEDERAL & NON-FEDERAL
Central Administration	\$6,065,056	\$2,556,203	\$10,977	\$0	\$193,410	\$498,386	\$2,032,638	\$11,356,676	\$851,751	\$12,208,427	\$3,052,107	\$15,260,534
Disabilities	714,475	191,890	0	0	5,568	24,052	45,944	981,929	73,645	1,055,573	263,893	1,319,467
Center Base	9,806,628	4,389,946	0	0	323,939	0	1,776,041	16,296,554	1,222,243	17,518,796	4,379,699	21,898,495
Home Base	2,165,113	722,846	0	0	62,752	0	272,821	3,223,531	241,765	3,465,296	866,324	4,331,621
Literacy/Transition	129,262	39,702	0	0	2,525	245	18,178	189,912	14,243	204,155	51,039	255,194
Allocated Staff	686,785	182,678	0	0	0	0	0	869,463	65,210	934,674	233,668	1,168,341
Allocated Staff - CSPP	549,927	342,217	0	0	0	0	0	892,145	66,911	959,055	239,764	1,198,819
Total Head Start Basic	20,117,246	8,425,485	10,977	0	588,194	522,684	4,145,622	33,810,208	2,535,766	36,345,974	9,086,494	45,432,468
Total Head Start T&TA	0	0	0	0	42,960	468	319,619	363,047	27,229	390,276	97,569	487,845
Total Head Start Basic & T&TA	\$20,117,246	\$8,425,485	\$10,977	\$0	\$631,154	\$523,150	\$4,465,241	\$34,173,255	\$2,562,995	\$36,736,249	\$9,184,063	\$45,920,313

**TOTAL EARLY HEAD START PROGRAM SUMMARY
FOR FY 2021**

Grant Program	SALARY	FRINGE	TRAVEL	EQUIPMENT	SUPPLIES	CONTRACTUAL	OTHER	TOTAL DIRECT	TOTAL INDIRECT	TOTAL FEDERAL	NON FEDERAL	TOTAL FEDERAL & NON-FEDERAL
Basic	\$3,141,221	\$869,706	\$0	\$0	\$95,508	\$49,659	\$362,077	\$4,518,171	\$338,863	\$4,857,034	\$1,214,258	\$6,071,292
T&TA	46,449	12,240	0	0	1,126	128	39,519	99,462	7,460	106,922	26,730	133,652
Total HS/EHS Basic & T&TA	\$3,187,670	\$881,946	\$0	\$0	\$96,634	\$49,787	\$401,596	\$4,617,633	\$346,323	\$4,963,956	\$1,240,988	\$6,204,944

**TOTAL HEAD START / EARLY HEAD START PROGRAM SUMMARY
FOR FY 2021**

Grant Program	SALARY	FRINGE	TRAVEL	EQUIPMENT	SUPPLIES	CONTRACTUAL	OTHER	TOTAL DIRECT	TOTAL INDIRECT	TOTAL FEDERAL	NON FEDERAL	TOTAL FEDERAL & NON-FEDERAL
Basic Head Start-Preschool	\$20,117,246	\$8,425,485	\$10,977	\$0	\$588,194	\$522,684	\$4,145,622	\$33,810,208	\$2,535,766	\$36,345,974	\$9,086,494	\$45,432,468
Basic EHS	3,141,221	869,706	0	0	95,508	49,659	362,077	4,518,171	338,863	4,857,034	1,214,258	6,071,292
Total Basic HS & EHS	\$23,258,467	\$9,295,190	\$10,977	\$0	\$683,702	\$572,343	\$4,507,698	\$38,328,379	\$2,874,629	\$41,203,008	\$10,300,752	\$51,503,760
T&TA Head Start-Preschool	\$0	\$0	\$0	\$0	\$42,960	\$468	\$319,619	\$363,047	\$27,229	\$390,276	\$97,569	\$487,845
T&TA Early Head Start	46,449	12,240	0	0	1,126	128	39,519	99,462	7,460	106,922	26,730	133,652
Total HS & EHS T&TA	\$46,449	\$12,240	\$0	\$0	\$44,086	\$596	\$359,138	\$462,509	\$34,689	\$497,198	\$124,299	\$621,497
Grand Total HS/EHS Basic & T&TA	\$23,304,916	\$9,307,430	\$10,977	\$0	\$727,788	\$572,939	\$4,866,836	\$38,790,888	\$2,909,318	\$41,700,206	\$10,425,051	\$52,125,257

EXECUTIVE SUMMARY

Fresno EOC is the Grantee for the Early Head Start (EHS)/Head Start program in Fresno County. This Community Assessment (CA) for 2020 was conducted as required by Head Start Program Performance Standards (HSPPS)/Subpart A/§1302.11b. Its purpose is to identify: the number of children/pregnant women eligible for the program (including special populations such as children who have special needs or are homeless or in foster care), the number of those eligibles served in other child development programs, the education/health/social service needs of eligible children and their families, resources that do/could address those needs, and strengths of the community.

The CA is used to inform staff, Head Start County-Wide Policy Council and Board of Commissioners discussion and decisions about program options that best meet the needs of eligible children/families, service locations, needed services, current and future use of community resources, and development of policies related to service delivery.

Data sources for this CA included: the U.S. Census; reports from state and local agencies; interviews with representatives of a variety of programs such as public assistance, health, mental health, housing/homeless agencies; contacts with every school district and every funded child development program in the County; parent surveys; EHS/Head Start records; and discussions with EHS/Head Start staff.

Once again, the CA confirms there is a great need for the kind of comprehensive services and support the EHS/Head Start program provides children/families. However, although there has been little change in the needs of eligible children/families identified in the last several years, the COVID pandemic has had an almost incomprehensible impact on all aspects of life throughout the world and in Fresno County. The pandemic has increased numbers in poverty, greatly increased needs for economic assistance, food and other resources, and forced the sudden re-design of multiple aspects of EHS/Head Start program delivery.

KEY FINDINGS

- ⇒ Children under age 5 are about 8.5% (73,329) of the County's population. That number has been decreasing and is expected to continue to decrease in the next few years.
- ⇒ Over half (53.5%) of County residents and 64% of children under 5 are Hispanic/Latino.
- ⇒ Almost half of County residents over age 5 speak a language other than English at home; of those, 43% report they speak English "less than very well."
- ⇒ About one in four adults 25 and older have less than a high school diploma; only about 9% have an AA degree and 14% have a BA degree.
- ⇒ While the County's chronic unemployment rate has been decreasing in recent years to about 7% overall in 2019, there are still wide differences throughout the County, ranging from about 21% in the Biola area to about 17% in Mendota and a little under 4% in Clovis.
- ⇒ Unemployment rates have skyrocketed as a result of the COVID pandemic. In spring 2020, Biola was at 39%, Mendota at about 33% and Clovis at 13%.
- ⇒ While some jobs that were lost during the pandemic will return when COVID is controlled, many have been lost permanently. Many workers will need training for new occupations.
- ⇒ About one in four (24%) County residents and about 2 in 5 (39%) of children under 5 lived in poverty during the period 2014-18.

⇒ As a result of the pandemic and job loss and reductions in hours or layoffs, the Nation's poverty rate increased about 25% from February to May 2020 with the rate for Black/African American and Hispanic/Latino rate increasing by 27% and 29% respectively. Fresno County poverty is expected to increase significantly, too.

⇒ The need for food, rent/utility, health insurance, economic and other social service assistance has increased as a result of the pandemic and economic downturn.

⇒ Over half (57%) of Fresno County renters spend more of their pre-tax income on housing. Income loss during the pandemic has caused low-income families more difficulty to afford rent. There is concern nationwide that there may be a rash of evictions in the near future.

⇒ Fresno County ranks 48th out of California's 58 counties for poor health outcomes (e.g., premature deaths, low birthweight) and 51st for poor health factors (e.g., obesity, STDs).

⇒ While EHS/Head Start children generally have adequate immunization rates, national experts report that large numbers of children have not received immunizations during the COVID crisis as routine health care has often been postponed.

⇒ About 18% of Fresno County children have experienced 2 or more Adverse Childhood Experiences (ACEs) and 30% have experienced one ACE. Professionals report that children - and adults - nationwide are exhibiting signs of stress, fear and anxiety as a result of the pandemic and need help now and in the future to deal with the emotions.

⇒ An estimated 15,906 Fresno County children under three are age- and income-eligible for Early Head Start and about 4,00 pregnant women are EHS-eligible. An estimated 953 of those children receive comprehensive services in other funded child development programs.

⇒ An estimated 9,211 Fresno County three and four-year-old children are age- and income eligible for Head Start. An estimated 2,188 of those receive comprehensive services in other funded child development programs throughout the County.

⇒ The demand for licensed child care, especially for infant care, greatly exceeds the supply.

⇒ The need for full-day subsidized child development services (estimated at about 87,000), especially for children under five, exceeds the availability (about 10.2% enrolled).

⇒ New regulations prompted by COVID make a number of changes (e.g., a maximum of 10 children/classroom) that will reduce the availability of on-site care/education for public and private centers. Some centers and family child care hoes have closed permanently.

⇒ COVID regulations required Fresno EOC Head Start to move to virtual delivery of center-based services from March to August 2020 and to limit numbers of children who receive in-classroom services for the 2020-21 year. Others will receive virtual learning.

⇒ Digital "connectivity" has become a greater issue for Fresno County residents since the start of the pandemic. Many EHS and Head Start families had no ability to connect to digital services.

⇒ The COVID pandemic has greatly increased difficulties for EHS/Head Start parents. They grapple with how to pay for food, rent and other living expenses for their families. They had to learn best practices to protect themselves and their children from COVID and find money to pay for related supplies. The switch to digital learning for their school-age children has been especially stressful as they have to oversee the child's education and try to help with learning on the internet. Many suffer from stress and anxiety.

⇒ Early Head Start and Head Start staff have been impacted by the pandemic – staff working from home, getting connected digitally, figuring out how to deliver required services in a very different way, keeping current on changing resources for families with greater needs, and learning and implementing regulations governing program services and contacts with others.

PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Head Start 0 to 5
Agenda Item #: 4B	Director: Nidia Davis, Program Support Director
Subject: County-Wide Policy Council Bylaw Revisions	Officer: Emilia Reyes, CEO

Recommended Action

Staff recommends Planning and Evaluation Committee approval for full Board consideration of the revisions to the Head Start 0 to 5 County-Wide Policy Council (CWPC) Bylaws.

Background

The CWPC Bylaws empower those we serve through familiarizing them with the rules of parliamentary procedure and teaching them to be active participants in the conduct of program business.

Annually, staff review the CWPC Bylaws. This year many updates were required to better align with the Head Start Program Performance Standards, and Robert's Rules of Order, to clearly define activities as Head Start 0 to 5.

At the July and August meetings, the CWPC membership heard the required first and second readings of the Bylaws, and voted to approve the changes in wording. Attached Bylaws document includes red underline is added language and blue strike through is deleted language.

The short-term outcome is to involve enrolled children's parents in meaningful program governance activities, while empowering them long-term with knowledge of Parliamentary Procedure and advocacy for their children and themselves.

Fiscal Impact

Not applicable

Conclusion

If approved, the revisions to the Bylaws will be implemented beginning in October, 2020 with the election of the new CWPC slate of officers. Board approval is required.



HEAD START 0 TO 5 COUNTY-WIDE POLICY COUNCIL BYLAWS

INTRODUCTION

Fresno ~~Economic Opportunities Commission (EOC)~~ Head Start ~~and Early Head Start~~ 0 to 5 understands the unique role and responsibility of serving young children in the community and their families. Staff recognize that the family is the child's first teacher and are committed to enhancing the relationship between parents/guardians and the teacher/home base educator/caregiver.

Fresno EOC ~~Head Start 0 to 5's Head Start and Early Head Start's~~ goals are to strengthen parents as individuals and as partners, offering support and information to enable them to perform leadership functions in their families and for the program. The County-Wide Policy Council (CWPC) is an example of an opportunity offered to parents to contribute to their child's educational experience.

The Fresno EOC Board of Commissioners established the County-Wide Policy Council to ensure maximum parent participation in the decision-making process for all- ~~Head Start 0 to 5 Head Start and Early Head Start~~ Service Areas and activities.

ARTICLE I. NAME OF ORGANIZATION

The name of this organization shall be Fresno Economic Opportunities Commission ~~Head Start 0 to 5 (comprised of Early Head Start (EHS)/Early Head Start (HS) and braided programs)~~ County-Wide Policy Council ~~(CWPC)~~ herein referred to as County-Wide Policy Council.

ARTICLE II. PURPOSE

To act on behalf of the ~~Head Start 0 to 5 Head Start/Early Head Start (EHS)~~ children and their families in Fresno County, and to participate in the process of making decisions regarding program planning and operations about the ~~Head Start 0 to 5 Head Start/Early Head Start p~~Program.

ARTICLE III. MEMBERSHIP

Section 1. Membership

Membership shall be comprised of ~~Delegates from:~~

- A. ~~Head Start and~~ Head Start 0 to 5 Parent Representatives EHS, both center base and home base options, operating in Fresno County.
- B. Community Representatives shall be comprised of individuals from businesses, public or private community organizations, civic and professional organizations as well as those who are familiar with resources and services for low-income children and families; that may include former parents of previously enrolled children.
- Five Fresno EOC Board Commissioners and one of which ~~that~~ serves as a liaison between the Fresno Economic Opportunities Commission Board and the County-Wide Policy Council!

Section 2. Composition

~~At least fifty one percent (51%) of Delegates- Representatives~~ must be parents or legal guardians of children currently enrolled in the ~~Head Start 0 to 5 Head Start/Early Head Start~~ program. There shall be

one (1) Fresno EOC Board Commissioner that serves as a liaison between the Fresno EOC Board and the County-Wide Policy Council. ~~There also shall be one EOC Board Commissioner that serves as a liaison between the Fresno Economic Opportunities Commission Board and the County Wide Policy Council. Community Representatives shall include representatives from businesses, public or private community organizations, civic and professional organizations as well as those who are familiar with resources and services for low income children and families, including for example, the parents of formerly enrolled children. Such Community Representatives~~ Delegates are not to exceed a total of four (4). The Community Representatives Delegates are to be selected by the Executive Board and approved by the CWPC at the a-regular monthly meeting in November.

Section 3. Conflict of Interest

Members of the CWPC shall not have a conflict of interest with the Head Start 0 to 5 Fresno EOC Head Start/Early Head Start program.

Members of the CWPC shall not receive ~~compensation payment~~ for serving on the CWPC or for providing services to the Head Start/EHS Head Start 0 to 5 program. ~~except that m~~Members of the CWPC may receive reimbursement for reasonable expenses incurred mileage and childcare.

No Delegate Representative or Alternate Representative shall be a paid ~~staff member~~employee or immediate family member of a Head Start/EHS an employee of Head Start 0 to 5 center base or home base program. Membership shall automatically terminate for any Rrepresentative who becomes a paid a Head Start 0 to 5 Head Start or Early Head Start employee.

Section 4. Membership Election Process

All Fresno EOC Head Start/EHS Head Start 0 to 5 centers and Home Base Areas Center Base sites and Home Base areas will hold Local Parent Committee Mmeetings (LPM) during the month of September for Early Head Start and ~~of~~ October for Head Start and the month of September for EHS to elect one (1) Representative Delegate and one (1) Alternate to the CWPC. The following exception shall be made for centers with an enrollment of 100 or more children; they shall have a representation of two (2) Representatives Delegates and EHS Early Head Start shall have a representation of one (1) Representative Delegate for every fifty families served.

Head Start 0 to 5 CWPC Representatives Delegates will be seated at the first CWPC meeting in October. New Representatives Delegates will be accepted during the year as vacancies occur, stated as per CWPC Bylaws Article III, Section IX-VIII of these By Laws Bylaws.

At the CWPC meeting in October, elections will be held to fill the positions of the CWPC Executive Board, which shall be comprised of:

- A. ~~s~~Six (6) elected officers, standing committee chairpersons (Article IV, Section 1. Officers Responsibilities, Line B), and
- B. ~~one~~One (1) elected officer or appointed EHS Representative from: Early Head Start.

In an effort to include equal representation from all HS Head Start 0 to 5 centers Center Base sites and all Home Base areas, the CWPC body will be assigned to a Six seven (67) Cluster System. Once an Executive Board officer position has been filled, no other Representative Delegate from that particular Cluster may ~~run or be~~ be nominated or run.

~~At During~~ the November CWPC Executive Board Meeting, ~~b~~Board ~~m~~Members will ~~nominate~~ select the four (4) Community Representatives such as those stated referenced in Article III Section I and II of the CWPC Bylaws.

At the CWPC Meeting in November, the Representatives Delegates will ~~elect~~ approve the four (4) Community Representatives Delegates.

Section 5. Term of Office

All ~~Head Start~~ Head Start 0 to 5 /EHS CWPC ~~Representatives~~ Delegates shall be seated at the ~~regular~~ October meeting and serve a term of one (1) year. In order to maximize opportunities for parent engagement in program governance, Persons-Representatives who have completed ~~their~~ three (3) one year terms (any 3 years combined) cannot serve on the CWPC in accordance with the Head Start Performance Standards 1301.3 d (3). Community Representatives ~~Delegates~~ shall be seated once elections have been conducted by the CWPC and they will serve a term of one (1) year from the date of election.

Section 6. Resignation

Any member of the ~~Head Start~~ Head Start 0 to 5/EHS CWPC may resign by submitting a resignation, verbal or written, to the Chairperson or of the Head Start/Early Head Start CWPC and ~~Head Start/Early Head Start Parent~~ Family Engagement Staff.

Section 7. Termination of Membership

A member may be removed by the Head Start 0 to 5 ~~Head Start/Early Head Start~~ CWPC with cause by two-thirds (2/3) vote of the remaining ~~Head Start/Early Head Start~~ CWPC members present and voting at any meeting of the ~~Head Start/Early Head Start~~ CWPC that have a quorum. ~~present~~.

Termination of a Representative's membership begins when a CWPC Representative initiates a motion based on the information below, seconded by another Representative, and voted into effect by a quorum of the membership.

~~Grounds for termination of a Delegate~~ Grounds for termination ~~s~~ shall include but are not limited to:

- A. Inappropriate conduct while representing the CWPC.
- B. Representing personal interest over that of the welfare of children in the Head Start 0 to 5 ~~Head Start/Early Head Start~~ program.
- C. Conduct which can be considered harassment or dangerous while representing the CWPC.
- D. Not following the process for open communication as designated by the grantee.
- E. Destruction or theft of property.
- F. Any ~~derogatory~~ comments electronically posted by non-employees (all CWPC Representatives and volunteers), on Fresno EOC's websites, video or wiki postings on sites such as Facebook and Twitter, chat rooms, personal blogs or other similar forms of online journals, diaries or personal newsletters not affiliated with Fresno EOC, and any violation of Volunteer Statement of Confidentiality, and Ethics that are deemed defamatory, obscene, proprietary or libelous.
- G. Breach of confidentiality

Section 8. Representative Vacancy

As Representative v ~~vacancies that occur, from time to time the Local Parent Meeting (LPM) will elect a new Representative for representation at the CWPC level. will be filled by election of a new Representative to fill the position by the Local Parent Committee for the site where the vacancy occurred.~~

Section 9. CWPC Executive Board Vacancy

Should the vacancy be an elected - CWPC Executive Board member, the Chairperson will appoint a new officer. elections will be held to fill that position at the following CWPC meeting.

Section 10.~~IX~~.Appointed Members

If a vacancy occurs in an appointed member's position, the CWPC Chairperson will appoint a new member.

Section 11~~I~~. Duties and Responsibilities of ~~Representatives~~Delegates

The CWPC shall actively participate in all Head Start 0 to 5 Fresno EOC Head Start/Early Head Start CWPC monthly and community meetings to which they volunteered to serve and -must attend all Local Parent Committee Meetings (LPCLPM) meetings to report all CWPC information gathered at CWPC.

The CWPC shall approve and submit to the governing body decisions about each of the following activities (~~t~~Taken from the Head Start Reauthorization Act, Section 642(~~c~~2) (~~2D~~) (D) :

- A. Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start 0 to 5 Head Start/Early Head Start program is responsive to community and parent needs.
- B. Program recruitment, selection, and enrollment priorities.
- C. Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
- D. Budget planning for program expenditures, including policies for reimbursement and participation in CWPC activities.
- E. By~~L~~aws for the operation of the CWPC.
- F. Program personnel policies and decisions regarding the employment of program staff, consistent with the Head Start Act, Governing Body 642 paragraph-(1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
- G. Developing procedures for how members of the CWPC of the Head Start 0 to 5 Head Start/Early Head Start program will be elected.
- H. Recommendations on the selection of delegate agencies and the service areas for such agencies.

Section 12. CWPC Voting

Only the RepresentativeDelegates or their Alternates shall be voting members. Each CWPC Representative, Fresno EOC Board Representative, and Community Representative Policy Council member shall have one vote. The Chairperson shall vote only in the case of a tie or as outlined in Article IV Section 1: Officers Responsibilities, Chairperson-~~XIII~~ (A).

Section 13. Training and Orientation

The Program Administrative Staff shall provide orientation and governance training, committee training and Representative training to CWPC RepresentativesDelegates, Fresno EOC Board Representatives, and/or Community Representatives in in all areas that are important to the best interest of the program's operation and continuity accordance with Head Start Program Performance Standards.

ARTICLE IV. OFFICERS

Section 1: Officers Responsibilities

The Officers of the ~~Head Start 0 to 5 Fresno EOC Head Start/Early Head Start~~ CWPC shall be the Chairperson, Vice-Chairperson, Secretary, Treasurer, Sergeant-At-Arms, Historian and an appointed or elected EHS Representative which shall constitute the CWPC Executive Board.

Chairperson

- A. The Chairperson shall attend and preside at all regular CWPC Executive Board and CWPC meetings. The Chairperson shall be an ex-officio member of all committees. As an ex-officio member of all committees, the Chairperson may participate in all committees, but does not have voting rights. In the event all appointed Committee Members, ~~Representatives~~Delegates or past-appointed ~~C~~committee ~~M~~members (who have a child enrolled in the current year) are not present, then the CWPC Chairperson will be given voting rights. The Chairperson shall have such other ~~powers abilities~~ and ~~shall~~ perform other duties as ~~may be~~ assigned by the ~~Head Start 0 to 5 Fresno EOC Head Start/Early Head Start~~ CWPC, as well as such ~~powers abilities~~ and duties, which may be incidental to the office of the Chairperson, subject to the control of the CWPC.
- B. The Chairperson shall have the ~~power ability~~ to nominate and to appoint committees.
- C. The Chairperson may attend the Fresno EOC Board meetings (generally every fourth Wednesday of every month).
- D. The Chairperson shall receive copies of all designated correspondence from the Health Human Services (HHS) Regional Office related to ~~Head Start 0 to 5 Fresno EOC Head Start/Early Head Start~~.

Vice-Chairperson

- A. The Vice-Chairperson shall attend and preside at meetings in the absence of the Chairperson. ~~The Vice-Chairperson and shall exercise all the power and be responsible to conduct perform~~ all the duties of the Chairperson.
- B. The Vice-Chairperson ~~shall will~~ attend all regular CWPC meetings ~~and~~ CWPC Executive Board meetings. ~~He/She and~~ shall attend Fresno EOC Board meetings in the absence of Chairperson.

Secretary

- A. The Secretary shall attend all CWPC Executive Board and CWPC ~~Executive Board~~ meetings.
- B. The Secretary will ensure minutes are taken at all regular CWPC Executive Board and CWPC ~~Executive Board~~ meetings and proceedings of the CWPC.
- C. The Secretary shall take roll call at CWPC Executive Board and CWPC meetings ~~Executive Board meetings~~.

Treasurer

- A. The Treasurer shall attend all CWPC Executive Board and CWPC ~~Executive Board~~ meetings.

- B. The Treasurer shall be ~~empowered by the CWPC~~responsible to ~~pursue the~~communicate information regarding financial matters of the program and present the Financial Status Report at CWPC meetings.
- C. The Treasurer will assist staff in picking up childcare and mileage reimbursement forms at the end of all regular CWPC Executive Board and CWPC ~~Executive Board~~ meetings.

Sergeant-~~At~~Arms

- A. The Sergeant-~~At~~Arms shall attend all CWPC Executive Board and CWPC ~~Executive Board~~ meetings.
- B. The Sergeant-~~At~~Arms ~~shall be in charge of~~will assist in maintaining order at the CWPC Executive Board and CWPC ~~Executive Board~~ meetings.
- C. The Sergeant-at-Arms ~~He/She shall~~will greet members as they arrive at the meetings.

Historian

- A. The Historian shall attend all CWPC Executive Board and CWPC ~~Executive Board~~ meetings.
- B. The Historian shall ~~be responsible for reflecting~~report on past and current announcements of historical events of the ~~agency~~CWPC. The material will allow parents or legal guardians in the program to familiarize themselves with ~~the~~historical and current events of the program.
- C. ~~He/She~~The Historian shall ~~also collect and present~~read the "Announcements" from the Head Start 0 to 5 CWPC packet. The Historian will also collect and read any additional announcements from the Representatives at the CWPC meeting ~~the announcements from Head Start and Early Head Start.~~

Elected or Appointed ~~EHS~~ Early Head Start (EHS) Representative

- A. The ~~elected~~/appointed EHS Representative attends all CWPC Executive Board and CWPC ~~Executive Board~~ meetings.
- B. The ~~elected~~/appointed EHS Representative greets members as they arrive at the meetings.
- C. The ~~elected~~/appointed EHS Representative presents Average Daily Attendance (ADA) reports at CWPC meetings.

ARTICLE V. MEETINGS

Section I. ~~Time of~~ Frequency of Meetings

The ~~Head Start 0 to 5 Fresno EOC Head Start/Early Head Start~~ CWPC shall meet monthly ~~on the third Wednesday of the month.~~

Section 2. Special Meetings

Special meetings of the ~~Fresno EOC~~Head Start 0 to 5 CWPC may be held at any time ~~on the call~~ of~~determined by~~ the Chairperson or by a ~~5~~five day written notice ~~of 1/3 of the CWPC's membership.~~

Section 3. Quorum

A quorum shall be constituted by 51% of the CWPC's membership.

The CWPC Executive Board shall act on behalf of the CWPC body in the summer months (June, July, and August) in the event there is no quorum of the general body.

Section 4. Telephonic or Electronic Meeting

Any ~~or all Head Start~~ Head Start 0 to 5/EHS CWPC members may participate in a CWPC meeting ~~of the Head Start/EHS CWPC~~ or a special committee meeting of the Head Start 0 to 5 Head Start/EHS CWPC, as applicable. ~~b~~ Participation can take place by telephone or by any other means of communication so long as all CWPC members who are participating in the meeting can hear all other CWPC members and can otherwise interact with such members. Such participation shall constitute presence in person at the meeting.

Section 5. Absentees

CWPC Executive Board or CWPC members are expected to attend each regularly scheduled meeting. Any member who is absent without good a reasonable cause from two (2) consecutive or any three (3) CWPC Executive Board or CWPC Executive Board meetings and no alternate is present shall surrender his/her seat as a CWPC Representative ~~Representative~~. The CWPC Executive Board Parent Family Engagement Coordinator and Family Engagement/Staff Development Coordinator ~~has have~~ the authority to determine the legitimacy of an excuse.

If a member cannot attend a meeting, notification must be made to the Parent Engagement Family Engagement staff ~~staff~~ prior to 4:00 p.m. on the scheduled date of the meeting. If the absence was due to an emergency, a call must be placed to the Parent Family Engagement staff within 48 hours after the scheduled CWPC Executive Board or CWPC meeting. A telephone call must be made in order to have the absence excused.

If any Delegate Representative misses more than two (2) consecutive meetings without good cause ~~reasonable cause~~, a Parent Family Engagement staff member will contact the Representative Representative regarding absences prior to termination of duty and new elections will be held within thirty (30) calendar days of notification to fill the vacant office.

- A. In the event that a vacancy of an elected officer of the Executive Board occurs during the months of June through September, the CWPC Chairperson will appoint for the remainder of the term.

ARTICLE VI. COMMITTEES

Section I. CWPC Executive Board

- A. The CWPC Executive Board shall be comprised of six (6) elected officers, four (4) Standing Committee Chairpersons and one (1) EHS elected officer or if none elected, then one ~~a~~ Appointed Representative. The CWPC Executive Board shall reflect the demographics of the children in the program.
- B. The CWPC Executive Board shall meet prior to the CWPC's regular monthly meeting to prepare its Agenda, ~~generally the first (1st) Wednesday of each month.~~
- C. The CWPC Executive Board shall act on behalf of the CWPC body in the summer months (June, July, and August) in the event there is no quorum of the general body.
- D. ~~The CWPC Executive Board shall act on behalf of the CWPC body in the summer months (June, July, and August) in the event there is no quorum of the general body.~~
- E. D. The CWPC Executive Board shall act on The CWPC Executive Board shall act on behalf of the CWPC body on ~~interim~~ matters that cannot wait until the next CWPC meeting.

- ~~D.~~ E. The CWPC Executive Board shall perform such duties as ~~are~~ assigned ~~to it~~ by the CWPC.

Section 2. Personnel Committee

- A. The Personnel Committee shall participate in the hiring/~~termination~~ process of Head Start 0 to 5 ~~Head Start/Early Head Start~~ Staff according to Fresno EOC's personnel practices and procedures.
- B. The Personnel Committee shall be composed of five (5) members and at least three (3) alternates.
- C. The Chairperson of the CWPC shall participate in the interview and hiring of the following four positions: Chief Executive Officer, Chief Financial Officer, Head Start Director 0 to 5, and ~~Human Resources~~ Chief Administrative Officer, and any other person in an equivalent position with the agency, as indicated on the Head Start Act Section 642 (c)(1)(E)(IX). In the absence of the Chairperson, the Personnel Committee Chairperson will represent the CWPC.
- D. All promotions, transfers, separations, and new hires will be presented as an Informational Item each month at the regular CWPC meeting.
- ~~E. The Personnel Committee shall be composed of five (5) members and at least three (3) alternates.~~

Section 3. Parent Planning and Review Committee

- A. The Parent Planning and Review Committee shall meet to review ~~past Parent Trainings and School Readiness Goals and to make recommendations and assist~~ make recommendations in future ~~p~~Parent ~~t~~Trainings.
- B. This committee shall meet at least ~~once annually~~ once during the program year.

Section 4. Budget and Finance Committee

- A. The Budget and Finance Committee shall meet to receive in-depth training on the annual budget ~~and to to~~ make recommendations to the Head Start 0 to 5 ~~Fresno EOC Head Start/Early Head Start~~ CWPC Executive Board.
- B. This committee shall meet at least once during the program year. ~~once annually.~~

Section 5. Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Committee

- A. The ERSEA Committee shall meet to give input on recruitment and eligibility priorities.
- B. This committee shall meet at least ~~once annually~~ once during the program year.

Section 6. Special Committees

With the approval of the Head Start 0 to 5 ~~Fresno EOC Head Start/Early Head Start~~ CWPC ~~Delegates~~ Representatives, the Chairperson may establish special committees.

Section 7. Committee Make-Up

A maximum of five (5) Representatives ~~Delegates~~ with at least two (2) Alternates shall serve on each standing committee. Effort shall be made to include representation from Head Start 0 to 5 using the CWPC Election Cluster Chart. ~~each cluster area and Early Head Start.~~

ARTICLE VII. PARLIAMENTARY PROCEDURES

Section 1. Rules and Procedures

“Roberts Rules of Order, Revised” shall be the guide of parliamentary procedure of this CWPC.

ARTICLE VIII. AMENDMENT OF BYLAWS

These Bylaws can be amended at any regular meeting of the ~~Head Start 0 to 5 Fresno EOC Head Start/Early Head Start~~ CWPC by a two-thirds vote if the amendment has been submitted in writing at the previous regular meeting. All amendments require Fresno EOC Board approval.

ARTICLE IX. ADOPTION OF BYLAWS

These Bylaws have been adopted by a majority vote of the ~~Head Start 0 to 5 Head Start/Early Head Start~~ CWPC present on _____, 20____ and EOC Board of Commissioners on _____, 20____.

Fresno EOC ~~Head Start 0 to 5 Head Start/Early Head Start~~ CWPC Chairperson _____ Date

Fresno EOC Governing Board Chairperson _____ Date

For Head Start For Fresno EOC Head Start 0 to 5 Use Only	
Revised and approved by CWPC Personnel Committee /CWPC	Approved by Fresno EOC Board of Commissioners
[09/18/91] [10/10/95] [11/19/97] [8/15/01] [10/20/10] [12/18/13] [7/16/14].[10/21/15]	[9/25/91] [10/27/10] [9/24/14] [11/18/15]

(CWPC BYLAWS ~~2015~~ 2020) ~~1/29/16~~ ~ BYLAWS ~

PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Head Start 0 to 5
Agenda Item #: 4C	Director: Rosa M. Pineda, Early Care & Education Director
Subject: Summer Program Summary	Officer: Emilia Reyes, CEO

Background

In May 2020, the Office of Head Start provided funding for a Summer Program option through the Coronavirus Aid, Relief, and Economic Security Act (CARES). COVID-19 funding (that included Summer Program funds) was awarded by formula based on funded enrollment. In sum, we were awarded a total of \$2,687,393. The purpose of the Summer Program would address the needs of all our children leaving for kindergarten in the fall and also for the children with Individual Education Plans (IEP).

In preparation for the Summer Program, policies and procedures regarding COVID-19 were written for implementation. All staff scheduled to work for the Summer Program attended a mandatory training via Zoom of COVID-19 policies and procedures. In addition, Jeff Sotelo, HR Analyst I who oversees Workers Compensation & Safety Protocols, visited each Summer Program site to ensure COVID-19 compliance.

Based on enrollment data, there were 1,600 children eligible to participate in the Summer Program. Parents of eligible children were surveyed in May and 600 families indicated an interest in their children attending the Summer Program. Originally, 17 centers were scheduled to open; however, only 11 centers opened due to COVID-19 cautions and site closures by school districts and Fresno Parks and Recreation

The Summer Program took place from July 8th through August 7, 2020. Each class had a maximum of 10 children and operated 3.5 hour classes. Protective measures such as screenings, temperature checks, face coverings, handwashing, physical distancing and small group sizes were all in place during this time.

As the COVID-19 cases increased throughout Fresno County, fewer children reported to school as the number of children in classrooms declined to four or five. Consequently a few sites were closed earlier than planned. Week I – 176 children attended. Week III – 130 children attended. Week IV – 68 children attended. Prior to closing a site, parents were offered an opportunity to have their child attend another site where class learning or distance learning was offered.

In the last week of the Summer Program, there was one case where a child tested positive for COVID-19. As a result, the center was closed two days early and the families were advised to contact their physicians and to quarantine at home for 14 days. Families were reassured that the chance of exposure for their children was minimal due to the COVID-19 policies and procedures in place. No subsequent cases were reported.

PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: School of Unlimited Learning
Agenda Item #: 5A	Director: Mark A. Wilson, Ed.D.
Subject: Dashboard Alternative School Status Renewal Application	Officer: Michelle Tutunjian

Recommended Action

Staff recommends Committee approval for full Board consideration of SOUL's Dashboard Alternative School Status (DASS) Eligibility Renewal Form.

Background

The DASS consists of modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools serving high-risk students.

In 2013, California's accountability system significantly changed with the adoption of the LCFF. This accountability system, the California School Dashboard (Dashboard), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. The state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (SBE) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools serving high-risk students.

As a result, the SBE directed the California Department of Education (CDE) to explore the development of modified methods applicable for alternative schools. At the May 2017 SBE meeting, the SBE approved the recommended participation process for the DASS program. The DASS replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators that will be incorporated in the Dashboard beginning with the Fall 2018 release.

Since October 2017, SOUL has been designated a DASS School. Every three years the DASS School must reapply for DASS designation. The DASS participation form is used by alternative schools of choice and charter schools to serve high-risk

students. The DASS criteria requires the school to have an unduplicated count of at least 70 percent of the schools' total enrollment composed of the following high-risk student groups: expelled; suspended, wards of the court; pregnant and/or parenting; recovered dropouts; habitually truant or habitually insubordinate and disorderly; retained more than once in kindergarten through grade eight; credit deficient; gap in enrollment; high level of transiency; foster youth; homeless youth; or emotionally disturbed students.

Requirements to Applying for Redesignation as a DASS School

Part One: Completing and Submitting the DASS Participation Form

1. Review the DASS eligibility information located on the California Department of Education (CDE) Complete all the fields on the DASS Participation Form, an online survey which must be submitted prior to March 1, 2020. SOUL completed Part 1 on February 20, 2020.

Part Two: Submitting Supporting Documents

The local district governing board or the charter school board must certify the school's enrollment meets the DASS criteria as an agenized board item.

Note: If the school's DASS eligibility was certified by the charter school board, a letter must be sent to the charter authorizing governing board notifying them of their DASS eligibility. A copy of the notification letter must also be submitted to the CDE. Requirement details include:

1. Obtaining signatures of the school principal, county or district superintendent or charter school administrator, and board president on the DASS Eligibility Certification Form; and
2. Submitting a copy of the board agenda and minutes to document the approval of the DASS eligibility certification.

All schools voluntarily participating in the DASS program are required to re-certify their high-risk student enrollments every three years (i.e., if a school is approved in 2016-17 to participate in the DASS program for the Fall 2017 Dashboard, this school must reapply in the 2019-20 to continue their participation in the DASS program for the Fall 2020 Dashboard). Due to COVID 19, the deadline was extended to September 4, 2020.

Fiscal Impact

Although there is no fiscal impact, the loss of DASS certification would result in SOUL's designated high-risk student enrollment to be unfairly held to the same criteria as schools without majorities of high risk student populations, and inaccurately reflect the progress of SOUL's high risk students (e.g. credit-deficient, habitually truant, pregnant and parenting, homeless, and foster youth, which comprise 94% of SOUL's total enrollment.)

Conclusion

If a school fails to re-certify its high-risk student enrollment or the school's enrollment of high-risk students falls below 70 percent, the school will not be granted DASS eligibility. Schools to serve high-risk students, but are not explicitly required to do so in the California *Education Code*, are: (1) alternative schools of choice and (2) charter schools that serve

high-risk students. These schools must have an unduplicated count of at least 70 percent of the school's total enrollment comprised of high-risk groups to be eligible. SOUL's unduplicated count of students as submitted on the online participation form on February 20, 2020, was 94%.

PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: School of Unlimited Learning
Agenda Item #: 5B	Director: Mark A. Wilson, Ed.D.
Subject: Learning Continuity and Attendance Plan	Officer: Michelle Tutunjian

Recommended Action

Staff recommends Committee approval for full Board consideration The Learning Continuity and Attendance Plan.

Background

Senate Bill 98, approved by Governor Newsom on June 29, 2020, made several key changes to accountability requirements for 2020-21. These include the establishment of a new requirement – The Learning Continuity and Attendance Plan (LCP).

The purpose of the LCP is to describe how the School of Unlimited Learning (SOUL) has addressed and will continue to address the impacts of COVID-19 and maintain continuity of student learning in the coming year. SOUL's LCP includes plans for the following:

- Providing distance learning and, when public health conditions allow, in-person instruction;
- Measuring student progress and participation and address learning loss;
- Providing supports for English Learners, Foster Youth, Homeless Youth, Students with Unique Needs, and Low-income students;
- Ensuring access to devices and connectivity;
- Providing resources and supports to address student and staff mental health and social emotional well-being;
- Student and family engagement, as well as outreach to reengage students who are absent, unengaged, or at risk of learning loss;

- Providing school meals for students during distance learning and in-person instruction; and
- Increasing/improving services for English Learners, foster youth, homeless youth, and economically-disadvantaged students.

Stakeholder Engagement

A draft of the LCP was reviewed by the following stakeholder groups for input:

- SOUL Governing Council (August 12)
- English Learning Advisory Committee (August 24)
- Parent Meetings (August 24 and August 31)
- SOUL Staff meetings (August 10 and August 31)

Parent and student surveys were conducted in May, 2020 and August 2020 to address the following:

- Need for student connectivity and devices;
- Student mental health and social emotional well-being;
- Student nutritional needs (i.e. participation in SOUL weekly meal distributions; and
- Increased Individualized services for English Learners, foster youth, homeless youth, and economically-disadvantaged students

A public hearing will be conducted on September 8, 2020, subsequent to which the LCP will be presented for final input at the SOUL Governing Council meeting.

Fiscal Impact

The Plan must be approved and submitted prior to September 30, 2020, to ensure school funding.

Conclusion

Board approval is required to adopt the LCP by September 30, 2020. No later than five days after approval, a school district must file the Plan with the local superintendent of schools, and County Office of Education (COE) must submit its Plan to the State Superintendent of Public Instruction. Consistent with reporting requirements, a charter school shall submit its LCP to its chartering authority and the COE. If the COE is the chartering authority, the charter school shall submit the Plan only to the COE.

The School of Unlimited Learning Charter High School Learning Continuity and Attendance Plan

DRAFT

Introduction

Senate Bill 98, approved by Governor Newsom on 6.29.20, made several key changes to accountability requirements for 2020-21. These include the establishment of a new requirement – The Learning Continuity and Attendance Plan

The purpose of Learning Continuity and Attendance Plan (LCP) is to describe how the School of Unlimited Learning has addressed and will continue to address the impacts of COVID-19 and maintain continuity of student learning in the coming year. SOUL's LCP includes plans for:

- Providing distance learning and, when public health conditions allow, in-person instruction;
- Measuring student progress and participation and address learning loss;
- Providing supports for English learners, foster youth, homeless youth, students with unique needs, and low-income students;
- Ensuring access to devices and connectivity;
- Providing resources and supports to address student and staff mental health and social emotional well-being;
- Student and family engagement, as well as outreach to re-engage students who are absent, unengaged, or at risk of learning loss;
- Providing school meals for students during distance learning and in-person instruction;
- Increasing/improving services for English Learners, foster youth, homeless youth, and economically-disadvantaged students.

The School of Unlimited Learning anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes \$49,088 from the Elementary and Secondary School Emergency Relief Fund (ESSER) and \$35,703 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: The Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF). The School of Unlimited Learning also expects to receive \$311,525 in State Supplemental Grant Funding and \$342, 570 in Concentration Grant funding, some of which will be used to offset the COVID-related costs as outlined in this plan.

CONTENTS

General Information.....	1
Stakeholder Engagement	2
Continuity of Learning	4
In-Person Instructional Offerings	4
Actions Related to In-Person Instructional Offerings	5
Distance Learning Program	5
Continuity of Instruction	5
Access to Devices and Connectivity	6
Pupil Participation and Progress	6
Distance Learning Professional Development	7
Staff Roles and Responsibilities	7
Supports for Pupils with Unique Needs	8
Actions Related to the Distance Learning Program	9
Pupil Learning Loss	9
Pupil Learning Loss Strategies	10
Effectiveness of Pupil Learning Loss Strategies	10
Mental Health and Social and Emotional Well Being.....	10
Pupil and Family Engagement and Outreach.....	11
School Nutrition.....	11
Additional Actions to Implement the Learning Continuity Plan	12
Increased or Improved Services for Foster Youth, English Learners, and Low Income Students	12

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Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Unlimited Learning Charter School	Mark A. Wilson, Ed.D, Principal	Mark.wilson@fresnoeoc.org 559-498-8543

General Information

The COVID-19 pandemic has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access, not just education, but all basic services as well. The pandemic has impacted SOUL families through widespread unemployment and increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been adversely affected by the physical separation from supports and services that are typically provided in-person at SOUL, such as personal and emotional health counseling, case management services, immediate referrals to services provided by Fresno EOC programs and community resources. Increased cases of depression have also been experienced by SOUL students due to the physical and social separation from the classroom and school community. Whereas 70% of SOUL students learn through independent study, daily contact with SOUL classroom-based students has been disrupted.

SOUL's enrollment is predominately Hispanic, which comprise over 78% of the school's total enrollment. Other ethnic groups include African American (10%), White (8%), Asian (3%) and Native American (1%). Special populations enrolled at SOUL include 9% of students who receive Special Education services, 6% who are English Language Learners and 6% who are pregnant or parenting teens. An overwhelming majority of our students (96%) report family incomes that fall below the poverty line and are considered socio-economically disadvantaged by the State's definition.

SOUL has a significant population of at-risk students who have a history of truancy and social challenges. Over 60% of SOUL students are 11th and 12th graders who are significantly behind in credits due to a lack of resources necessary for their success. SOUL students are often characterized by the following:

- 90% have been identified as chronic truants
- 90% come from homes where the parent is unemployed or under employed
- 94% qualify for free and reduced meals
- 40% have parents that never completed high school
- 4% live in foster homes
- 8% are homeless

In developing the Learning Continuity and Attendance Plan, SOUL acknowledges the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color.

On Friday, July 17, 2020 Governor Newsom declared Fresno County as one of 36 counties on a "watch list" due to increased cases of COVID-19. Consequently, all schools in Fresno County will begin the year using solely remote instruction. No onsite academic instruction will be allowed in the immediate future. Likewise, SOUL has begun the year in a remote learning format with a comprehensive academic plan for each student. However, as soon as Fresno County is removed from the watch list, SOUL has adopted a plan for onsite instruction, in accordance with all the safety protocols required by state, regional, and local criteria.

SOUL is committed to providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of remote learning and implementation of flexible modes of instruction during this pandemic have afforded SOUL a unique opportunity to reexamine how to provide academic and support services in a different manner. SOUL is committed to ensuring that our students, parents, and community stakeholders will provide a comprehensive plan, with flexibility to allow students to thrive in 2020-21 and in the years to come.

Stakeholder Engagement

Engaging in outreach through phone calls, surveys, and virtual meetings with stakeholders provide staff valuable input to guide our school's planning and development of our Learning Continuity and Attendance Plan. SOUL's efforts to solicit stakeholder feedback began in April, 2020, when it became apparent that schools would not reopen for the remainder of the year. Since then, stakeholder feedback has continued to the present. In April 2020, all parents were contacted by SOUL staff to determine the availability of devices and connectivity to the internet, since SOUL finished the year holding virtual classes with its students. Information regarding connectivity and devices was also gathered in person in early May 2020 when students came to campus to pick up their academic work. In addition to gathering student technology need information, SOUL staff also conducted "wellness checks" on every family.

In May 2020, SOUL developed a reintegration Plan, which was shared with staff, students, parents, Fresno EOC staff, and the SOUL Governing Council. The integration plan provided a timeline for reopening schools, delineated the implementation of COVID safety protocols, and included the need for additional purchases of online curriculum, devices and wireless hotspots to ensure that all students had full access to remote instruction. In June 2020, SOUL staff contacted all parents by phone to discuss with them a limited onsite learning model which would allow smaller groups of students to attend smaller classes, pursuant to social distancing and PPE requirements. Parents were informed through follow-up phone calls from SOUL staff of the change from the onsite instruction plan to remote learning subsequent to the Governor's mandate to offer exclusively remote learning for the beginning of the 2020-2021 school year. Many parents voiced concerns over their child's need for additional academic services, meals, counseling, and direct instruction.

In August 2020, SOUL shared its remote instruction plan for fall 2020 with the Governing Council, Fresno EOC Board of Commissioners, school staff, students, and parents. SOUL staff also held three virtual parent meetings, one of which was the English Learning Advisory Committee (in

Spanish) to discuss the draft of SOUL's Learning Continuity and Attendance Plan. Stakeholder input from its stakeholders have been addressed and incorporated into in this plan.

[A description of the options provided for remote participation in public meetings and public hearings.]

Since April 2020, SOUL has utilized RingCentral to conduct virtual meetings with all stakeholders. enabling remote participation by members and, where applicable, members of the public. A link for public hearings will be posted on the school website. In addition, Fresno EOC posts links for the public to access all Board and Committee meetings.

[A summary of the feedback provided by specific stakeholder groups.]

As previously stated, direct contact with parents and students, along with parent and student surveys denoted initial favorability with SOUL's remote learning plan. Unlike other schools or districts, SOUL was successful in immediately providing academic work to students in March so that they would successfully complete their credits for Spring 2020. In fact, SOUL experienced it largest graduating class in its 22-year history. 100% of students completed work assignments in Spring 2020. After

[A description of the aspects of the Learning Continuity and attendance Plan that were influenced by specific stakeholder input.

On July 17, 2020, when it appeared inevitable that SOUL would begin the year using a remote instructional model, there was widespread concern among classroom based students and parents with respect to the lack of onsite instruction and daily student/teacher contact. Independent study students and parents, accustomed to once-per-week contact, did not express great concern about the remote learning issues. In subsequent meetings with parents and students, SOUL staff discovered a growing number of students suffering from depression, stress, and isolation brought about by the pandemic. Since the first week of the school year, SOUL staff contact has contacted every student and parent for feedback into the new school year. Overall, parents were satisfied with the schedule of daily learning activities and the one on one instruction with their child's teachers. Initial login problems were resolved and students were able to access their curriculum and other online software to complete their weekly assignments. Some parents of previous classroom-based students requested an increase in "whole class" time, such as a weekly "homeroom" period where students could interact beyond academics. Parents also voiced concerns about having several children at home trying to engage in distance learning at the same time in limited space. Concerns expressed by SOUL's Governing Council and Fresno EOC Board of Commissioners included the following:

- What is the dosage and duration of the online instruction with the students?
- Will there be a hybrid of asynchronous and live instruction?
- Did the SOUL teacher receive any training regarding effective virtual instruction?
- Is SOUL using a specific platform such as Canvass, Blackboard, etc.?
- Will the student receive meals during this period?
- How can we best support our special needs students?

All of the concerns and issues brought forth by stakeholders have been addressed in this plan

A description of aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

The specific stakeholder input received since April 2020 to the present has served to guide our Learning Continuity and Attendance Plan. Parent and student input through personal phone contact and surveys prioritized a need for SOUL to provide regular online contact with teachers; increased resources to address student emotional and social well-being; and if and when possible, to provide face-to face support and counseling at the school site. Community stakeholder and staff input has called for resources such as providing school meals, mental and personal counseling, and additional academic support for special populations, including English learners, special education, foster students, homeless students, and low-income student. Stakeholder input has influenced the following aspects of SOUL Learning Continuity and Attendance Plan: development of clear expectations for daily and weekly instruction, which include scheduled tutorial time, differentiated instruction for EL students, a virtual homeroom period once per week, and one to one virtual meetings with the student's teacher of record. A learning hub will be available to students outside in the SOUL courtyard who need to come to campus for additional academic and non-academic support and counseling. Fresno County Health Department has agreed to allow special education students on campus one at a time to hold IEP meetings and discuss learning strategies with their teachers. In all cases, all established COVID 19 protocols will be strictly adhered to, including Plexiglas shields, masks, and social distancing. To support parents in providing assistance to their own child's' learning, SOUL's remote learning plan includes specific expectations for weekly communication from SOUL staff to students and families. Ring Central links for live instruction, content to be taught, criteria by which student success will be measured, and a description of assignments and due dates. Ongoing communication with parents is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers and support staff are also expected to be available to students and family members outside of scheduled instructional time. Since parents need clear expectations of what they should expect from distance learning, SOUL parent meetings will now be held twice per month at two different times to accommodate maximum parent participation.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Through mid-July, SOUL was planning to begin the 2020-2021 school year by implementing a hybrid mode, with students spending portions of the day/week at the school site to receive in-person instruction and complete the remaining of their weekly learning in a remote setting with teacher support. Due to the complexity of assigning various subjects to students simultaneously, SOUL has incorporated its Independent Study model of assigning one class at a time to each student, with specific guidelines for successfully completing the course within a specific timeframe. This model has proven to be more successful with SOUL students over the years. For the parents of classroom-based students, direct instruction is a priority, as it provides meaningful interaction with teachers and helps to mitigate learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. On July 17th, the Governor of California held a press conference and declared that all schools on the COVID "watch list" would need to begin the 2020/2021 school year using a distance learning model since school sites would be closed. While current health conditions do not permit delivery of in-person instruction, SOUL is continuing

to plan blended learning models so it will be prepared to bring students back as soon as it is safe to do so. SOUL will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>To ensure that students, staff, and family entering the school site and staff working at the school site are minimizing the spread of respiratory droplets while on campus, the following equipment and supplies were purchased.</p> <ul style="list-style-type: none"> • Personal Protective Equipment: • Face coverings for staff, student, parents, and anyone who needs one upon entering the school site; • Thermometers to screen temperatures of students or any non-staff member who visits the campus; • Gloves; • Hand Sanitizer which contains a minimum of 60% alcohol solution; • Handwashing Stations for locations where sink access is insufficient; • Disinfecting materials for routine use to disinfect high-touch surfaces; • Signage, Posters, and Floor Decals: Visual cues throughout the school site to maximize social distancing, help to direct traffic flow, minimize interactions between and among staff, students and parents, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. 	\$24681.3	Y
<ul style="list-style-type: none"> • Plexiglas dividers to provide barriers at all staff desks where a minimum of six feet of social distancing is not possible. 	\$4995.75	Y
Total	\$ 29,677.05	

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Each SOUL support staff member will be assigned a group of students, whom they will call the day before their assigned teacher appointment and the day after to determine whether students need additional resources, such as tutoring, to complete the assigned work. Support staff will

call parents once every week to determine if parents are monitoring child's academic progress, identify family needs, and make referrals to community resources when needed.

Students with special needs (SPED) and English Learners (EL), along with their parents will receive additional weekly support from bilingual teachers and support staff. Academic support through modified or differentiated instruction will be provided by all teachers of SPED and EL students. Additional online resources, such as Listenwise, will be assigned to all EL students. Learning Hubs will be created for all students as needed for face-to-face assistance in an outdoor setting with appropriate PPE in place and following all State, county, and local safety guidelines.

All students will complete an NWEA pre-test in both ELA and Math during the first two weeks of instruction. These assessments are administered online in sessions scheduled by the assigned teacher for either individual or small group completion. These assessments are given three times per year to monitor student learning progress.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SOUL anticipates that much of the 2020-2021 school year will be via distance learning. In anticipation of this inevitability, SOUL has prioritized access to devices and connectivity for all students. One week prior to the beginning of the school year, SOUL staff distributed student laptops and wireless hotspots to all students. A survey from Spring 2020 indicated that 80% of SOUL students lack sufficient technology to access online learning. To date, SOUL provided 150 computers and 150 routers/hotspots to students who do not have a device or internet access.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will have a minimum of one hour, one-on-one direct instruction and assessment each week with an assigned teacher via phone or video calls. During these meetings, teachers will review the online work the student has completed and will provide instruction on lessons that were not completed with an adequate grade. Teachers will review time spent online via Edgenuity reports and will review the Activity Log generated by the student. Collaboration Corner/discussion boards will be used to engage students and determine the overall level of learning that students have mastered during the week. Synchronous tutorial hours and classroom lessons will be offered throughout the week to encourage student participation and to provide additional assistance to students who prefer different modalities of learning to supplement the online curriculum.

Support staff will be assigned to each student for social/emotional support and monitoring. Students and parents will be contacted throughout the week to help students stay motivated, to encourage students to complete their work, to troubleshoot potential barriers to learning, and to help parents monitor and support student learning.

Interim Assessments.

SOUL acutely recognizes the disproportionate impact of distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning status and monitor growth, SOUL utilizes NWEA's Measures of Academic Progress (MAP) assessments at the beginning of the year, mid-year, and in the Spring. The MAP Language Arts and Math assessments provide an accurate indicator of a student's academic success as determined by their reading and math fluency. Assessment results are used by teachers to provide intervention activities, such as Edgenuity's My Path curriculum, which generates an individualized, prescriptive learning path in language arts and math for all students functioning below grade level. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiated instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

SOUL has identified a clear need for staff, students and families to be trained in all aspects of distance learning, including basic keyboarding, accessing websites, Google classroom, and virtual parent meetings. SOUL's 2020-2021 professional development plan will focus on strategies needed to deliver high-quality distance learning instruction. To date, teachers have received training on how to navigate through the Edgenuity Core curriculum program, which includes the monitoring of student academic progress. Teachers have also been given additional training on using the NWEA Measures of Academic Progress to assess students remotely. Future trainings will include additional specific strategies to enhance student engagement and participation in online learning. Additional training will focus on engaging parents and families as partners in student learning. Ongoing Ring Central training will be held throughout the year to maximize virtual class sessions through the use of simultaneous breakout groups and student presentations during whole class instruction. Regular teacher collaboration plays a significant role in supporting the distance learning program and professional development. Ongoing professional learning will be offered throughout the school year to support achievement of SOUL's Charter and WASC goals.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers will work both onsite and remotely to provide academic instruction to SOUL students. Edgenuity's online curriculum will be used with all students. Teachers will utilize Google Docs and other online resources in addition to Edgenuity's core academic curriculum to share information, conduct assessments, and monitor student progress. SOUL students will be assigned one or two courses at a time, as opposed to overloading them with five subjects, which is counterproductive for remote learning. SOUL's instructional plan engages students five days per week, through personal phone calls, one-on-one virtual meetings and tutorials, and virtual whole class direct instruction using Ring Central.

Emails will be used to conduct weekly “progress checks. Students will be required to create and post their weekly work logs on School Pathways, SOUL’s student information system.

Each SOUL support staff member will be assigned a group of students, whom they will call the day before their assigned teacher appointment and the day after to determine whether students need additional resources, such as tutoring, to complete the assigned work. Support staff will call parents once every week to determine if parents are monitoring child’s academic progress, identify family needs, and make referrals when appropriate. Teachers are responsible for maintaining a weekly record documenting a student’s daily activities, both synchronous and asynchronous. All teachers and support staff will contact their student and parent/guardian on a regular basis to follow up on student progress and determine whatever needs a family may have.

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. SOUL’s guidance Counselor Coordinator, who is the liaison with Fresno Unified’s Special Education Department, will set up and attend virtual or face to face IEP meetings.

Recognizing a greater need for interaction with families during COVID, each SOUL staff member has been assigned a cohort of students and parents to contact at least once a week or more if necessary.

SOUL’s social work interns will work collaboratively under the direct supervision of SOUL’s Guidance Counselor Coordinator to participate in virtual and face to face counseling sessions with the students and their parents to address needed supportive services.

Instructional Minutes

The school’s distance learning model has necessitated that teachers closely monitor instructional minutes as well as student attendance for virtual class meetings.

A classroom-based student’s attendance is determined solely on being present or absent from class. Conversely, Independent Study student attendance is monitored by a weekly work log, which requires a parent signature. Parents assist in monitoring student daily work. In distance learning, teachers monitor student instruction in a variety of ways:

1. Submission of online Edgenuity assignments
2. Attendance in virtual classroom settings
3. Daily activity log that students submit on School Pathways, the school’s student information system
4. Required participation on Edgenuity discussion
5. Continued submission of Independent Study weekly work logs for all students.

Teachers are responsible for maintaining a weekly record documenting a student’s daily activities, both synchronous and asynchronous. All teachers and support staff will contact their students and parent/guardian on a regular basis to follow up on student progress and determine whatever needs a family may have.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.].

SOUL fully understands that the school closure has had an impact on all students, and has disproportionately affected English learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth with the unanticipated, swift transition to remote learning. To address the impact of special population students, special needs (SPED), English Learners (EL) and their parents will receive additional weekly support from bilingual teachers and support staff. Academic support through modified or differentiated instruction will be provided by all teachers of SPED and EL students. Additional online resources, such as Listenwise, will be assigned to all EL students

Realizing that remote learning will be a challenge for many SOUL students, SOUL is exploring the implementation of a "Learning Hub" outside its facility to support students who need extra academic, social, and emotional support. The SOUL Learning Hub would be set up outside under canopies in SOUL's backyard space to provide in-person tutoring and counseling where students could schedule time to receive additional assistance from a teacher or talk with support staff. SOUL would strictly adhere to all established COVID-19 protocols, such as masks, Plexiglas barriers, hand sanitizer (or gloves if preferred) and cleaning of surfaces between student contacts

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Whether the instructional delivery model is in-person or remote, students lacked sufficient technology to gain access to the curriculum. The following expenditures were made to address the lack of student devices and internet access.		
Devices: Purchase student laptops, licenses, other software, and materials made available for all students who need a device to access distance learning at home.	\$81,082	Y
Additional Technology to Support Distance Learning: Purchase of student Wi-Fi hotspots and laptops/devices for staff.	16,384	Y
Online Curriculum: Purchase of Edgenuity online curriculum site license.	18,000	Y
Communication with Students/Parents: Purchase of Ring Central accounts for all staff.	3,597	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Throughout the year, regular benchmark assessments in both ELA and Math will allow teachers at SOUL to monitor student learning on an ongoing basis, and identify the rate at which they are making progress toward regaining their learning loss. As previously stated, NWEA's Measures of Academic Progress (MAP) are administered to all students at the beginning of the year, mid-year, and in the spring. The ELA and Math assessments provide an accurate indicator of a student's academic success as determined by their reading and math fluency. Assessment results are used by teachers first to determine how much students are recouping their learning loss and then to provide intervention activities, such as Edgenuity's My Path curriculum, which generates an individualized, prescriptive learning path in language arts and math for all students functioning below grade level. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. All teachers have scheduled tutorial hours to provide, online or face-to-face to provide additional resources to students who are struggling.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means to address student learning loss is through direct instruction. Students are assigned core-curriculum through Edgenuity's standards-aligned, UC approved online curriculum, which can prove challenging to students. Mirroring our Independent Study instructional model, every student has been scheduled an hour of one-to-one instruction with their teacher each week to address learning needs. When possible, students can attend a face-to-face learning hub session in the back courtyard of the school, utilizing all COVID protocols to maintain a safe learning environment. Teachers provide students intervention instruction when needed. One additional teacher is assigned to special population students to oversee intervention strategies and student progress.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be monitored throughout the year. Ongoing assessments of student progress will include quarterly benchmark assessments for Math and ELA, successful completion of coursework, participation in all online classes, attendance at tutorials, progress in intervention instruction, and increases in MAP scores.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
NWEA Measures of Academic Progress (MAP)	\$2,448	Y
Edgenuity's My Path Intervention Prescriptive Curriculum (included in Edgenuity site License)	Incl.	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

SOUL has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students. To effectively support the social and emotional well-being of students and staff during the school year, a myriad of services has been put into place. Teachers maintain near daily contact with students and address academic and non-academic needs. All teachers have been trained in the Success for Life curriculum over the past four years, and make referrals to our Guidance Counselor Coordinator for additional assistance to students who suffer from COVID-related depression, stress, isolation, or anxiety. Once per week, a special hour is designated as a homeroom where students check in and discuss nonacademic topics. This provides many students the needed socialization and interaction with other students that is not available to them during the school closure. By prioritizing student safety and managing stress, teacher and support staff can support the well-being and long-term academic success of students. SOUL has discovered that frequent contact with parents and students (being available, listening compassionately) helps to mitigate feelings of isolation and depression. Each teacher has a daily checklist which provides students needed routines and structure. Through weekly phone calls to parents, SOUL staff functions as a vital support system and facilitates further two-way communication. Ongoing conversations with students about healthy sleeping, eating, and exercise contribute to more positive mental health. Weekly staff meetings and daily communication among staff contributes to positive emotional and social well-being. SOUL staff has always worked as a team in all of its activities. It is one of the strengths of the school. Positive teamwork contributes to positive emotional health and social well-being.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

SOUL relies on parents as major stakeholders, engaging them in meaningful and valuable dialogs about their children’s learning experiences at home, as well as their family situation. Weekly “wellness check” calls to parents provide valuable feedback on how their children are progressing at home. SOUL’s family-centered approach focuses on the family’s personal/mental health, nutritional and other needs. SOUL staff make referrals to resources within Fresno EOC or the community to address the needs. SOUL social work interns are available to follow up with families, and support staff set up virtual meetings or phone calls with students. SOUL administration has scheduled three parent meetings per month, two in English and one in Spanish, to accommodate parents’ schedules and to maximize parent participation.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SOUL offers free meals to all students. Once per week, a designated time is set aside for students and their parents to pick up at the school site a week’s worth of meals, which include both breakfast and lunch. Each week, support staff checks with parents to determine who plans to pick up the meals. In cases where transportation is not possible or parents are working, SOUL staff can deliver the meals to the student’s home. Although SOUL students reside in more than 17 zip codes throughout the Fresno Metropolitan area, the food pickups are consistent and appreciated by all parents and students. It also provides SOUL staff a brief moment to interact with both student and parent as they drive up to receive their meal.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures Includes outdoor canopies and PPE devices to distribute meals	\$ 2,100	Y
Mental Health and Social and Emotional Well-Being	Maintain existing staffing to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Existing staff will also address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	\$120,000	Y

Pupil and Family Engagement and Outreach	Maintain existing staffing to support total parent engagement. Provide outreach to unreachable or unmotivated students. Use Ring Central to hold virtual synchronous classes, parent meetings, tutorial services, and personal counseling. Outdoor canopies and PPE devices (including Plexiglas shields) will be used to hold face-to face counseling or other parent/student meetings.	\$100,000 Incl.	Y
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5%	95% of SOUL students are either Foster Youth, English Learners, and Low-Income students

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

SOUL Students who receive accommodations through a 504 Plan will be supported by their assigned teacher. Accommodations that are needed to support the student's education through distance learning will be provided to the student and parents, as needed, by the teachers and support staff. 504 Plans will be reviewed and updated, as appropriate, when school re-opens, or as requested by a parent/guardian.

Students who receive special education services will continue to receive their designated IEP supports, modifications and accommodations. Consultation services will be seamlessly provided through Fresno Unified, with IEP meetings to be conducted virtually and assessments to be completed in person following the CDC guidelines. Access to a school psychologist will be available on an as needed basis to support the students who have social/emotional obstacles creating barriers to learning due to the school closure. When school resumes normal operations, the IEP team will consider the impact of the school closure on each student and whether an updated IEP is warranted due to a decline in student skills or lack of progress, such revisions will be made.

English Language Learners (ELs) will continue to receive academic support from their assigned teacher. This support will be individualized to meet the needs of the student, based on the ELPAC assessment data that has been recorded, as well as previous classroom performance, and

teacher input. Additionally, a designated teacher will be assigned to provide supplemental support to the EL students in the areas of reading, writing, listening, and speaking through online learning activities and virtual or in-person tutoring on a weekly basis. The two teachers, along with a case manager will provide support to students and their families by phone or virtual video sessions.

Foster and homeless youth are assigned to a mentor/case manager who maintains consistent communication with the student. Ongoing assessments of the student's living situation helps ensure that a lack of resources does not become a barrier to learning. Food distributions, mentoring, community referrals and emergency shelters are utilized to enhance the academic success of foster and homeless youth as well as providing a consistent, positive connection outside of their often unstable living situation.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Over 94% of all SOUL students are either English language learners, foster youth, homeless, or low income. SOUL's comprehensive service delivery system is designed to meet the needs of all students. Additional resources for English language learner include additional teacher support to provide increased intervention activities to ensure that students have the support they need to successfully complete their required and elective courses. Additional services for foster youth, homeless youth and low income students and families have been described above and include increased outreach to all families through weekly phone calls, additional parent meetings, and increased referrals to community resources,

PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Energy Services
Agenda Item #: 6	Director: David Wear
Subject: Leveraging Resources through University Partnership to Improve Health Outcomes	Officer: Michelle L. Tutunjian

Background

The information presented below is intended to keep the Board apprised on a project being developed by Stanford University School of Medicine in collaboration with Fresno EOC, Community Action Partnership of Kern County and Lawrence Berkeley National Laboratory. Title of the project: *“Impact of Low-Income Housing Weatherization on Health Outcomes”*.

The goal of this research project is to produce policy-actionable evidence to increase support and funding for the installation of weatherization, healthy breathing, and climate resilience measures in low-income homes. The short term goal is to increase this support for programs administered by community action agencies in the San Joaquin Valley. A longer-term goal is to increase support for programs administered throughout the State of California.

This is a mission driven research project. It combines basic health and social science research and cutting-edge sensor technology within an applied policy-oriented framework. Thus, this project contributes to Stanford’s goals of conducting leading research that can influence policies to benefit economically disadvantaged communities in the State of California.

Fresno EOC will assist the Stanford team in identifying homes and households to participate in this project. Fresno EOC, through Energy Services program, will also be responsible for conducting the energy audits and installing weatherization measures in the participating homes. The Stanford team will be responsible for determining what healthy breathing and climate resilience measures will be installed in the participating

homes, and arranged for the measures to be installed. Stanford will be responsible for all of the data collection and analysis tasks.

This project will leverage resources to weatherize homes brought to the project by Fresno EOC from the State of California and other sources. Assuming an average weatherization job costs \$7,500, Fresno EOC will leverage an estimated \$225,000 toward this project (i.e. weatherization costs for 30 homes). The Stanford team will provide resources to install additional healthy breathing and climate resilience measures. We anticipate that the project will spend approximately \$5,000 per home on these measures, for a total of \$150,000.

The Stanford team will be responsible for data collection, data analysis, and dissemination of research results to stakeholders in the State of California.

PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: N/A
Agenda Item #: 7	Director: N/A
Subject: Merck for Mothers Safer Childbirth Cities Initiative	Officer: Heather Brown

Recommended Action

Staff recommends Committee ratification for full Board consideration a proposal submitted on August 24, 2020 to Merck for Mothers for a grant in an amount up to \$1 million over 3 years to participate in the Safer Childbirth Cities Initiative. Fresno EOC would serve as the fiscal agent for this partnership.

Backgrounds

The Safer Childbirth Cities Initiative aims to support community-based organizations (CBOs) in U.S. cities with a high burden of maternal mortality and morbidity. Ten cities were selected as a part of the first cohort, and Merck for Mothers is seeking organizations for a second cohort. Selected organizations will receive funding to develop and implement tailored solutions to reduce maternal mortality and morbidity and promote health equity in their communities.

Fresno EOC will serve as the fiscal agent for the proposed project focused on improving equity in birth outcomes for African American women and low-income Latina, Hmong, and other women of color. The grant, if funded, would support three project components: 1) wraparound services provided to participants in the Glow! Prenatal Care program, 2) a toolkit for obstetricians and other providers focused on African American cultural needs for high-risk pregnancies, and 3) the implementation of a centralized referral and care coordination system to support reporting county-wide data by programs involved in an integrated home visitation network.

Fiscal Impact

Fresno EOC will provide services and act as the fiscal agent and will subcontract with GLOW Partners including; Reading and Beyond, Social Solutions, BLACK Wellness & Prosperity Center, West Fresno Family Resource Center, and Fresno Cradle to Career. The total grant amount is \$1 million.

Conclusion

Awards begin in Quarter 1 of 2021, with a grant period of 3 years. Six awards are expected nationally, with communities from California being one of the geographical areas of interest.



PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Planning and Evaluation
Agenda Item #: 8A	Director: TBH
Subject: Risk Assessment Report	Officer: Elizabeth Jonasson

Recommended Action

Staff recommends Committee ratification for full Board consideration Fresno EOC's Risk Assessment Report, which was submitted to the California Department of Community Services and Development (CSD) on August 27, 2020.

Background

Community Action Agencies are required to complete an organization-wide, comprehensive risk assessment every two years and report it to their governing board as a part of CSBG Organizational Standards submitted to CSD.

To satisfy this standard, in 2020, Fresno EOC utilized a risk assessment tool called My Risk Assessment, which evaluates risk assessment management basics, governance risk, facilities and building security, human resources and employment practices, financial reporting and internal controls, contracts, client and participant safety, transportation, technology and privacy risk management, special events, crisis management and business continuity planning, volunteer risk management, and funding and resource development. The tool asked staff to answer a series of yes or no questions to assess risk in each of these areas.

The final report generated allows Fresno EOC to identify and rank risks, identify gaps in risk management, and action steps to strengthen risk management in the agency. Recommendations provided are standardized across agencies and do not account for individual agency or program needs. They are intended as suggestions.

Fiscal Impact

There is no fiscal impact. The My Risk Assessment tool is provided by the Community Action Partnership (CAP) free of charge.

Conclusion

Organizational Standards were due to CSD by August 31, 2020. The Risk Assessment Executive Summary attached details recommendations for the agency.

Risk Assessment Executive Summary

Risk Management Basics

This segment of the executive summary contains recommendations related to Risk Management Basics, including the assignment of responsibility for risk management, risk oversight, and risk committees.

Governance Risk

This segment of your executive summary contains priority recommendations to strengthen your board.

- See the full report for suggestions to increase the engagement and dialogue during Finance Committee presentations.

Facilities and Building Security

This section of your executive summary contains priority recommendations based on your answers to the questions in the Facilities and Building Security Module.

- Developing up-to-date evacuation plans for all of your facilities should be a top priority. See the full report for the key elements to include in your evacuation plans.
- Consider developing a clear, bomb threat policy for your agency. See your full report for additional resources.
- We recommend that you consider adopting a sign in/sign out log policy for your facilities.
- Consider the value of requiring ID badges for all visitors. Explore affordable options and possible barriers to implementation. Solicit input from staff prior to implementing a new badge policy.

Human Resources and Employment Practices

This section of your executive summary notes priority recommendations based on your answers to the questions in the Human Resources and Employment Practices module.

- You indicated that your agency has not identified who is a 'disqualified person' under IRS regulations. We recommend that you learn more about this topic, determine whether your organization is required to comply with these regulations, and take steps to ensure compliance. See the full report for resources on this topic.

Financial Reporting and Internal Controls

- See your full report for suggestions to improve financial reporting. Remember to also review Category 8 (Financial Operations and Oversight) of the COE Developed CSBG Organizational Standards to make sure that your team fully understands these expectations for community action agencies. As indicated in the narrative introduction, "The fiscal bottom line of Community Action is not isolated from the mission, it is a joint consideration."

- See the full report for tips and resources on financial forecasting.
- In order to be more effective with financial monitoring, start by using the budgeting process to create benchmarks for financial progress. Follow up by having the executive team and board (or just the finance committee) review financial reports related to cash flow and financial conditions at your organization.

Contracts

This section of your executive summary features priority recommendations related to contracts and your nonprofit's contracting processes.

- Incorporated entities answer for their debts and liabilities. When your agency is asked to indemnify another, you are being asked to agree in advance of an incident to pay for the debts or liability of another party. As a general rule, an organization *receiving* a service should *not agree* to indemnify (or name as an additional insured) the organization *providing* a service.

Obtaining legal review of all significant contracts prior to execution should be a priority as you evolve risk management practices in your agency.

Client and Participant Safety

This section of your executive summary contains priority recommendations based on your answers to the questions in the Client and Participant Safety module.

- We recommend that you update your organization's policies to include specific instructions about appropriate and inappropriate hugging. For example, hugs should never be offered or given to meet the caregiver's needs, and hugs should only be from the side, over the shoulders, and never from the front.

We recommend that you revisit your policy and practices with regard to ensuring that program staff have access to the information they need to assist clientele.

Transportation

This section of your executive summary contains priority recommendations based on your answers to the questions in the Transportation module.

You indicated that your organization provides or sponsors transportation services or owns (or leases) vehicles. The following transportation issues were identified as concerns during the assessment. Look to the full report for details.

- Your organization may be directly or vicariously liable when volunteers or employees operate a vehicle on behalf of your organization. The conditions for each situation and the proper procedures are addressed in the full report.
- Rented, hired or borrowed vehicles can create some of the same exposures as vehicles that are owned by your organization. Be sure that you have policies governing the use of these vehicles and familiarize yourself with the insurance coverage guidelines in your operating area (state, region).

- Creating a transportation risk management statement will provide an initial step toward richer risk management of transportation in your organization. The statement serves as a guide in creating other important items like policies or training programs.
- Utilizing a transportation provider highlights the intersection of transportation risks and the risk of using contractors to provide services. We recommend having a procedure in place to vet your providers in order to ensure they provide the services you need in a manner that is consistent with your own internal transportation guidelines.
- Remember that cargo is not typically covered under regular vehicle policy. Check with your broker to see if you have the appropriate policy for coverage (usually inland marine coverage).

Technology and Privacy Risk Management

This section of your executive summary contains priority recommendations based on your answers to the questions in the Technology and Privacy Risk Management module.

- We recommend that you adopt a Bring Your Own Device Policy that clarifies what agency information may and must never be accessed on personal devices, including whether employees may access Personally Identifiable Information (PII) on their personal devices.
- You indicated that your agency does not have a data breach plan in place. We recommend that you address this gap as soon as possible. See the full report for this module for information on key components in a plan, as well as hyperlinks to NYS and other state breach notification laws.

Special Events

This section of your executive summary contains priority recommendations based on your answers to the questions in the Special Events module.

- Hosting special events may require risk management efforts not normally associated with the normal operations of your organization. Be sure to consider the various components of the event and risks associated with these components. Doing so will help the event be successful and have a positive impact for your organization.
- Designate one person as 'safety officer' for your special event in order to provide risk management oversight.
- Documentation is critical to clarify expectations when working with other entities. Get agreements in writing when other parties are involved.
- You should be taking the necessary steps to address spectator safety as a part of your event.
- Waivers may not be necessary for every special event activity, but you should consider using waivers for your events as a part of the overall documentation strategy.
- Providing alcohol at a special event raises concerns related to both the service requirements as well as managing guests who have consumed alcohol. Review the full report for concerns specific to alcohol at special events.

- Vehicle operating and insurance concerns need to be addressed if you are transporting event participants yourself or by contracting an outside service.
- Verify that the documentation and procedures used for accident reporting is consistent with the requirements of your organization and those of any insurance providers for the event itself.

Crisis Management and Business Continuity Planning

This section of your executive summary contains priority recommendations based on your answers to questions in the Crisis Management and Business Continuity Planning module.

- To increase your confidence with respect to crisis planning, review the gaps in your crisis management plan identified in your full report for this module.
- We recommend conducting a thorough review of your crisis communications plan within the next six months. See the full report for additional crisis communications tips.
- We recommend that you establish a timetable and appoint a small task force to assemble existing components of business continuity planning into a true BCP.

Volunteer Risk Management

This section of your executive summary offers priority recommendations based on your answers to the questions in the Volunteer Risk Management module.

- We recommend that you resolve to apply a consistent, documented process to guide the screening and selection of volunteers. Recognize that a consistent process related to the risks of volunteer service should be used with respect to all positions, or with respect to similar positions. For example, if you require reference checks for sensitive volunteer roles, you should require that references be checked and documented *prior* to the placement of a volunteer in a sensitive role. Staff members who refuse to follow your process should not be permitted to continue in screening roles, or offered additional training and support to help them follow your policies and process.
- Although there are no federal laws or regulations that prohibit a nonprofit from permitting or inviting exempt, salaried staff to also serve as 'volunteers,' an employer should never coerce or require its staff to volunteer, and any work that is substantially related to the staff member's primary role should not be described as volunteer service. Non-exempt, hourly staff must be paid for every hour worked. Extreme caution should be used before asking a non-exempt employee to volunteer. See the full report for additional information on this topic.
- You indicated that some, but not all, volunteers undergo an orientation prior to serving. We recommend that you require an onboarding or orientation process for all volunteers. Doing so increases the likelihood that volunteers will serve safely and effectively. In cases where it is difficult or impossible to provide an orientation, closer supervision or periodic in-service training should be provided.
- Consider developing a volunteer handbook as a way to share important policies with your volunteers.

Fundraising and Resource Development

This section of your executive summary contains priority recommendations based on your answers to the questions in the Fundraising and Resource Development module.

- Accepting individual donations without a process for managing the attendant risks can lead to problems for your organization. See the full report for possible risks and advice on how to manage individual donors.
- Planning for the possibility that an individual donor will walk away from your nonprofit is sound risk management. See the report for insight on the reasons some donors walk away, and four tips for reducing the likelihood and potential impact of losing a major individual donor.
- You indicated that your nonprofit doesn't have a process for managing the risk of unhappy or disgruntled donors. See the full report for tips on reducing the risk of unhappy donors, and also resources on turning a grumpy donor into a grateful one.
- Nonprofits that have minimal experience with government contracts may be caught off guard and unprepared for some of the risks associated with such funding, including inadequate funding for infrastructure, late payment/reimbursement, and complex reporting requirements. Thoughtfully consider the range of risks and 'what ifs' before you seek any government contract.
- You indicated that your nonprofit has not adopted goals with respect to the diversification of funding sources. Perhaps your agency has a single, highly reliable source of funding. Or your revenue streams have been judged adequately diverse. See the full report for a few risk tips related to the goal of diversifying funding sources.



PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Planning and Evaluation
Agenda Item #: 8B	Director: TBD
Subject: Grant Tracker	Officer: Elizabeth Jonasson

Background

The information presented in the Grant Tracker is intended to keep the Board apprised of the program grant activity for Fresno EOC.

Fresno Economic Opportunities Commission

Grant Tracker

Tuesday, September 8, 2020

Program	Grant Name/Description	Submission Date	Board Report Date	Funder	Amount Requested	Amount Funded	Status	Expected Date of Notice	Actual Date of Notice
N/A (Finance Administration Only)	COVID-19 Equity Project Serve as the fiscal agent, coordinating and subcontracting with Central Valley organizations to conduct outreach to African American community members to address impacts of COVID-19	8/1/2020	9/23/2020	County of Fresno	\$1,648,671	\$1,648,671	Funded	N/A	8/1/2020
N/A (Finance Administration Only)	Project DAWN Serve as the fiscal agent for this project focused on combatting COVID-19 and underlying health conditions in West Fresno.	7/16/2020	9/23/2020	City of Fresno	\$1,000,000	\$1,000,000	Funded	N/A	7/16/2020
Advance Peace (New)	California Violence Intervention and Prevention (CalVIP) Program Implement a new program, Advance Peace Fresno, that would target individuals at highest risk of perpetuating violence with the goal of reducing homicide rates and firearm offenses. (Competitive - new)	6/5/2020	6/24/2020	State of California Board of State and Community Corrections	\$925,000			Prior to 10/1/2020	
Advance Peace (New)	City of Fresno Funding for Advance Peace Fresno Provide funds towards staffing Advance Peace Fresno as a match contribution to the CalVIP grant. (Competitive - new)	6/25/2020	9/23/2020	City of Fresno	\$900,000	\$900,000	Funded	6/25/2020	6/25/2020

Program	Grant Name/Description	Submission Date	Board Report Date	Funder	Amount Requested	Amount Funded	Status	Expected Date of Notice	Actual Date of Notice
Advance Peace (New)	The California Endowment Program Support for Advance Peace Fresno Provide funds towards implementing Advance Peace Fresno as a match contribution to the CalVIP grant. (Competitive - new)	7/31/2020	9/23/2020	The California Endowment	\$75,000	\$75,000	Funded	Not specified	8/24/2020
Community Services	CNCS Non-Competing Foster Grandparent Program Application Fund senior volunteers who provide tutoring and mentoring for children. (Non-competitive - renewal)	4/20/2020	3/10/2020	Corporation for National and Community Service Senior Corps	\$386,408			Prior to 7/1/2020 (still pending)	
Employment and Training	FRWDB Youth Offender Year-Round Services Program Proposal Provide training and internships to 75 post-released youth offenders. (Competitive - new)	3/6/2020	3/10/2020	Fresno Regional Workforce Development Board	\$326,730			3/20/2020 (still pending)	
Food Services	2020-2021 Sisters of St. Joseph Healthcare Foundation Supports Food Distribution events. (Competitive - renewal)	9/13/2019	10/23/2019	Sisters of St. Joseph Healthcare Foundation	\$75,000	\$75,000	Funded	Prior to 7/1/2020	7/6/2020

Program	Grant Name/Description	Submission Date	Board Report Date	Funder	Amount Requested	Amount Funded	Status	Expected Date of Notice	Actual Date of Notice
Food Services	Meals on Wheels America COVID-19 Fund Help Food Services serve additional seniors with home-delivered meals. (Competitive - new)	7/6/2020	6/24/2020	Meals on Wheels America	\$25,000			Not specified	
Food Services	Community Development Block Grant (CDBG) Partner City Grants Address residents' need for food in Selma, Kingsburg, and Fowler during the COVID-19 pandemic. (Competitive - new)	5/28/2020	6/24/2020	County of Fresno Public Works and Planning Department, Community Development Division	Range of \$21.90-\$28.79 per box based on number of meals, delivery, and frozen versus shelf stable option			Not specified	
Fresno EOC Street Saints	FUSD 2020/2021 Proposal Continue and expand shadow mentoring, leadership development, and parent engagement at Gaston Middle, Tehipite Middle, Scandinavian Middle, Edison High, and Roosevelt High. (Competitive - renewal)	2/7/2020	3/10/2020	FUSD	\$373,378			Prior to 7/1/2020 (still pending)	
Head Start 0 to 5	State CDE Expansion Proposal to Braid with Head Start Funding Braid funding with six current Head Start sites and a total of 120 California State Preschool Program (CSPP) eligible children (Competitive - new)	12/10/2019	2/26/2020	California Department of Education	\$1,453,626			3/1/2020 (still pending)	

Program	Grant Name/Description	Submission Date	Board Report Date	Funder	Amount Requested	Amount Funded	Status	Expected Date of Notice	Actual Date of Notice
Head Start 0 to 5	FY 2021 Head Start/Early Head Start Refunding Application Package Serve economically challenged families and their children through Early Head Start and Head Start.	10/1/2020	2/26/2020	Department of Health and Human Services, Office of Head Start	\$41,700,206			Prior to 12/31/2020	
LCC	Fatherhood FIRE Implement the POPS program focused on serving fathers and their partners/co-parents with training in healthy relationship, responsible fatherhood, and economic mobility/stability. (Competitive - new)	7/1/2020	6/24/2020	Department of Health and Human Services, Administration of Children and Families	\$7,500,000			Prior to 9/30/2020	
LCC	CalRecycle 2020-2022 Grant Continuation funding for LCC's recycling program. (Non-competitive - renewal)	4/30/2020	5/12/2020	CalRecycle	\$1,738,795			Prior to 7/1/2020 (still pending)	
Sanctuary and Support Services, Street Saints, Energy Services	City of Fresno CDBG Provide services related to Homeless and Homelessness Prevention Programs, Owner-occupied Home Repair and Rehabilitation Programs, and Public and Community Services. (Competitive - renewal)	6/22/2020	6/24/2020	City of Fresno	\$402,000			Not specified	

Program	Grant Name/Description	Submission Date	Board Report Date	Funder	Amount Requested	Amount Funded	Status	Expected Date of Notice	Actual Date of Notice
Sanctuary and Support Services and Food Services	Emergency Food and Shelter Program (ESFP) Cares Emergency food and supplies for food delivery, as well as rental and utility assistance. (Competitive - new)	5/29/2020	6/9/2020	United Way Fresno and Madera Counties	\$200,000			Prior to 7/1/2020 (still pending)	
Sanctuary and Support Services	Emergency Food and Shelter Program (ESFP) Phase 37 Conduct street outreach to homeless individuals and provide housing assistance, food, and other services. (Competitive - new)	5/21/2020	6/9/2020	United Way Fresno and Madera Counties	\$25,000			Prior to 7/1/2020 (still pending)	
Sanctuary and Support Services	County of Fresno DBH Grant to Expand Human Trafficking Proposal to establish the Continuum of Care for Youths and Transition Aged Youths Affected by Human Trafficking. (Competitive - new)	6/9/2020	5/12/2020	County of Fresno Department of Behavioral Health	\$3,900,000			Prior to 9/1/2020	
Sanctuary and Support Services	Fansler Foundation Maintain operations and provide direct services for runaway and homeless youth at Sanctuary Youth Shelter. (Competitive - new)	3/31/2020	3/10/2020	Fansler Foundation	\$50,000		Not funded	Not specified	8/10/2020

Program	Grant Name/Description	Submission Date	Board Report Date	Funder	Amount Requested	Amount Funded	Status	Expected Date of Notice	Actual Date of Notice
Sanctuary and Support Services	HHS BCP Non-Competing Continuation Application Operation Sanctuary Youth Shelter and provide emergency shelter and intervention services for homeless and runaway youth. (Non-competitive - renewal)	2/28/2020	3/10/2020	Department of Health and Human Services Basic Center Program	\$200,000	\$200,000	Funded	Prior to 9/1/2020	8/7/2020
Sanctuary and Support Services	Housing Assistance for Victims of Human Trafficking Support victims in need of housing assistance (transitional or rapid rehousing) and supportive services as a result of human trafficking (Competitive - new)	2/3/2020	2/26/2020	U.S. Department of Justice, Office of Justice Program, Office of Victims of Crime	\$500,000			4/20/2020 (still pending)	
SOUL	2020-2021 Consolidation Application Provide Title I, Title II, and Title IV categorical funding for SOUL (Non-competitive - renewal)	8/17/2020	9/23/2020	California Department of Education	\$76,800			Not specified	
Transit	CALeVIP San Joaquin Valley Incentive Project - DC Fast Chargers Purchase two DC fast chargers to install at 3110 W. Nielsen Avenue	12/11/2020	2/26/2020	CALeVIP	\$160,000			Not specified (still pending)	
Transit	CALeVIP San Joaquin Valley Incentive Project - Level 2 Chargers Purchase six dual port Level 2 chargers to be installed at 3110 W. Nielsen Avenue	12/11/2020	2/26/2020	CALeVIP	\$24,000	\$40,000	Funded	Not specified	7/8/2020

Program	Grant Name/Description	Submission Date	Board Report Date	Funder	Amount Requested	Amount Funded	Status	Expected Date of Notice	Actual Date of Notice
Transit	ADA Paratransit Services Provide paratransit services in Metropolitan Fresno (Competitive – new)	1/7/2020	2/26/2020	City of Fresno	\$8,100,000			February 2020 (still pending)	
Transit	SJVAPCD Public Benefits Grant Program Purchase new alternative fuel vehicles Community engagement through cultural events and milestone events (Competitive – new)	6/28/2019	9/25/2019	San Joaquin Valley Air Pollution Control District	\$100,000			Not specified (still pending)	
VAC	Central Valley Training Center (CTVC) Construction Trades Pre-Apprenticeship Training Project Screening, orientation and assessment services to potential enrollees, as well as 6 weeks of “Thinking For Change” instructional training. (Competitive - new)	10/4/2019	10/8/2019	City of Selma	\$25,222	\$25,222	Funded	Not specified	7/31/2020



PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Emergency Response
Agenda Item #: 8C	Director: TBD
Subject: COVID-19 Project Update	Officer: Emilia Reyes

Background

The information presented in the COVID-19 Project Update is intended to keep the Board apprised of efforts Fresno EOC is involved in or has implemented to address the impacts of the COVID-19 pandemic as a follow up to the Committee request at the August meeting.

Fresno Economic Opportunities Commission	
COVID-19 Project Update	
Description	Amount
<p>Health and Dental Services, Sanctuary and Support Services, Food Services, Transit Systems: COVID-19 Harvest Program</p> <p>The project provides two teams of medical technicians who travel to various sites each day to conduct rapid COVID-19 testing for farmworkers in Fresno County. Testing site locations will be selected based on where farmworkers reside and employer requests to provide testing for their employees. Services will also be provided to farmworkers and other agriculture workers on a referral basis. For those who test positive or have been exposed, a 14-day quarantine in a hotel/motel room will be paid for by the California Office of Emergency Services (OES). Fresno EOC will provide transportation to and from the hotel/motel, food (up to three meals daily), and case management services.</p> <p>On July 29, Fresno EOC received news from FCDPH that its proposal is being considered for funding to provide up to 10,000 tests and associated services, which Fresno EOC proposes administering for \$3,295,724.28. On August 3, Fresno EOC met with a representative from the Governor's Office of Emergency Services (OES) COVID-19 Task Force to discuss ways in which the task force can be of assistance to Fresno EOC in implementation of the Harvest Project proposal.</p>	\$3,295,724
<p>COVID Equity Project - African American Coalition</p> <p>In the middle of July 2020, the Fresno COVID-19 Equity Project began negotiations with the County of Fresno. The African American COVID-19 emergency response team requested Fresno EOC be the fiscal backbone agency for the \$1,648,671 five-month agreement with the County. Fresno EOC's legal counsel reviewed the agreement, and both Fresno EOC and the County signed the agreement on Friday, July 31st. As the fiscal agent, Fresno EOC is coordinating and subcontracting with Central Valley organizations to conduct outreach to African American community members. Outreach will include health education through testing, training, and media that is culturally and linguistically appropriate; medical investigation and contact tracing; and isolation and quarantine supports such as wellness checks and financial assistance.</p>	\$2,410,671

Description	Amount
<p>COVID Equity Project- Immigrant and Refugee Coalition</p> <p>On Friday, July 31st the CAO's office of the County of Fresno reached out to Fresno EOC's CEO and asked if the agency could also be the fiscal agent for the COVID-19 Immigrant and Refugee Response Team project due to size and experience managing federal contracts. Fresno EOC communicated that it would serve as the fiscal backbone agency if the Immigrant and Refugee COVID-19 Response Team wanted it to do so. On August 5th, the CBOs for the Immigrant and Refugee Response Team agreed with the County to have Fresno EOC be the fiscal agent for the agreement. Fresno EOC received the agreement, which is currently being reviewed by the agency's legal counsel.</p>	\$3.8 Million
<p>Food Services: COVID-19 Meal Services</p> <p>Food Services is providing home-delivered, pick-up meals, and other basic human services for low-income individuals, particularly seniors, during COVID-19. Funding from the California Endowment, Central Valley Community Foundation, City of Fresno, Meals on Wheels, Fresno Madera Area Agency on Aging, and Community Services Employment Training supports these services.</p>	\$1,380,810
<p>Food Services and Sanctuary and Support Services: Emergency Food and Shelter Program (ESFP) CARES</p> <p>Federal funds were made available to Fresno County through the U.S. Department of Homeland Security's Federal Emergency Management Agency under the Emergency Food and Shelter National Board Program (EFSP).</p> <p>Funds under Phase 37 of the EFSP will support emergency motel vouchers and food vouchers for homeless youth and adults. Funds under Phase CARES of the EFSP will be used to support those behind in rental assistance and utilities due to COVID-19 along with providing additional food and supplies to prepare served meals by Food Services.</p>	\$200,000

Description	Amount
<p>Local Conservation Corps: COVID-19 Emergency Food Distribution Partnership</p> <p>On March 20, 2020, California Governor Gavin Newsom announced the California Conservation Corps (CCC), LCC, and AmeriCorps programs would be included in the state's COVID-19 emergency plan by helping to provide emergency services during the pandemic. One of the areas of service included was partnering with community food banks to deliver food to those in need.</p> <p>LCC started a contract for \$117,000 with the Central California Community Food Bank to provide 15 individuals (two supervisors, one full-time AmeriCorps member, and 12 corpsmembers) to assist with bagging food, inventory, and a customer drive-through line at the Food Bank warehouse. The crew started on July 20, 2020 with a schedule of Monday through Friday for five hours per day. The contract runs through September 30, 2020.</p>	\$117,000
Total	\$10,442,205

Fresno EOC Overview of Emergency Services Due to COVID-19



meals prepared and delivered



snacks prepared and delivered



diapers delivered

Food Services & Transit Systems



Two Homeless Shelters
open 24/7 serving

clients



Homeless Outreach Team
provided outreach services to

homeless individuals

Sanctuary & Support Services



rides provided
for passengers

Transit Systems



families served



distribution sites

Rural Food Distributions



pounds of food packed
for distribution

Local Conservation Corps

**During COVID-19
and always
Helping People.
Transforming Lives.**



Fresno
Economic
Opportunities
Commission



PROGRAM PLANNING AND EVALUATION COMMITTEE MEETING

Date: September 8, 2020	Program: Access Plus Capital
Agenda Item #: 9	Director: Tate Hill
Subject: Access Plus Capital Fund Report	Officer: Emilia Reyes

Background

The information presented in the Access Plus Capital Fund Report is intended to keep the Board apprised of the loan and grant activity for Fresno EOC.

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Fund Development Report: August 2020

As of 2020-08-24

access+capital

Filtered By

Show: All fund programs

Date Field: Funding Source: Created Date equals Current FY (1/1/2020 to 12/31/2020)

Fund Program: Fund Program Name	Company: Account Name	Funding Source: Funding Source Name	Amount Requested \$	Fund Status	Submit Due Date	Amount Approved \$	Award Start Date
Revolving Loan Fund 2020	Tri Counties Bank	2020 TCBK Loan Fund	\$3,000,000	Preliminary	OPEN		
Grow with Google Loan Program	OFN- Google	OFN Google COVID19	\$3,000,000	Submitted	6/3/2020		10/1/2020
Grow with Google Grant Program	OFN- Google	OFN Google COVID20	\$125,000	Open	8/31/2020		10/1/2020
Bridging the Financial Justice Gap	Union Bank	Union Bank Racial Justice Initiative	\$35,000	Submitted	7/28/2020		9/1/2020
Bridging the Financial Justice Gap	Wells Fargo	Wells Fargo Open for Business	\$2,500,000	Submitted	8/7/2020		10/1/2020
Money School: CalMoneySmart	CA Department of Business Oversight	CalMoney Smart	\$100,000	Submitted	07/03/2020		8/30/2020
Small Business Technical Assistance	Citibank, NA	Citi Foundation CDFI Grant	\$500,000	Submitted	7/30/2020		Q4 2020
Small Business Technical Assistance	Go-Biz	Small Business Technical Assistance Expansion Program	\$106,113	Submitted	8/14/2020		10/1/2020
2020 COVID 19 Program	CDFI Fund	CDFI COVID 19	\$1,000,000	Submitted	4/30/2020		10/1/2020
Small Business Technical Assistance	SBA	PRIME Grant Contract	\$250,000	Submitted	5/31/2020		9/30/2020
Small Business Technical Assistance	SBA	2020 SBA Microloan Technical Assistance	\$268,000	Submitted	4/24/2020		7/1/2020
2020 COVID 19 Program	Economic Development Administration	San Benito NonCompete COVID19	\$550,000	Awarded	5/29/2020	\$550,000.00	8/1/2020
2020 COVID 19 Program	County of Fresno	County of Fresno HUB Grant	\$116,485	Awarded	5/8/2020	\$103,485.00	5/15/2020
2020 COVID 19 Program	BBVA Compass Bank	BBVA COVID19 Support	\$25,000	Awarded	5/1/2020	\$25,000.00	7/1/2020
2020 COVID 19 Program	Wells Fargo	WF COVID 19 SOSB	\$40,000	Signed	4/1/2020	\$30,000.00	5/1/2020
2020 COVID 19 Program	Wells Fargo	WF COVID 19	\$500,000	Signed	4/15/2020	\$368,000.00	5/1/2020
Small Business Technical Assistance	Tri Counties Bank	2020 TCBK Grant	\$10,000	Signed	3/31/2020	\$10,000.00	5/13/2020
Total	Sum		\$12,125,598			\$1,086,485.00	
	Count	17					

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