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Thought for the Day: One important key to success is self-confidence. An important key to self-confidence is preparation.

~ Arthur Ashe

**HEAD START/EARLY HEAD START**

**REGULAR MEETING OF THE PARENT ADVISORY COMMITTEE**

**Date:** Tuesday, March 22, 2011  
**Time:** 9:00 a.m.  
**Location:** SETA Boardroom  
925 Del Paso Blvd.  
Sacramento, CA 95815

While the Head Start Parent Advisory Committee (PAC) welcomes and encourages participation in the Committee meetings, it would be appreciated if you would limit your comments to five minutes so that everyone may be heard. Matters under the jurisdiction of the Head Start Parent Advisory Committee and not on the posted agenda may be addressed by the general public under the Public Participation item of this agenda. The Head Start Parent Advisory Committee limits testimony on matters not on the agenda to five minutes per person and not more than fifteen minutes for a particular subject.

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**Distribution Date: Wednesday, March 16, 2011**

*Parent Advisory Committee (PAC) meeting hosted by PAC Chair:  
Chair, Mary Brown  
Vice Chair, Tamara Knox  
Secretary, Jean Philson  
Treasurer, Michelle Burgess  
Parliamentarian, Rebecca Lewis*

**ITEM I-A – ROLL CALL**

The Parent Advisory Committee Secretary will call the roll for the following members:

- \_\_\_ **Vacant**, Auberry Park Head Start
- \_\_\_ **Vacant**, Bannon Creek Head Start
- \_\_\_ **Vacant**, Broadway Early Learning Center
- \_\_\_ **Vacant**, Countrywood Head Start
- \_\_\_ **Vacant**, Crossroads Garden Head Start
- \_\_\_ Haley Joslin, Early Head Start/ Home Base
- \_\_\_ **Vacant**, Freedom Park Head Start
- \_\_\_ **Vacant**, Fruitridge Head Start
- \_\_\_ **Vacant**, Galt Head Start
- \_\_\_ **Vacant**, Grant Skills Center
- \_\_\_ Yadira Haro, Grizzly Hollows
- \_\_\_ **Vacant**, Hillsdale Head Start
- \_\_\_ Donna Dobbins, Home Base
- \_\_\_ **Vacant**, Home Base
- \_\_\_ Kelly Martin, Hopkins Park Head Start
- \_\_\_ Jean Philson, Illa Collin Head Start
- \_\_\_ **Vacant**, Job Corps Head Start
- \_\_\_ **Vacant**, Kennedy Estates Head Start
- \_\_\_ Mary Brown, La Riviera Head Start
- \_\_\_ **Vacant**, LaVerne Stewart Head Start
- \_\_\_ **Vacant**, Marie Cleveland’s Bright Beginnings Head Start
- \_\_\_ Susan Swick, Mather Head Start
- \_\_\_ Praveena Chaudhary, Nedra Court Head Start
- \_\_\_ **Vacant**, New Helvetia 2 Head Start
- \_\_\_ Connie Wallace, Norma Johnson Head Start
- \_\_\_ Erika Contreras, Northview Head Start
- \_\_\_ **Vacant**, Parker Avenue Head Start
- \_\_\_ Michelle Burgess, Phoenix Park Head Start
- \_\_\_ Tami Watson, Sharon Neese Early Learning Center
- \_\_\_ **Vacant**, Solid Foundation Head Start
- \_\_\_ **Vacant**, Strizek Park Head Start
- \_\_\_ Socorro Gutierrez, Vineland Head Start
- \_\_\_ Laura Meza, Walnut Grove Head Start
- \_\_\_ **Vacant**, Whispering Pines Head Start
- \_\_\_ LaShonda Tablit, Foster Parent Representative
- \_\_\_ Rebecca Lewis, Grandparent Representative
- \_\_\_ Troy Luna, Male Involvement Representative
- \_\_\_ Tamara Knox, Past Parent/Community Representative
- \_\_\_ Yvette Hernandez, Past Parent/Community Representative

**New Representatives to be seated:**

- \_\_\_ Donyea Elmore, Auberry Head Start
- \_\_\_ Margaret Dennis, Crossroads Head Start

**ITEM I- B  
PAC MEETING ATTENDANCE UPDATE**

**The PAC was seated on November 23, 2010  
PARENT ADVISORY COMMITTEE MEETING ATTENDANCE PROGRAM YEAR 2010-2011**

COMMITTEE MEMBER	CENTER	11/23	12/14	01/25	02/22	03/22	04/26	05/24	06/28	07/26	08/23	09/27	10/25	11/22
Donyea Elmore S/B Seated 02/11	AP				E									
Xavier Montoya S/B Seated 11/10	BC	U	X	U	X									
<b>Vacant</b>	BLC													
<b>Vacant</b>	COP													
Maurice Dodson Seated 01/11	CW			U	U									
Margaret Dennis S/B Seated 02/11	CR				U									
Haley Joslin Seated 11/10	EHS/HB	X	E	X	X									
<b>Vacant</b>	EL													
Tameka Jackson/Garibay S/B Seated 01/11	FP			U	U									
Maria Ramos Seated 11/10	FT	X	X	U	U									
<b>Vacant</b>	G													
Yardira Haro Seated 12/10	GH		X	AP	U									
<b>Vacant</b>	GSC													
<b>Vacant</b>	H													
Donna Dobbins S/B Seated 12/10	HB		X	X	E									
<b>Vacant</b>	HB													
Jean Philson Seated 11/10	IC	X	E	X	E									
Kelly Martin S/B Seated 11/10	HP	U	X	X	X									
<b>Vacant</b>	JC													
David Quintero Seated 11/09	K	X	X	X	X									
Mary Brown Seated 11/10	LAR	X	X	X	X									
Victor Goodwin Seated 01/10	LVS	X	X	X	X									
Veronica Cruz Seated 11/10	MCBB	X	E	U	U									
Susan Swick Seated 12/10	M		X	X	X									
Praveena Chaudhary Seated 11/10	NC	X	X	X	X									
Connie Wallace Seated 11/10	NJ	X	X	X	X									
<b>Vacant</b>	NH2													
Erika Contreras Seated 06/10	NV	X	X	X	X									
<b>Vacant</b>	PA													
Michelle Burgess Seated 11/10	PP	X	U	X	E									
<b>Vacant</b>	SF													
Tami Watson S/B Seated 11/10	SN	U	X	X	E									
<b>Vacant</b>	SP													
Socorro Gutierrez Seated 02/11	V				X									
Laura Meza Seated 11/10	WG	X	X	X	X									
<b>Vacant</b>	WP													
Lashonda Tablit Seated 11/10	FPR	X	X	X	X									
Rebecca Lewis Seated 11/10	GPR	X	X	X	E									
Troy Luna Seated 04/10	MIR	X	X	X	X									
Tamara Knox Seated 11/10	PPR	X	PAC	X	X									
Yvette Hernandez Seated 11/10	PPR	X	X	X	X									

**Members: If you cannot attend a meeting and are going to be absent, you must:**

- 1. First, call your Alternate(s) to see if they can attend in your place;**
- 2. Second, call Head Start Social Services/Parent Involvement Coordinator, Ms. Marie Desha, at 263-4082; and**
- 3. Third, please call the PAC Chair, Ms. Mary Brown, at 203-3829, or the PAC Clerk, Ms. Lori Black, at 263-4068**

**PARENT ADVISORY COMMITTEE - MEETING ATTENDANCE UPDATE**  
**PROGRAM YEAR 2010-2011**  
(Continued)

**Head Start Center Abbreviations**

<b>AP:</b>	Auberry Park	<b>K:</b>	Kennedy Estates
<b>BC:</b>	Bannon Creek	<b>LAR:</b>	La Riviera
<b>BLC:</b>	Broadway Early Learning Center	<b>LVS:</b>	LaVerne Stewart
<b>CR:</b>	Crossroads Garden	<b>M:</b>	Mather
<b>CW:</b>	Countrywood	<b>MCBB:</b>	Marie Cleveland Bright Beginnings
<b>EHS:</b>	Early Head Start	<b>NJ:</b>	Norma Johnson
<b>EL:</b>	Elkhorn	<b>NC:</b>	Nedra Court
<b>FP:</b>	Freedom Park	<b>NH2</b>	New Helvetia 2
<b>FT:</b>	Fruitridge	<b>NV:</b>	Northview
<b>G:</b>	Galt	<b>PA:</b>	Parker Avenue
<b>GH:</b>	Grizzly Hollow	<b>PP:</b>	Phoenix Park
<b>GSC:</b>	Grant Skills Center	<b>SF:</b>	Solid Foundation
<b>H:</b>	Hillsdale	<b>SN:</b>	Sharon Neese
<b>HB:</b>	Home Based	<b>SP:</b>	Strizek Park
<b>HP:</b>	Hopkins Park	<b>V:</b>	Vineland
<b>IC:</b>	Illa Collin	<b>WG:</b>	Walnut Grove
<b>JC:</b>	Job Corps	<b>WP:</b>	Whispering Pines

**Representative Abbreviations**

<b>FPR:</b>	Foster Parent Representative
<b>GPR:</b>	Grandparent Representative
<b>MIR:</b>	Male Involvement Representative
<b>OGC:</b>	Out Going Chair
<b>PPR:</b>	Past Parent Representative

**Attendance Record Abbreviations**

<b>X:</b>	Present
<b>E:</b>	Excused
<b>AP:</b>	Alternate Present
<b>AE:</b>	Alternate Excused
<b>U:</b>	Unexcused
<b>PAC:</b>	Parent Advisory Committee
<b>R:</b>	Resigned

**ITEM II-A – CONSENT**

**APPROVAL OF MINUTES FOR PAC MEETING FEBRUARY 22, 2011**

**BACKGROUND:**

This agenda item provides an opportunity for the Parent Advisory Committee to review and approve the minutes of the PAC Meeting of February 22, 2011.

**NOTES:**

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**ACTION:** Moved \_\_\_\_\_ Seconded \_\_\_\_\_

**VOTE:** Aye \_\_\_\_\_ Nay \_\_\_\_\_ Abstain \_\_\_\_\_

# MEETING OF THE HEAD START PARENT ADVISORY COMMITTEE

## MINUTES/SYNOPSIS

SETA Boardroom  
925 Del Paso Blvd.  
Sacramento, CA 95815

February 22, 2011  
9:00 a.m.

### **A. Welcome**

#### A. Call to Order/Roll Call

Chair, Ms. Mary Brown, called the meeting to order at 9:12 a.m. Acting Secretary, Mr. Victor Goodwin. Ms. Consuelo Lopez provided Spanish Translation. The Pledge of allegiance was recited. The Thought of the Day was read by Ms. Yvette Hernandez. Role was called; a quorum confirmed.

#### **Members Present:**

Xavier Montoya  
Haley Joslin  
Kelly Martin  
David Quintero (9:25 arrival)  
Mary Brown  
Victor Goodwin  
Susan Swick  
Praveena Chaudhary  
Connie Wallace  
Erika Contreras  
Laura Meza  
LaShonda Tablit  
Troy Luna  
Tamara Knox  
Yvette Hernandez

#### **Members Absent:**

Maria Ramos (U)  
Yadira Haro (U)  
Donna Dobbins (E)  
Veronica Cruz (U)  
Michelle Burgess (E)  
Tami Watson (E)  
Rebecca Lewis (E)  
Jean Philson (E)

#### **New Members Seated:**

Socorro Gutierrez, Vineland

#### **New Members Absent:**

Donyea Elmore, Auberry Park (E)  
Maurice Dodson, Countrywood (U)  
Margaret Dennis (U) Crossroad Gardens  
Tomeka Jackson-Garibay, Freedom Park (U)

### **II. Consent Items**

- A. Approval of meeting minutes for special meeting of the Parent Advisory Committee (PAC) held January 25, 2011. Mr. Victor Goodwin moved to approve minutes. Mr. Troy Luna seconded. There was no discussion. Vote: Motion approved - Thirteen in favor, None opposed, one abstaining.

### III. Information Items

#### A. Standing Information

➤ Introduction of Newly Seated Representatives

Ms. Socorro Gutierrez provided information on her interest in serving on the PAC. She has three (3) children, one of which has medical issues. She has particular interest in children with special needs and Head Start.

➤ Fiscal Report/Corporate Card Monthly Statement of Account – Mr. Roger Bartlett (Attached)

Mr. Bartlett reviewed the attached fiscal reports with the Board: the SETA Children & Family Services Expenditures, the Head Start/Early Head Start Basic, T/TA and Summary report ending January 31, 2011; the SOP Head Start/Early Head Start ARRA Expansion and T/TA reports ending in January 31, 2011, and ARRA Summary report ending January 31, 2011; and the Corporate Card Statement of Account report as of January 10, 2010.

SETA's total expenditures so far this year is 45%, which is running behind normal for this time of year. Some items are still looming and consequently not reflected. Personnel expenditures are running at 60% of the ARRA predictions. SETA's current expenditure of the personnel section of the grant reflects 46.23% in salaries, the grant portion was estimated 45% total. There was nothing much to note.

The Corporate Credit card report reflects expenditure of over \$130,000. \$60,000 of which is for IT licensing, and \$60,000 for workforce items. Workforce items are not a concern for Head Start accounting.

➤ Parent/Family Support Unit Calendar of Events (Attached)

The calendar for the Parent/Family Support Unit was reviewed. Highlighted items were the Health Services Advisory Committee, February 23 of which PAC member Yvette Hernandez will be attending. Also highlighted were the PAC Executive Committee Meeting on February 24, the Male Involvement Committee Meeting on February 25, and the PC/PAC Personnel/Bylaws Committee Meeting to be held on February 25 as well.

In March there are several meetings scheduled on the Tuesday of each week for Budget Planning. PAC Members were encouraged to attend. It was noted that the Countywide Parent Conference will be held on Wednesday, April 20.

Mr. David Quintero arrived at 9:25 a.m.

➤ Officer Training Report – Ms. Mary Brown

The Officer Training was held on Friday, February 18. Many pertinent items were discussed such as the Brown Act, Roberts Rules of Order, By Laws, Roles and Responsibilities, Ground Rules and How to Conduct a Meeting.

Ms. Tamara Knox was in attendance and shared that the meeting was very informative.



Ms. Brown went on to share that she felt that this training would benefit the entire Committee. She suggested that this training could be included in the orientation for PAC next year.

- Child Care Center Food Menu (Attached)
- Governing Board Minutes of January 6, 2011 (Attached)

Ms. Brown attended the Governing Board meeting. She had an opportunity to speak with Mr. Don Nottoli. Ms. Brown shared that he was very pleased with the SETA Head Start staff.

#### **IV. Information Items**

##### **A. Executive Committee**

- SETA Head Start Deputy Director, Denise T. Lee

Ms. Lee provided information on the Tri-annual Federal Review of the Head Start program. She stated that a team of 27 reviewers came to SETA for two weeks from January 24 through February 4. The reviewers audited the services of the SETA Operated Programs, Delegate Agency Programs and Partners. She shared that the early reports back from the reviewers were “glowing” and the children were receiving good educational opportunities. The Early Head Start and Infant/Toddler programs were positively noted. There are 2,000 regulations that need to be met and are inspected by the reviewers. The reviewers were pleased to see the amount of parent participation. Ms. Lee extended a thank you to the Committee for their participation in the process. There were three small findings that will be further reviewed:

1. In-Kind: Documentation of volunteer services was unclear. The actual services needed more clarification. The current form for tracking In-Kind is under revision.
2. Health Screenings: The reviewers noted that we are not tracking/following up on blood lead tests as part of our 45 screening requirements. This is already being addressed. New tracking information and training will be forthcoming.
3. Annual Track System: SETA Head Start implements a year-round school calendar with a year-round enrollment. This is not a typical Head Start system. OHS will investigate to see if SETA Head Start is at full enrollment at all times. Staff provided extensive information and demonstration showing how enrollment is met and exceeds expectations.

Ms. Lee will keep the PAC updated. The Federal reviewers will provide findings to the regional office within 90 days at which time the regional office will perform their own review as a follow-up.

Ms. Connie Wallace expressed concern about the 20% cut to Grant programs brought to her attention through email.

Ms. Lee explained that this would not be of concern to SETA Head Start. The review for all programs does “set the bar” for consideration of re-compensation of the grant if they are having multiple issues during the process.

Ms. Lee brought to the attention of the Committee the federal bill HR1 proposed cuts. This bill will impact health and education services nationwide by cutting the budget 22.4%. This would cut 200,000 families from the Head Start program; 27,000 in California and putting 6,000 employees out of work. It is important to share concerns with representatives. She provided two websites for additional information: [www.nhsa.org](http://www.nhsa.org) and [www.caheadstart.org](http://www.caheadstart.org).

Ms. Lee reiterated the importance of PAC member's attendance at the Budget Planning meeting. These meetings will give members a chance to contribute and provide ideas for next year's budget. The parent conference was a good example of how a parent idea is implemented.

Ms. Connie Wallace shared that she needed assistance with writing letters to political representatives regarding HR1.

Ms. Lee referred Ms. Wallace back to the websites for assistance and also to call the CHSA Executive Director, Mr. Rick Mockler at (916) 444-7760, ext. 5. She stated that she will continue to communicate regarding cuts.

Ms. Haley Joslin asked how cuts would be determined.

Ms. Lee stated that staff is meeting on a regular basis to determine what cuts would be necessary and how to offset the cuts so that it would not impact services. Performance Standards will still need to be adhered to regardless of reduction in staff so cuts would most likely be seamless.

➤ Managers Reports

- Program Support Services, Ms. Brenda Campos (ill)
- Family Community Partnership, Ms. Lisa Carr

Ms. Carr provided a brief introduction. She is manager over Family Service Workers and Social Service staff involved in parent involvement. She expressed concerns about site attendance. Enrollment is important and attendance is important. Consistent and regular attendance prepares children for entry into elementary school. Full day programs are State funded by each day a student is in class or "seat time". Head Start loses funding each time a student is absent. With the state budget in poor shape, cuts will be determined by how effective the program is. Lack of attendance will show lack of participation.

Ms. Carr shared that her unit is starting a committee to increase attendance and explore ways in which parents can be encouraged to bring children to class. The committee will be made up of Family Service Workers, staff and importantly parents. If members of PAC wish to participate please call Ms. Carr at 263-8123.

Ms. Lee shared that there is a 65% attendance rate which means that 35% of children are not coming to class or attending on a regular basis. She encouraged members to share this information at their parent meetings.

Ms. Praveena Chaudhary explained that when her child shows signs of being sick she is told by staff to keep her child home.

Ms. Carr explained in no way would she encourage parents to bring in sick children. This attendance problem does not include sick children.

Laura Meza (translation Ms. Lopez) commented that a teacher had asked her to keep her child out for two days.

Ms. Carr replied that she was not equipped to speak about specifics and that the question will be referred to Ms. Karen Gonzales, SETA Operated Programs Operations Unit.

Mr. Goodwin urged parents to call in when they are not bringing in their child to class.

Ms. Carr shared that a parent will get a call inquiring why a child is not in attendance.

Ms. Carr said she was recruiting volunteers for the Single Mothers Resource Fair and the Safetyville Health and Safety Expo Monday, June 11. Ms. Carr also discussed the needs for the upcoming Parent Conference. Mayor Kevin Johnson will be the keynote speaker. Centerpieces will highlight the success stories of past parents in Head Start. She asked for volunteers to share their stories and indicated they only need to call and that information will be taken down. Ms. Carr shared there is no need for writing. Anyone who wishes to volunteer can call her at 263-8123.

Ms. Lee added that having Mayor Johnson at the conference is an opportunity to express concerns about the possibility of losing services due to budget cuts. Providing voices about success is important.

Ms. Carr added she is looking for parent speakers and also grandparents raising grandchildren.

Ms. Crystal Frazier (Northview Alternate) shared that she felt the parents who come to PAC or attend parent meetings are probably not the parents that need to hear about the attendance issues.

Ms. Carr agreed and stated that the committee will be strategizing how best to reach those parents.

Ms. Goodwin said he would volunteer to share at the conference.

- Ms. Karen Gonzales, SETA Operated Program Operations

Ms. Gonzales recently attended the School Readiness Summit. Politicians and the public want more evidence of performance and success with the current budget crisis. Her unit is increasing data inspection. The second DRDP Assessment has shown progression and the results will be presented at the next PAC meeting. The CLASS instrument was a strong tool for the reviewers.

Ms. Gonzales stated she will begin a teacher mentoring program through the ARRA funding.

There will also be a greater focus on the child's portfolio with pictures, worksheets, artwork and contributions by the parents on child's progress at

home. The current information questionnaire will be broader and ask more questions.

Ms. Wallace inquired what happens to the portfolio when the children transitions to preschool.

Ms. Gonzales shared the portfolio goes on with the child and some information and samples can go on to Elementary school.

Ms. Brown re-visited the requirements of the Pledge of Allegiance in class.

Ms. Gonzales stated it was not a requirement.

#### **IV. Other Reports**

None.

#### **V. Discussion**

Ms. Brown shared that Ms. Knox received another scholarship, the Soroptomist Award.

Ms. Wallace shared that the conference she attended was wonderful. She had learned many things, was able to connect with parents, enjoyed the classes, and wanted say thank you.

Ms. Knox shared she had met Mayor Kevin Johnson at the Second Saturday event. She felt her connection with Head Start had provided her the opportunity to speak with him at length about concerns for the program. Ms. Knox was featured in the Sacramento Express newspaper with photographs of her and Mayor Johnson.

Ms. Brown made the members aware that California Head Start Association (CHSA) Parent Conference reports were due Friday, February 25 at 4:00 by email.

#### **VI. Public Participation**

None.

#### **VII. Adjournment**

10:25 a.m.

**ITEM III-A – ACTION**

**ELECTION OF POLICY COUNCIL REPRESENTATIVES AND ALTERNATES**

**BACKGROUND:**

There are currently four (4) vacant Representative positions and six (6) vacant Alternate positions to the Sacramento County Head Start Policy Council.

The duties of these Representatives and Alternates include:

- ✓ Attend monthly Policy Council meetings held at the SETA Boardroom on the fourth Tuesday of each month at 1:00 p.m., following the Parent Advisory Committee meetings
- ✓ Attend Committee meetings as needed
- ✓ Report to the PAC members information received and decisions made by the Policy Council
- ✓ Policy Council Representatives must be a parent of children currently enrolled in the Head Start/Early Head Start program

**RECOMMENDATION:**

That the Parent Advisory Committee elects four (4) Representatives and six (6) Alternates to the Policy Council.

**NOTES:**

Representatives nominated:

\_\_\_\_\_  
\_\_\_\_\_

Representatives elected:

\_\_\_\_\_  
\_\_\_\_\_

Alternates nominated:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Alternates elected:

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ACTION:** Moved \_\_\_\_\_ **Seconded** \_\_\_\_\_

**VOTE:** Aye \_\_\_\_\_ **Nay** \_\_\_\_\_ **Abstain** \_\_\_\_\_

**ITEM III-B – ACTION ITEM**

**APPROVAL OF PROGRAM SELF ASSESSMENT  
FOR 2010-2011**

**BACKGROUND:**

In November 2010, SETA Head Start underwent a two-week program self-evaluation to ensure quality services continue to be provided to children and families of the Head Start/Early Head Start program. The Head Start Deputy Director, managers, staff, Board members, center parents and community partners were involved in the process. The program Self-Assessment is an annual requirement by the Office of Head Start (OHS) to determine if a program is in compliance with the Head Start Performance Standards. If it's found that a program area is out of compliance, a corrective plan of action is devised to correct the area of concern. The tools used to determine program compliance were the *OHS Monitoring Protocol* and *Your Foundation for Building Program Excellence*. The assessment included reviewing documentation, interviewing staff and parents, and performing classroom observations at SETA Head Start Early Learning Centers and administration building. Please see attached program self-assessment results and Program Improvement Plan.

Ms. Denise Lee, Head Start Deputy Director, will be available to share information and answer questions.

**RECOMMENDATION:**

That the Parent Advisory Committee approves the Program Self-Assessment for 2010-2011.

**NOTES:**

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**ACTION:** Moved \_\_\_\_\_ Seconded \_\_\_\_\_

**VOTE:** Aye \_\_\_\_\_ Nay \_\_\_\_\_ Abstain \_\_\_\_\_

# Self Assessment Summary of Results 2010-2011

## **Project Background:**

Planning for the 2010-2011 self assessment commenced during the summer of 2010. SETA Head Start/Early Head Start developed a plan for a comprehensive self assessment that included parents, administrative and field staff, as well as management. Orientation meetings for team leaders and team members were held in October 2010. The thorough self assessment process resulted in an in-depth review of the quality and compliance of the SETA Head Start/Early Head Start program.

To conduct the self assessment, the teams utilized the *2011 OHS Monitoring Protocol*, the *Head Start Self Assessment: Your Foundation for Building Program Excellence* tool and the *SETA Head Start/Early Head Start Monitoring Tool*. Each team developed an in-depth, cross-combination tool for their use and team leaders trained all staff, parents and volunteers to ensure they were clear on the protocols. The teams all conducted site visits during November 1<sup>st</sup> – 12<sup>th</sup>. All Early Learning Centers were visited by at least one self assessment team, but most centers were visited by a few teams. Team reviews included, but were not limited to the following: children's files, on-going monitoring reports, program information reports, policies and procedures manuals, monthly reports, *Childplus* reports, self assessment results, goals and objectives, classroom observations, home visit observations, etc. Additionally, many teams performed interviews with staff, parents, and community partners for the self assessment. Results were analyzed in early January and resulted in a detailed Self Assessment Program Improvement Plan (PIP).

## **Team Composition:**

For the self assessment, a total of eighteen teams were assembled. Each team was guided by a team leader and was composed of parents and staff. Some parents and staff may have served on more than one team. The teams were as follows:

Program Governance  
Planning  
Communication  
Record Keeping & Reporting  
Ongoing Monitoring  
Human Resources  
Fiscal  
Prevention & Early Intervention

Tracking & Follow-up  
Individualization  
Disabilities  
Family Partnerships  
Parent Involvement  
Community Partnerships  
ERSEA  
Safe Environments  
Child Outcomes  
Curriculum & Assessment

**Summary of Program Strengths:** The SETA Head Start/Early Head Start program has many notable strengths. Some highlights include the following:

- Long standing, strong community partnerships, including, but not limited to:
  - UC Davis – Healthy Kids Project
  - California State University, Sacramento – ACES, substitutes, Healthy Kids Project, BA Cohort Program
  - UC Berkeley – Math Project
  - Western Career College – dental screening program
  - Elks Lodge – no-cost vision screening program
  - California Department of Education – full day, wrap-round services
  - Sacramento County Office of Education – Full Inclusion Program
  - SETA One-Stop Career Centers
  - Health Education Council, Soil Born Farms and First 5 – on-site farm stands
- Diverse staff who reflect the cultures and languages of the children/families served.
- Comprehensive and well documented program planning process that includes parents, board members, staff, content experts, and management.
- Decisions regarding program options and site locations are driven by community data.
- There is ongoing regular communication regarding program planning during the weekly Manager meetings and weekly Leadership meetings.
- Nearly all enrolled children are income eligible (96% in HS & 97% in EHS).
- Center based staff (teachers and FSWs) have good rapport with families and parents feel comfortable at the center.
- Staff is knowledgeable of the systems that are in place.
- Strong partnerships with SCOE, River Oak, and local school districts facilitate service delivery to students with disabilities.
- Strong evidence of in-depth individualization for all children in lesson plans and in the children's files.
- Staff can articulate how, and why, they individualize for children.
- A team approach to family support gives families a network of resources.
- The new Enrollment Verification Form is being used consistently.
- Efficient, computer-based recordkeeping system in the areas of ERSEA, Health and Nutrition, screenings, DRDP Assessment, and degree attainment and staff development,



which generates feedback for program planning, training, identification of trends and program strengths, and areas of immediate correction, as needed.

- Multi-level, ongoing monitoring process for content areas allows for immediate identification of concerns and follow-up.
- Regular communication between site staff and parents via daily exchanges and monthly parent meetings; parents feel well connected.
- Parents receive information frequently and in their home language.
- Smooth transition for children from Early Head Start to Head Start.
- Effective communication between program staff and fiscal staff.
- Strong system of internal fiscal controls.
- Parents can easily articulate the services their children receive and are very satisfied with the quality of these services.
- Strong meal service provided to children.
- Parents have a variety of options for volunteering and participating in decision making.
- PC and PAC representatives are actively engaged in program decisions, parent committees and center representation.
- Various program options to serve the needs of the community are offered (i.e. full day, part, year-round, home base, full inclusion and therapeutic preschool).
- Classrooms are full of rich activities in all eight domains of learning and development and have safe, appropriate furniture.
- Strong parent-staff partnerships to provide optimal learning and development.
- In Early Head Start, daily information exchanges are consistent.
- Home Visitors demonstrate individualized relationships with children/families. Home Visits reflect that all areas of development are covered.
- On-going (formal and informal) communication between staff and parents; management and staff; supervisors and employees.

**Summary of Program Improvement Opportunities:** Areas for improvement and opportunities for growth were identified by the self assessment teams. Below are a few highlighted areas. A full Program Improvement Plan (PIP) with action steps, time lines and staff responsible is attached.

- Inconsistency on cleaning and sanitizing toys/equipment, as well as cleaning of the playgrounds.
- Some centers were cluttered and supplies were overstocked.
- Art activities could be strengthened, with more emphasis on child-directed art.
- More incorporation of music into the classroom.
- Documentation in children's file is sometimes inconsistent, missing, inaccurate and/or out of order.
- Center-based staff can't always identify how the curriculum is used.
- Math activities for toddlers and preschoolers could be strengthened.
- Height/weight screenings are not always completed within 45 days.
- Inconsistent monitoring of blood lead testing.
- Attendance at home base socializations could be strengthened.
- Not all enrollment applications were completed accurately.

- Fragmented documentation regarding parent meetings.
- Parent involvement on Board and committees.
- Case management is not occurring regularly with proper documentation.
- Data from the content-area monitoring systems are not integrated into one program report.
- Inconsistent and or untimely follow-up on families stated goals on the FPA.
- Delayed responses from some school districts in getting services to children with disabilities.
- Limited disabilities literature and equipment displayed in some classrooms.

Detailed team reports are on file and available.

**ITEM III-C – ACTION ITEM**

**APPROVAL OF HEAD START/EARLY HEAD START  
2011 COMMUNITY ASSESSMENT**

**BACKGROUND:**

This agenda item provides an opportunity for the Parent Advisory Committee to approve the triennial Community Assessment for 2011-2014.

On January 6, 2011, a Sacramento County Head Start/Early Head Start Three-year Goals and Objectives meeting was held at the Sacramento Employment and Training Agency (SETA) to review Community Assessment findings, to develop, discuss and prioritize county-wide three-year goals for the period 2011-2014. The following goals were selected:

- Goal 1: Increase prevention and intervention strategies that promote health and wellness for Head Start/Early Head Start staff, children, and families.
- Goal 2: Increase school readiness, develop the roles of parents, students, and staff in implementing effective strategies for classroom organization, instructional support and emotional support that lead to a high-quality learning experience, both at home and at school.
- Goal 3: Use existing and additional services and systems to increase the awareness of, and participation in, activities and services which contribute to family, child, and staff mental wellness.

Participants at the January 6 planning meeting included the Deputy Director, delegate agency directors, managers, program coordinators/specialists, and parents.

SETA Head Start and delegate agencies will develop their three-year objectives to support each goal.

Ms. Denise Lee, Deputy Director, will provide a mini presentation on the Sacramento County Head Start/Early Head Start Three-Year Goals and Objectives meeting which will include an overview of the recent Community Assessment results (see attachment).

**RECOMMENDATION:**

That the Parent Advisory Committee approves the Community Assessment for 2011-2014.

**NOTES:**

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**ACTION:** Moved \_\_\_\_\_ Seconded \_\_\_\_\_

**VOTE:** Aye \_\_\_\_\_ Nay \_\_\_\_\_ Abstain \_\_\_\_\_

**Sacramento County Head Start Community Assessment 2011-2014**  
**Executive Summary**

Sacramento County is an urban region hallmarked by great diversity and many community resources. However, it has been largely impacted by the economic crisis in the state and unemployment looms at over 12% in the county. At a time when Sacramento County families are in greater need of assistance, a majority of social service and public health agencies have been negatively impacted by the state's economic crisis. As a result, many Sacramento County agencies that provide resources to the most vulnerable families have had to limit services and close programs due to reduced or eliminated funding; some agencies have even had to close their doors entirely.

*Demographics*

- Although the rate of population growth has slowed, Sacramento County remains the eighth most populous county in California.
- Children aged zero to five account for nearly one-quarter of the residents in Sacramento County.
- The racial, ethnic, and cultural diversity of the population in Sacramento County continues to increase.
- More than 30% of kindergarteners begin their educational journey with limited proficiency in English; Spanish is the most prevalent language among ELL students.
- Sacramento County continues to be devastated by the economic crisis and unemployment remains at over 12%.
- Nineteen percent of Sacramento County children live in poverty.
- A comparison of 2000 & 2007 data shows a 27% increase in the number of Sacramento County children under five living in poverty.

*Child Care Supply & Demand*

- Childcare in Sacramento County remains at high demand, as there is licensed capacity to serve only 36% of children with working parents.
- Based on population growth estimates, the demand for childcare in the county will continue to outpace available slots.
- Currently, there are 3,108 children eligible for Head Start/Early Head Start on the Sacramento County Centralized Eligibility List (CEL).
- Sacramento County Head Start currently serves about 18% of the eligible population.

### *Social Services/Mental Health*

- The rate of substantiated child abuse referrals to Sacramento County Child Protective Services steadily decreased from 2000-2008; yet, preliminary data indicates that reported physical abuse has increased.
- The number of children in Sacramento County receiving publicly-funded mental health services continues to increase, while the unmet need for children in the county remains at over 26%.
- Sacramento County rates of reported domestic violence are higher than the state rates as a whole.
- Unemployment/underemployment of families continues to thrust them into crisis as they are unable to meet their basic needs.

### *Health*

- More families continue to struggle with access to affordable health care as there have been drastic cuts in public health and other agencies that provide health services to low income families.
- The percentage of children without health care insurance has increased.
- More than 40% of the Sacramento County children, five years old and under, are on Medi-Cal.
- One of our four babies born in Sacramento County is on the WIC Program.
- Childhood obesity has reached epidemic proportions and the number of overweight and obese children in Sacramento County continues to grow.
- Sacramento County has a lower percentage of pregnant women receiving prenatal care during the first trimester compared to California as a whole.
- Teen birth rate in Sacramento County has continued to decline.
- Nearly one-third of preschool children in California have untreated tooth decay.
- Asthma continues to be a significant problem for many Sacramento County children.
- More families in Sacramento County are struggling with food security which often means that nutrition choices suffer.

### *Disabilities*

- Nearly 6% of Sacramento County children, ages 5 through 20, have at least one disability.
- There are 2,480 Sacramento County children under age 6 who are enrolled in Special Education.
- There has been a slight increase in the number of students enrolled in Special Education.
- The eligibility threshold used by Regional Centers to qualify children aged 0 to 3 for early intervention services has changed; as a result, fewer children will qualify for these critical services.

- Some Sacramento County school districts have adopted a model within their special education programs that delays completion of IEPs, which can impact timely intervention.

### *Education/School Readiness*

- One significant school readiness strategy for children is participation in a high quality preschool.
- More than half of the 3 and 4 year old children in Sacramento County were not enrolled in preschool in 2006.
- Significant disparities in academic achievement exist among California's student subgroups.
- The 2006 Academic Performance Index (API) of African American, American Indian, Hispanic/Latino, and Pacific Islander students is significantly lower than the API for white and Asian students at every grade level.
- In English-Language Arts and Math, the percentage of Sacramento County students scoring at proficiency is slightly higher than for the state overall.

### *Child Outcomes*

- Sacramento County Head Start substantiates child outcomes through the ongoing analysis of child assessment data.
- By the conclusion of their Head Start experience, most preschoolers about to matriculate into kindergarten are in the top two developmental levels on the DRDP, which is used as an indicator of school readiness.
- Across all developmental areas, enrollment in Head Start increases the probability of a child being in the top two developmental levels by an estimated 22 to 34 percentage points.
- There has been a significant increase in the number of children deemed ready for kindergarten in the domain of language over time: 84.6% in 2010, as compared with 62% in 2004.
- According to a recent parent survey, more than 97% of parents felt that Sacramento County Head Start was doing a good job preparing their children for the future.

# **Sacramento County Head Start Community Assessment Highlights**

## **Sacramento County Demographics**

### ***Sacramento County Description***

Sacramento County encompasses nearly a thousand square miles and is situated in the middle of the 400-mile-long Central Valley, California's prime agricultural region. The State Department of Finance estimates the County's population to be about 1.4 million people, nearly half of whom live in the unincorporated areas. Many of the county's newer residents have relocated from the San Francisco Bay Area and Southern California, drawn here by Sacramento's employment opportunities, accessible housing prices, reasonable cost of living and competitive salaries. Within the county are seven cities: Sacramento, Galt, Elk Grove, Citrus Heights, Folsom, Rancho Cordova, and Isleton. Sacramento serves as both the county seat as well as the state capital. Commonly referred to as the "River City" or the "City of Trees," Sacramento is bound by the American and Sacramento Rivers.

The County employs nearly 14,500 people and has an annual budget of approximately \$5 billion. Sacramento County is guided by a five-member Board of Supervisors, as mandated by county charter. The County Executive, who oversees the day-to-day operations of county government, reports directly to the board on a range of issues, including finances, operations and services, policy development and implementation, and legislative oversight.

### ***Population***

Currently, more than 1.4 million people live in Sacramento County. The California Department of Finance estimates that by the 2050, the population for the county will reach nearly 2.2 million people. Although the rate of population growth has slowed, Sacramento County is still the eighth most populous county in the state and has more people than the surrounding counties of El Dorado, Placer, Sutter, Yolo, and Yuba combined. Of the 2.3 million people who live in the six-county region, 61.9% live in Sacramento County. The City of Sacramento, with a population of 467,343, is the seventh largest city in California. Of the nearly 546,000 children, youth and young adults ages 0 through 25 in Sacramento County, 22.5% are ages 0 through 5; 22.2% are ages 6 through 11; 25% are ages 12 through 17; and 31% are ages 18 through 25 (Children's Report Card, 2008).

From 2000 to 2008, the number of children and youth ages 0 through 25 increased by 14.9%, compared with a 15.3% increase in the county population as a whole for the same time period.

***Ethnic Diversity***

There is great ethnic diversity among the children and families served by the Sacramento County Head Start program. During the 2009-10 program year, 46% of the children were of Hispanic or Latino origin; the remaining 54% identified as Non-Hispanic. Specific race for children in the program breaks down as follows: American Indian: .7%, Asian: 10%, Black or African American: 23%, Native Hawaiian or other Pacific Islander: 2%, White: 21%, Biracial/Multi-racial: 6%, Other: 44%, and Unspecified: .5%.

**Total Population Estimates and Projections by Race/Ethnicity  
Sacramento County 2000 - 2040**

	White	Hispanic	Asian	Pacific Islander	Black	American Indian	Multirace	Total
2000	58.5%	16.0%	11.2%	0.6%	9.8%	0.8%	3.2%	1,233,575
2008	52.3%	20.0%	12.4%	0.9%	9.4%	0.7%	4.3%	1,422,789
2020	47.1%	23.1%	13.4%	1.1%	9.6%	0.7%	5.0%	1,622,306
2040	38.9%	28.0%	14.8%	1.4%	9.8%	0.6%	6.5%	1,989,221

Source: California Department of Finance

According to the population projections for Sacramento County, Hispanics represent the largest growing group. At the same time, it is anticipated that the percentage of Caucasians will decrease in the county. There will be insignificant changes in growth among other racial/ethnic groups.

***Language Diversity***

The racial ethnic and cultural diversity of the population in Sacramento County continues to increase. There are 238,233 students enrolled in public schools in Sacramento County, and there are 45 languages spoken. The number of English Language Learner (ELL) students in grades 1 through 8 make up 21% of the total student population for those same grades. More than 30% of kindergartners begin their educational journey with limited English proficiency, compared with 22.7% 10 years ago.

Spanish is the most prevalent language of the ELL students; more than 23,000 students in Sacramento County speak Spanish. There are 5,949 ELL students who speak Hmong, which accounts for 13.2% of the county’s ELL student population, but is 30.2% of California’s ELL student population. Although only 1.5% of Sacramento County’s ELL student population speak Mien, this represents 41% of California’s ELL student population.

Sacramento County is home to 43.8% of California’s Russian speaking ELL student population and 75.6% of the state’s Ukranian speaking ELL student population. According to the 2006 American Community Survey, 11.6% of the population in Sacramento County, approximately



160,000 individuals, are not U.S. citizens. Of the more than 362,000 children and youth under the age of 18, 92.6% are native born (Children’s Report Card, 2008).

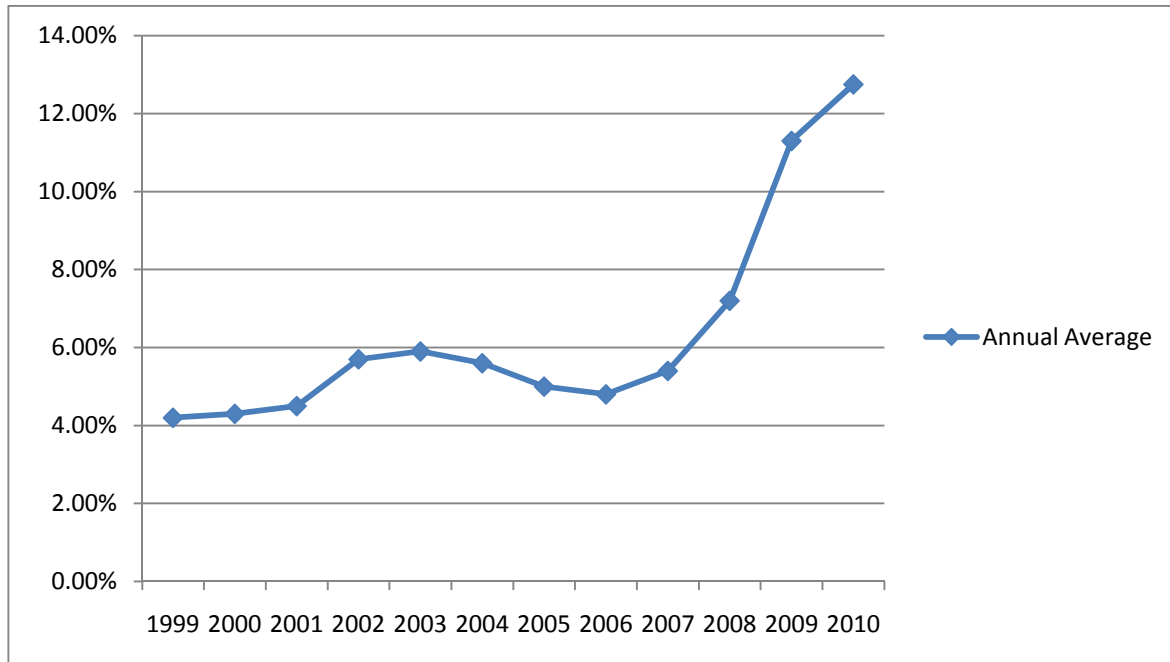
*Internal Data*

Forty-three percent of the children in the Head Start program live in a family that speaks a primary language other than English. The majority of these children, 33% of those enrolled in the program, speak Spanish at home. Another 7% of children live in families that primarily speak an East Asian language (e.g., Chinese, Vietnamese, Tagalog), while 2% primarily speak a Middle Eastern or South Asian language (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali). Other primary languages spoken at home include the following: European and Slavic, African, and Pacific Island languages.

***Unemployment/Workforce Development***

Unemployment continues to be a significant problem in Sacramento County. In 1999, the average unemployment rate was at 4.2%. As a result of California’s economic crisis, unemployment skyrocketed to 12.75% in 2010. Using data from the Employment Development Department, the chart below shows the unemployment trend in the county from 1999 through 2010.

Unemployment in Sacramento County 1999-2010



### *Family Structure*

According to the 2007 American Community Survey, 28.4% of single female head-of-household families with children younger than 18 reported poverty-level income, as did 16.9% of single male head of- household families, compared with 7.4% of married couple families with children.

Many children are also growing up in extended families. In Sacramento County, 19,660 children under 18 live with a grandparent householder. More than 8,000 are under 6 years of age; 5,789 are ages 6 to 11 years old; and 5,192 are between the ages of 12 and 17. Of the 19,660 children living with grandparents in the household, nearly half (9,132) live with grandparents who were responsible for the child's care. However, of these households, more than two-thirds (6,132) of the children also had a parent present in the household (Children's Report Card, 2008).

### *Internal Data*

Of the 7,623 families served during the 2009-10 program year, a majority, 52%, were single-parent families.

## **Poverty**

According to the US Census Bureau's 2008 American Community Survey, 19% of children under the age of 18 in Sacramento County were living in poverty. This is an increase from 2007, in which 17% of Sacramento County children were living in poverty. Likewise, there has been an increase in the number of Sacramento County children under five living in poverty: 27,102 in 2007 as compared to 22,376 children in 2000. This represents a 27% increase.

There are disparities across racial and ethnic groups in the poverty data. For children ages 0 through 4, more than 40% of African American children of that age group are living in poverty compared to 17.5% of White, 14% of Asian and 24% of Hispanic. For the 5 through 11 age group, 30.7% of African American children are living in poverty compared to 12.9% of White children, 15.5% of Asian children, and 23.8% of Hispanic children (Children's Report Card, 2008).

Data on subsidized school meals show the number of impoverished children in kindergarten through twelfth grade eligible for, and receiving, free and reduced-price meals in Sacramento County has increased from 42.8% in 2001 to 48.4% for the 2006-2007 school year. The number of impoverished children in the state as a whole increased from 47% to 49.8% in that same period of time. It should be noted that the number of students who qualify for meal assistance might be more than the number who received services, as the data reflect only those people who applied for assistance from the Department of Education.

In each of the school districts in Sacramento County, there are school meal programs for children in low-income families to help mitigate some food access barriers. In 2007 there were 115,215 children receiving Free and Reduced-Price Meals in Sacramento County, representing 48.4% of the total public school enrollment (California Department of Education).

## ***Homelessness***

Families experiencing homelessness remains a significant issue in Sacramento County. The Sacramento County Office of Education's Project TEACH tracks the number of children who are homeless in the county. During the 2007-08 school year, there were a total of 5,120 children in Kindergarten through 12<sup>th</sup> grade who experienced homelessness. Of these children, a majority (65%) were in elementary school, while the remaining were in middle or high school. Additionally, there were 1,045 infants/toddlers who experienced homelessness; this accounted for 17% of the homeless children in the county. There were more homeless children in the 2007-08 school year than in the previous year (Children's Report Card, 2008).

## ***Internal Data***

One-third of the families in the Head Start program receive cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program. A smaller percentage, 5%, receive Supplemental Security Income. Nearly a quarter of families in the program, 1,756

or 21%, received emergency or crisis intervention services for immediate needs such as clothing, food, or shelter. During the 2009-10 program year, 114 families (1.5%) experienced homelessness.

### *Analysis*

The number of Sacramento County children living in poverty has grown and will likely continue to grow given the current economic state of California. Poverty disproportionately affects children of color in Sacramento County. There will continue to be a great need in the community for programs, such as Head Start, that serve low-income families and their children.

## Childcare Supply and Demand

According to *The 2009 California ChildCare Portfolio* there are an estimated 150,682 children in Sacramento County ages 0 through 13 with parents in the labor force. There is a licensed capacity to serve 54,654 children, or 36% of children with parents in the labor force. There are 40,014 infants under the age of two; however, a licensed capacity to serve only 3,028 or 9% of these children in child care centers. There are currently 3,108 children eligible for Head Start/Early Head Start on the Sacramento County Centralized Eligibility List (CEL).

The California Department of Finance (DOF) projects the population of Sacramento County will increase to 2.8 million by 2050, a 134% growth over 2000 Census Figures. At the same time, the number of children between 0-13 will increase 18% over 2000 Census Figures. In order to maintain the same level of available child care spaces for the 0-13 child population as noted in the 2005 Child Care Portfolio, the number of spaces will need to increase to 64,438 .

Regarding childcare supply in Sacramento County, 60% of the slots are in licensed childcare centers, while the remaining 40% are in licensed family child care homes. The 481 licensed childcare centers in the county are funded by a variety of sources:

<u>Funding Source</u>	<u>Number of Centers</u>
Head Start	109
General child care (CDE)	75
State preschool (CDE)	84
Local contracts	13
Centers with one or more contracts	208

Eighty-two percent of parents are seeking child care because they are employed, 9% are looking for work and 16% are attending school or job training. In Sacramento County, 40% of the requests for child care are for infant care, even though only 9% of the available slots are for infants. This further illustrates the importance of maintaining Early Head Start slots in Sacramento County; clearly there is a high demand and low supply for infant care in the county. Another 40% of the child care requests are for preschool age care.

Most of the licensed child care centers in Sacramento County (81%) offer both full-time and part-time slots to meet the needs of families in the community. Three percent of centers only offer full-time slots, while 15% of centers exclusively offer part-time slots.

Sacramento County Head Start currently serves about 18% of the eligible population. The remaining 82% is being served in other subsidized care, exempt care, or at home with relatives. Other children remain unserved and are potential candidates for enrollment as slots become available.

Some Head Start families have different needs as a result of changes in the economy. Fewer families have full-time jobs; instead, they are returning to school and/or securing part-time employment. As a result, fewer families are requesting full-day options. To meet the needs of families, program approach changes have had to be made at some sites.

## Issues/Trends

According to the California Department of Education, there have been three recent major trends that have impacted preschool education in California:

- 1) More women with young children are working outside of the home, which is creating an urgent demand for child care.
- 2) The growing agreement among parents and professionals that young children should have opportunities to have educational experiences.
- 3) The developing body of research which proves that high quality educational experiences in the preschool years can have positive short-term and long-term benefits throughout a child's educational journey.

Over the past few years, there have been some changes to the field of child development in California:

- In July 2009, the State Preschool, Prekindergarten Family Literacy, and General Child Care and Development programs serving preschool children were consolidated into one California State Preschool Program. As such, it is the largest state-funded preschool program in the country.
- The California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee was created with passage of Senate Bill 1629 in 2008. The Advisory Committee was created to develop the policy and implementation plan for the Early Learning Quality Improvement System to improve the quality of early learning and care programs for children zero to five.
- The California State Advisory Council on Early Childhood Education and Care (ELAC) was established in November 2009 by Governor Schwarzenegger. This is a requirement of Head Start Act as of 2007. This council will build on the work of the CAEL QIS Advisory Committee in working to define future policy direction for early learning in California.
- With the passage of SB 1831 in fall 2010, the age requirements for children entering kindergarten have changed. By 2014, children must be age 5 by September 1<sup>st</sup> to enter kindergarten. The law also creates a "transitional" kindergarten program for children whose entrance into kindergarten is delayed, those who turn five September 2 – December 2. These transitional programs will be run within school districts.
- Some childcare and preschool programs have had to close due to insecure funding.
- There have been cuts at Community Care Licensing (CCL), which has impacted the community. As a result, there are less licensed facilities for families to access. More

children may be in exempt and home care, which may have health or safety issues if not sanctioned by CCI.

### *Analysis*

The demand for childcare in Sacramento County remains much greater than what is currently available. As childcare and preschool programs continue to close due to unstable funding, the demand will only grow. Looking at population growth estimates, the demand for childcare in the county will continue to outpace the slots currently available for children. Should opportunities to secure funding for additional Head Start slots become available, the county would have no problem filling these slots. At a minimum, being able to retain the expansion slots would be a tremendous asset to the community.

Depending on what happens with the economy, it is possible that Head Start sites will need to continue to adjust their program approaches to meet the changing needs of the families they serve. Once the state economy becomes more stable and full time employment is more readily available, there may be shift back to families seeking full-day options.

The creation of a transitional kindergarten program in school districts will potentially impact Head Start recruitment and enrollment. Head Start programs may find it more difficult to find and retain older preschool children. As a result, recruitment strategies may need to be revised.

Overall, there is a heightened emphasis on child development in California and statewide systems are being put into place to improve the quality of early learning programs in the state and to drive policy.

## Social Services/Mental Health

### *Child Abuse & Neglect*

In 2006, 23,313 children were referred to Sacramento County Child Protective Services and 5,546 were “substantiated referrals.” Of these:

- 42% (2,414) were for “general neglect.”
- 13.6% (797) were for reported physical abuse.
- 6.6% (379) were for “severe neglect.”

The rate of substantiated referrals has decreased steadily from 2000 to 2006. A total of 1,774 children in Sacramento County were removed from their homes and placed in foster care for 5 days or more in 2006. First entries into foster care are overwhelmingly due to neglect, with 84.6% of children removed from their homes and placed in foster care for this reason. During the same time period, 80.8% of first entries into foster care in California were for neglect.

The percentage of children removed from their homes for physical abuse in Sacramento County decreased slightly from 14.5% in 2000 to 9.3% in 2004, however, preliminary data indicate that reported physical abuse has increased to 12% in 2006 (Children’s Report Card, 2008).

### *Out of Home Placement*

In 2006, there were 4,376 children age 0 through 17 in supervised foster care. Of the children placed in supervised foster care, 27% (1,184) were age 0 through 5. Forty-five percent (538) of the children 0 through 5 were placed with foster family agencies, and 36% (422) were placed in foster care homes with a relative (Children’s Report Card, 2008).

Sacramento County’s reunification rate increased by 28% from 2003 to 2006.

### *Mental Health*

The number of children ages 0 through 17 receiving publicly-funded mental health services increased 375% from 2,495 in 1995 to 11,859 in 2007. Of these 1,487 were children ages 0 through 5.

The estimated unmet need for children age 0 through 17 for public mental health services in 2006-07 is 26.7%. For the general population (ages 18 through 24) the estimated unmet need is 14.3%. For families who earn less than 200 percent of the poverty rate, the estimated unmet need for mental health services in the 0 through 17 age range reaches 32.1% (Children’s Report Card, 2008).



## *Domestic Violence*

A Statewide Law Enforcement Protocol reports that 44% of police reported domestic violence calls in California involve at least one child witness. Children who witness family violence experience many of the same emotional, behavioral, and social problems experienced by children who are physically abused, and are likely to be the target of violence in the home.

Between 1999 and 2006 the number and rate of domestic violence related calls to law enforcement agencies in Sacramento County has fluctuated. Despite this fluctuation, there was a significant rise in domestic violence calls from 2005 to 2006 (Children's Report Card, 2008).

Sacramento County rates are consistently higher than the state rates as a whole for reports of calls to law enforcement for domestic violence.

WEAVE's Safehouse is at or above capacity approximately 70% of the time.

## *Internal Data*

The most recent countywide Program Information Report (2009-10) indicates that a significant majority of the families (5,613 or 74%) served by the Head Start/Early Head Start program in Sacramento County received social services.

- 1,060 families (13%) received mental health services.
- 216 families (3%) received services for domestic violence issue.
- 398 families (5%) received child abuse and neglect services.
- 335 families (4%) received services for substance abuse prevention or treatment.

Unemployment and/or underemployment of Head Start families puts them in crisis as they are unable to meet their basic needs. This leads to higher stress and can negatively impact domestic relationships.

There are 283 children living in foster care who are part of the Head Start program.

Mental health professionals within Head Start provide services to children and families and work with site staff to address any behavioral/mental health concerns. Specifically, one of the mental health professionals consulted with program staff about 470 (6%) children in the program. During the 2009-10 program year, mental health professionals provided individual assessments for 606 (7%) children. Of these children, 121 were referred to mental health services outside of the Head Start program.

## *Analysis*

As social service and mental health agencies continue to suffer from budget cuts, they will inevitably continue to reduce services to children and families. County Mental Health Department services have been significantly cut. As a result, agencies are left to manage with much fewer resources. At the same time, Sacramento County Child Protective Services has been drastically hit by the economic crisis and has cut its budget, resulting in an over 30% reduction in its workforce. Some specific social service/mental health impacts of the budget cuts include:

- Overall, there are fewer community mental health resources.
- Many community agencies have had to change their priorities to address severe budget cuts. As a result, many are limiting available services. Some programs have even had to close down entirely.
- Delays in funding, especially from the state, have impacted many local programs' ability to provide services in a timely manner.
- The new model of mental health funding, Flexible Integrated Therapy, does not delineate specific funding for certain targeted at-risk groups.
- In specific, there is now a lack of Spanish-speaking mental health professionals to serve monolingual or limited English families.
- There are no preventative mental health services for adult family members unless deemed to be a psychiatric emergency.
- Changes in Sacramento County's ACCESS referral procedures and eligibility criteria will lead to more delays or denial of mental health services for children.
- The closure of Grantee-operated therapeutic preschools.

Given the drastic reduction in services, it will become increasingly more difficult for children and families in the Head Start program to receive social service and mental health services. As such, the burden of the first level of intervention lies on general care programs, such as Head Start, regardless of these programs' capacity to serve higher-risk children and families. As a result, mental health professionals in the program may have to act as a bridge until families can receive the services they need. Additionally, Head Start teachers may have to find new and creative ways to work with children who are exhibiting challenging behavior, yet are unable to get the mental health services they need. Overall, Head Start families will have a greater proportion of their social service needs not being met as community resources disappear.

## Health

### *Health Care Access*

Access to health care is becoming more of a challenge as the cost of health care has skyrocketed. It is becoming increasingly difficult for low and middle-income workers to provide health care coverage for their families.

Eligibility for subsidized and low-cost health insurance programs varies by family size and income, or income relative to a percent of the Federal Poverty Level. The percentage of children and youth ages 0 to 19 who are uninsured has increased from 5.1% in 2001 to 7.8% in 2005.

In 2007 there were 142,036 children, youth and young adults ages 0 through 20 enrolled in Medi-Cal in Sacramento County. This was approximately 32% of the 0 through 20 age group. Of these, 49,750 were children 0 through 5 years old, which represents more than 40% of this age group (Children's Report Card, 2008).

### *Internal Data*

According to the most recent Program Information Report, nearly all (96%) of the Sacramento County children enrolled in Head Start/Early Head Start have some form of health insurance and 94% have a medical home. The table below illustrates how the children are covered.

Sacramento County Head Start Children & Health Insurance

<u>Type of Health Insurance</u>	<u>Number of Children Enrolled</u>	<u>Percentage</u>
Medicaid	6317	80%
Child Health Insurance Program (CHIP)	213	3%
Combined Medicaid/CHIP	6	.08%
State-only funded insurance	138	2%
Private insurance	1022	13%
Other Insurance (including Military Health)	22	.3%

## ***Breastfeeding***

Compared to other California counties, Sacramento ranked 29 out of 51 when comparing in-hospital *any* and *exclusive* breastfeeding rates. Of the 22,680 total births in Sacramento County in 2007, 55.2% were exclusively breastfed.

One out of four babies born in Sacramento County is on the WIC Program. Of the families participating in this program 19.4 to 22% were exclusively breastfeeding at 2 months and 12.2 to 14.5% were exclusively breastfeeding at 6 months. However, at 11 months only 7.5 to 9% were breastfeeding.

Data from the California Department of Public Health for 2007 by race and ethnicity shows that 66.1% of Whites, 50.1% of Hispanics, 48.6% of Asians, and 42.2% of African American were exclusively breastfeeding.

Some of the barriers to breastfeeding include lack of parent education, lack of workplace support, aggressive marketing practices of formula companies, cultural beliefs that jeopardize successful breastfeeding, lack of daycare support, and hospital practices that interfere with a mother's intent to breastfeed (Children's Report Card, 2008).

## ***Nutrition & Obesity***

Childhood obesity has become an epidemic across the nation. A 2008 report from the Sacramento County Childhood Obesity Prevention Coalition, *Creating Healthy Environments*, states that childhood obesity is has reached epidemic proportions both locally and across California as well. Over the past three decades the number of obese children (age 6-11) has more than tripled and the number of obese adolescents (age 12-19) has doubled.

Not many years ago, physicians did not test for Type 2 diabetes in children. In 1996-98 only 3% of diabetic pediatric patients at a local community health system tested positive for Type 2 diabetes compared to 12% in 2006-07. According to BMI data from the same local community health system in 2007, approximately 70% of children ages 3 through 12 were normal weight, 13% were overweight, and 14% were obese. For children age 13 through 17, 64% were normal weight, 14% were overweight, and 19.5% were obese.

Five years ago, the California legislature acknowledged that an increased consumption of soda has an adverse affect on children's health. They passed a law to ban the sale of soda products at public elementary and middle schools. In July of 2007, the prohibition expanded to include high schools as well.

According to the California Health Interview Survey, 11.5 percent of Sacramento County children ages 2 through 11, consumed two or more glasses of soda or other sugary drinks a day and 88.5% consumed one glass or less. More than half (52.2%) reported they ate less than five servings of fruits and vegetables daily (Children's Report Card, 2008).

### *Internal Data*

In the SETA Operated Program alone, a total of 692 children were determined to be over the 95<sup>th</sup> percentile for height/weight, an indicator of being overweight. During the 2009-10 program year, 188 Head Start children received medical treatment for being overweight. While many more children were found to be overweight, parents often refuse treatment, likely as a result of social stigma or lack of information regarding childhood obesity.

### *Prenatal Care*

Between 1985 and 1990, Sacramento County had a higher percentage of women receiving prenatal care in the first trimester compared to California as a whole. By 1992 that trend reversed and California as a whole now has higher percentages of women receiving prenatal care in the first trimester.

In Sacramento County (2005) 80.8% of pregnant women initiated prenatal care during the first trimester. This is still below the State rate of 85.8% and the Healthy People 2010 objective of 90%. Forty-six percent of births in Sacramento County are covered by Medi-Cal. Although the “Presumptive Eligibility” program allows for immediate temporary health coverage through Medi-Cal for pregnant women who do not have health insurance, access to care remains an issue due to various barriers such as lack of transportation, lack of child care, cultural and language barriers, limited providers in certain areas and difficulty with completing the process for Medi-Cal. Differences in rates of prenatal care exist based on maternal age, income, education, race/ethnicity and personal factors.

Studies show that a mother’s oral health profoundly impacts the health of her child. Eighteen percent of premature births are attributable to poor oral health in mothers, and pregnant women with poor oral health are seven times more likely to have a premature and/or low birthweight delivery. A September 2007 policy brief released by *Children Now*, showed that only 19% of pregnant women are enrolled in Denti-Cal during pregnancy (Children’s Report Card, 2008).

### *Teen Birth Rate*

Research shows that children of teenage mothers experience many disadvantages compared to other children. The poverty rate for children born to teen mothers is nearly twice the rate for all children. Children of teenage parents are more likely to suffer higher rates of abuse and neglect, experience higher rates of early sexual activity, and more commonly end up in foster care.

Infants born to teen mothers are more likely to be low birth weight, which is associated with numerous health problems including blindness, deafness, chronic respiratory problems, mental retardation, dyslexia and mental illness including hyperactivity. Children born to teen mothers receive less medical care, partly because many teen mothers have no health insurance. Children

of teen parents are more likely drop out of school, have more behavioral problems, have lower grade point averages and are less likely to go to college. Preschool children of teen mothers exhibit more aggressive behavior than do children of other mothers and sons of teen mothers are more likely to end up in jail. One state study put the price to taxpayers for just some of these problems at more than \$1 billion a year.

Births rates for Sacramento County for teens aged 15 to 19 between 1990 and 2005 have steadily declined from 76.4 to 36.0 per 1,000. According to *California Counts, Population Trends and Profiles*, November 2007, the teen births rate for all Sacramento County teens ages 15 – 19 was 37.8 per 1,000. Rates by race and ethnicity showed that the Latina teen birth rate was 76.9; for Whites it was 20.5; for Asian and Pacific Islanders it was 35.5; and for African Americans it was 52.3 per 1,000 (Children's Report Card, 2008).

### ***Immunizations***

Healthy People 2010 objectives reflect those of the American Academy of Pediatrics to reduce or eliminate indigenous cases of vaccine-preventable diseases, and to achieve and maintain effective vaccination coverage levels for universally recommended vaccines among young children. In 2008, The Kindergarten Retrospective Survey reported that 76.3% of children in the North Central Valley Region had been fully immunized at 24 months. This is up from the 74.4% reported in 2005 (Children's Report Card, 2008).

### ***Internal Data***

All of the preschool children in Head Start are up to date on their immunizations for their age, while 86% of the infants/toddlers in Early Head Start are up to date.

### ***Oral Health***

About one-third of California preschool children have untreated tooth decay. Children should see a dentist within six months of the first tooth erupting or at one year of age. All public school children in California are now required by law to show proof of a dental exam by May 31st of their kindergarten year.

Less than 10% of Denti-Cal (California's Medicaid dental program) enrollees under age 2 in California have ever received preventive dental care, according to the September 2007 Oral Health Policy Brief, from Children Now.

In Sacramento County, there are several programs to help meet the dental care needs of children. The Smile Keepers program targets low income schools, providing dental health education, dental screenings and a preventive services (dental sealants and fluoride varnish applications) for children from preschool through sixth grade and special needs children. Thirty-six percent of those screened present with an obvious need for dental treatment. Children without dental

coverage screened by Smile Keepers and in need of dental care are provided the opportunity for free coordinated dental care provided by Sacramento District Dental Society's Smile for Kids program. Data from the Smiles for Kids program indicates that the number of children screened between 2005 and 2007 increased from 16,000 to 24,000 (Children's Report Card, 2008).

#### *Internal Data*

A significant majority of children enrolled in the Head Start program, 7,637 or 93%, have a dental home, which means that they have an ongoing source of continuous, accessible dental care provided by a dentist. Additionally, 92% of the children in the preschool program are up to date on their oral health care. Of these children, 12% were determined to need dental treatment. Most of these children (87%) received dental treatment. All of the infants/toddlers are up to date on their oral health care. Sacramento County Head Start maintains an ongoing partnership with Smile Keepers, which enables enrolled children to receive dental screenings, preventative care, and treatment. Head Start also maintains a partnership with local dentists, who provide dental exams to the children at the Early Learning Centers at little or no cost. Head Start has also provided parent education on the importance of good dental hygiene as well as provided families with bus passes to assist with transportation for follow-up care.

#### *Asthma*

Asthma is a leading chronic illness among children, and one of the major contributors to school absenteeism. Very young children are the ones most likely to need emergency care because their symptoms are often more severe than those of older children. When asthma is not well controlled, it results in a life threatening health crisis and often requires emergency medical attention. The key component to managing asthma symptoms is having a medical home—regular care from a healthcare provider.

Asthma is the number one cause of hospitalization among children under the age of 15. Nationwide, asthma accounts for 1 in 6 pediatric emergency visits. Emergency room visits and hospitalizations represent a failure or lost opportunity in outpatient care.

An asthma attack can be triggered by many things including airborne irritants such as pollution or tobacco. The Sacramento region's air quality has been associated with the high incidence of asthma and other respiratory problems in Sacramento area children.

According to the *Sacramento County Asthma Profile*, in 2006, there were 923 Emergency Department visits by children 0 – 4, and 1,316 by children and youth ages 5 – 17. More than 200 children ages 0-4, and 196 children and youth ages 5-17 were hospitalized due to asthma in 2006 (Children's Report Card, 2008).

#### *Internal Data*

During the 2009-10 program year, there were 388 children with asthma in the program.

## *Analysis*

Keeping children from low-income families in Sacramento County healthy will continue to be a challenge for the community. In fact, local families and the community will struggle more with this as there have been drastic cuts in public health and among other agencies that provide health services to low income children and families. The economic crisis in California will continue to have negative consequences for the health of our most vulnerable residents.

Specific impacts on health services as a result of budget cuts include:

- No more free community clinics for children's immunizations.
- A loss or reduction of community resources/county health services for general preventative health, including TB screens and chest x-rays. There are no more free TB test clinics and chest x-rays for at-risk clients. Sacramento County Chest Clinics only provide x-rays to people who have active TB.
- There has been a significant loss of Sacramento County public health nurses who facilitate referrals for premature/at-risk infants from hospitals for early intervention services. Most likely this will lead to decreased identification of these babies. For Birth and Beyond programs in the county, there is only one public health nurse for every 8 community agencies.

The incredible loss of community resources will not only continue to impact Head Start families, but will also have tremendous consequences for the program as a whole. Programs such as Head Start may find it challenging to be fully enrolled if families are unable to access health services to fulfill enrollment requirements. The lack of free or low-cost community health resources will be a significant barrier to families attempting to do the required health screenings. With the elimination of many local clinics and resources, families will have to travel farther to access health care. Given that many families already have limited access to reliable transportation, it is quite possible that this will make it nearly improbable that medical/dental treatment will be followed up on. If parents are unable to get their children the necessary medical/dental treatment, this will inherently impact Sacramento County's PIR statistics. Additionally, Head Start may be put in a position to pay for some of these preventative health services, such as chest x-rays and TB screens.

Over the past few years, more of the families served by the Head Start program have struggled with unemployment and underemployment. Some of these families have had to resort to accessing local food banks to be able to put food on the table. When families have challenges with getting their children fed, nutrition choices often suffer. Unfortunately, highly processed, unhealthy food is inherently cheaper than fresh, nutritious food. Children who don't have access to fresh and healthy food tend to have greater health problems, including obesity, anemia, malnutrition, and dental problems.



## Disabilities

According to the 2006 American Community Survey, 18,561, or 5.9%, of Sacramento County children and youth ages 5 through 20 have at least one disability. Data from the California Department of Education indicate that in Sacramento County 26,315 children (ages 22 and under) are enrolled in special education. This is 11% of the total public school enrollment. Of these children, 2,480 are ages 0 through 5. The number of students enrolled in Special Education has increased by 140 (.05%) since the 2001-02 academic year.

Of the total number of students, 44.3% have specific learning disabilities and 25.1% have speech or language impairments. The number of students with autism enrolled in Special Education has nearly tripled since 2001-02 and the number of students with “other health impairments” has more than doubled. The autism diagnosis has changed to be a much broader spectrum of diagnosis so more children qualify as autistic (Children’s Report Card, 2008).

Over the past 9 years, the number of children (17 and under) that have been served by the Alta California Regional Center (ACRC) has steadily increased. Of the over 16,000 people receiving services at Alta, 9.5% are aged 0-2 and 36.5% are aged 3-17. A little over 10% of its clients receive services for autism. The number of consumers receiving services at Alta for autism has increased by over 181% over the past ten years.

### *Internal Data*

For Head Start, 712 children (10%) have an Individualized Education Program (IEP), which indicates that they have been determined to receive special education and related services. Of these children, 317 (45%) were determined to be eligible for special education services during their enrollment year, while the remaining were eligible prior to enrollment. The most common disabilities for children in the program include speech or language impairments, multiple disabilities, mental retardation, orthopedic impairment, and autism.

For Early Head Start, 108 infants/toddlers (10%) have an Individualized Family Service Plan (IFSP), meaning that they are eligible to receive early intervention services under the Individuals with Disabilities Education Act (IDEA). Forty-eight of these children (44%) were determined to be eligible for early intervention services during the enrollment year.

There are several things related to disability services for children that are currently happening in the community:

- The eligibility threshold used by Regional Centers to qualify children aged 0 to 3 for early intervention services (IFSPs) has changed. As a result, fewer children will qualify for these critical services.
- As a result of increasing budget cuts within the school districts, many special education departments are functioning with less resources which has resulted in a longer time delay in the assessment of children as well as IEP and IFSP completion.

- Some local school districts' special education programs have adopted a model that delays completion of IEPs, which can impact timely intervention.

### *Analysis*

Serving children with disabilities will continue to be a priority for the Sacramento County Head Start Program. While the number of Sacramento County children with disabilities has steadily increased, changes in community services will make it more difficult for these children to get the services they need. As a result of the changes in the community, there are several potential programmatic impacts including:

- Due to the change in the eligibility threshold, the Early Head Start program may find it challenging to meet the requirement of enrolling 10% of children with an IFSP.
- Children will not receive the special education services they need. EHS program staff will need to support and educate families on how to best support their child with additional needs.
- Additionally, Head Start teachers may need extra support on how to work with these children since they are not getting the outside special education services they need.
- Alternatively, there may be a surge of preschoolers with an IEP or needing an assessment and IEP if they did not get early intervention services when they were younger.

## Education/School Readiness

### *School Readiness*

During the first five years of life, children's brains develop at a rapid pace. Current research on brain development from the Center on the Developing Child at Harvard University indicates that many fundamental aspects of children's "brain architecture" are established prior to entering kindergarten and that early exposure to positive environments and experiences are essential to healthy development.

One major school readiness strategy is participation in a high-quality preschool. The RAND Corporation has predicted gains from one year of high-quality preschool for four-year olds across three major categories, including improvement in educational processes and attainment, reduction in child maltreatment, and reduction in juvenile crime.

School Readiness has been defined broadly by the National Education Goals Panel to encompass three domains: (1) Children's Readiness for School; (2) Schools' Readiness for Children; and (3) Family and Community Supports for Children's School Readiness. At the state level, First 5 California's School Readiness Initiative includes four focus areas derived from the national definition: (1) Family Functioning; (2) Child Development; (3) Child Health; and (4) Systems of Care.

In 2006, Sacramento County was home to approximately 42,088 children ages 3 and 4. More than half (21,744) were not enrolled in preschool. One-quarter were enrolled in public preschool and 23 percent were enrolled in a private preschool.

For Fiscal Years 2004-05 to 2009-10, the First 5 Sacramento Commission has committed more than \$20 million to its School Readiness Initiative, enhanced by additional match funds from First 5 California. Six school districts currently receive funding and three more will be added 2009. The School Readiness Initiative supports programs that take a comprehensive approach to preparing children for school (Children's Report Card, 2008).

### *Academic Achievement in Elementary School*

Disparities in achievement exist among California's student subgroups. About 12 out of every 20 white students in grades two through eleven were proficient in English-language arts on the 2006 statewide test compared with fewer than 6 of every 20 African American students, Hispanic/Latino students or economically disadvantaged students.

Although nearly two-thirds of Asian students and more than half of white students were proficient in mathematics in 2006, only about 5 of every 20 African American students, 6 of every 20 Hispanic/Latino students, and about 3 of every 20 special education students met that performance standard.

The 2006 Academic Performance Index (API) of African American, American Indian, Hispanic/Latino, and Pacific Islander students is significantly lower than the API for white and Asian students at every level: elementary, middle, and high school. Hispanic/Latino elementary students had an API 147 points lower than their white counterparts. At middle school, the API for African American students was 180 points lower than for white students. And at the high school level, American Indian and Pacific Islander students each had an API about 100 points lower than white students.

In both English-Language Arts and Mathematics, the percentage of Sacramento County students scoring At or Above Proficient is slightly higher than for the State overall. In 2006-07, 48.5% of Sacramento County Students in English-Language arts, and 51.9% in mathematics scored at or above proficient in grades 2 through 8, and grade 10.

Results between racial/ethnic groups vary. In English-Language Arts, the percentage of Filipino students at or above proficient was 62.2%, followed by White Non-Hispanic (59.8%), and Asian students (53.1%). Fewer than half of American Indian (45.4%) and Pacific Islander (42.7%) students scored at or above proficient, and only about one-third of African American (33.5%) and Hispanic/Latino (35.3%) students scored as high.

In Mathematics, Filipino (65.0%), Asian (64.1%), and White Non-Hispanic (60.7%) scored at or above proficient. Again, fewer than half Pacific Islander (48.2%) and American Indian (45.6%) scored the same. While the percentage of Hispanic or Latino (40.5%) students at or above proficient was higher in math than in English-Language Arts, the percentage of African American (33.8%) students at or above proficient was the same in Math and English.

The percentage of socioeconomically disadvantaged, English learners and disabled students all scored slightly higher in math than in English-Language Arts, as did Sacramento County as a whole. Fewer than one-third of English Language Learners and one-fifth of disabled students scored at or above proficient in English Language Arts. Nearly half of ELL students and one-quarter of students with disabilities scored at or above proficient in Mathematics (Children's Report Card, 2008).

## Child Outcomes

Through the analysis of child assessment data, SETA Head Start is able to substantiate child outcomes and connect aspects of Head Start program design. This includes school readiness goals that are consistent with state and local standards and expectations. Children's developmental abilities are gathered from ongoing observations and assessment using the Desired Results Developmental Profile – Preschool (DRDP-PS) plus ELL (English Language Learners). The California Department of Education (CDE), Child Development Division, developed the Desired Results Developmental Profile to help agencies improve program quality in early care and education. This assessment tool meets the requirements of State Title V programs and Head Start Child Outcomes Framework with one instrument. This information addresses all Child Outcome Domains of development and learning in order to provide an overall picture of the child from program entry to the culmination of the child's Head Start experience. This data is analyzed regularly to prompt significant improvements in the learning environment and the individualization of instruction.

In addition, child outcomes information is incorporated into Head Start's self-assessment to determine how the program is progressing toward meeting its goals and objectives and in implementing the Head Start Performance Standards and other regulations. The results of the self-assessment contribute to continuous program planning and program improvement including the determination of school readiness goals.

In program year 2009-2010, the DRDP-PS+ELL assessment information was collected at least twice: initially within the first sixty days in the fall, and again at the end of the program year in late spring. Select programs chose to add an additional assessment period in the middle of the program year in winter. The following charts indicate children's progress in each of the 8 Child Outcome Domains. Although every agency in Sacramento County uses the DRDP-PS+ELL, not all programs use the same curriculum. However, the various curricula are all aligned with the Outcomes Framework as well as the DRDP-PS+ELL assessment tool.

### *Developmental Progress in Sacramento County Head Start Children*

SETA Head Start teachers observe all children and evaluate their progress in the areas of Social-Emotional Development, Cognitive Development, Physical Development, and Safety and Health. Children are rated by their teacher on 41 measures to determine if they are at the 'exploring', 'developing', 'building', or 'integrating' level in that particular skill. Research on the DRDP demonstrates that most children reach the third developmental level (building) by the end of preschool. By the end of their Head Start experience, the majority of preschoolers about to matriculate into kindergarten are in the top two developmental levels – a rough indicator of school readiness.

The Child Outcomes Summary by Domains gives the program another look at children's preparedness for kindergarten. The information listed below shows the percentages of children ready for kindergarten as evidenced by a rating in the top two developmental levels of the DRDP-PS +ELL:

Language	84.6%
Literacy	75%
Math	76.7%
Science	79.8%
Creative Arts	85.7%
Social/Emotional	83.4%
Approach to Learning	83.4%
Physical Health	86.7%

As part of Sacramento County's 3-year goals, SETA and its delegate agencies have embarked on an increased effort to raise skill levels in the area of language and literacy. As a result, there was a substantial countywide increase in children's ability in these domains. Upon completion of the last community needs assessment, 78.6% of kindergarten age eligible children were mastered in language. According to spring 2010 assessment results, 84.6% of children were deemed ready for kindergarten in this domain. This shows even more significant growth when compared to the 62% mastery level of the 2004 community assessment.

This developmental impact displayed in this data is a testament to the training, dedication and comprehensive nature of the Head Start program.

Controlling for the age of the child and other demographic variables, participation in Head Start significantly improves a child's school readiness. Across all developmental areas, enrollment in Head Start increased the probability of a child being in the top two developmental levels by an estimated 22 to 33 percentage points. Not only is Head Start positively impacting children in general, but every ethnic language group served by Head Start is also positively impacted.

Percentage Point Increase in the Probability of a Child Being in the  
Top Two Developmental Levels

	African American- -English	Hmong- Hmong	Latino-- English	Latino-- Spanish	Vietnamese- Vietnamese	White- English
Language and Literacy	23%	15%	10%	11%	28%	23%
Self-Concept and Social Interpersonal Skills	33%	28%	29%	19%	33%	31%
Self Regulation and Safety and Health	27%	28%	27%	22%	32%	29%
Learning and Cognitive Competence	33%	27%	28%	22%	36%	32%
Math	22%	15%	13%	11%	24%	20%
Motor Skills	30%	27%	31%	31%	29%	31%

Communication and involvement with parents regarding goals are an important aspect of kindergarten readiness. The parents of children enrolled in Head Start programs clearly agree with the developmental analysis of the impact of the program on their children. Almost 90% of parents describe their overall experience as “excellent” or “above average.” No parent described their experience as “poor.” More than 97% of parents felt that Head Start was doing a good job preparing their children for the future.

The data confirms that Sacramento County Head Start’s approach is working and that the vast majority of children exit our program with the normative developmental skills expected for kindergarten in California.

**ITEM III-D – ACTION ITEM**

**SELECTION OF THE EARLY CHILDHOOD DEVELOPMENT AND  
HEALTH SERVICES AND PARENT/FAMILY SUPPORT COMMITTEE  
(AKA CHILD SAFETY COMMITTEE)**

**BACKGROUND:**

This agenda item provides an opportunity for the Parent Advisory Committee to select the Early Childhood and Health Services and Parent/Family Support Committee (AKA Child Safety Committee).

Oversight: Karen Gonzales, Lisa Carr, and Brenda Campos.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**RECOMMENDATION:**

That the Parent Advisory Committee selects members for the Early Child Development and Health Services and Parent/Family Support Committee (aka Child Safety Committee).

**NOTES:**

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**ACTION:** Moved \_\_\_\_\_ Seconded \_\_\_\_\_

**VOTE:** Aye \_\_\_\_\_ Nay \_\_\_\_\_ Abstain \_\_\_\_\_



**ITEM IV-A – INFORMATION**

**STANDING INFORMATION**

**BACKGROUND:**

This agenda item provides an opportunity for information to be shared on the following:

- Introduction of Newly Seated Representatives
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Mr. Roger Bartlett
- Parent/Family Support Unit Calendar of Events (Attached)
- PC/PAC Calendar of Events and Activities (Attached)
- CHSA (California Head Start Association) Parent Conference Reports (Attached)
- Child Care Center Food Menu (Attached)
- Community Resources - Parents/Staff – Ms. Mary Brown

**NOTES:**

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**CALENDAR OF EVENTS AND ACTIVITIES**  
**PARENT/FAMILY SUPPORT UNIT**

<b><u>EVENT</u></b>	<b><u>DATE</u></b>
Male Involvement Meeting	Friday, March 25, 2011 11:00 a.m. 925 Del Paso Blvd. Redwood Room
Countywide Parent Conference	Wednesday, April 20, 2011 8:00 a.m. – 4:00 p.m. Charles A. Jones 5451 Lemon Hill Avenue Sacramento, CA

**PC/PAC CALENDAR OF EVENTS**

<b><u>EVENT</u></b>	<b><u>DATE</u></b>
PC/PAC Budget Planning Committee Special Meeting – 2011-2012 Refunding Application Planning Meeting	Tuesday, March 22, 2011 9:00 – 10:30 a.m. 925 Del Paso Blvd. Oak Room
PAC Executive Committee Meeting	Thursday, March 24, 2011 9:00 – Oak Room 925 Del Paso Blvd. Oak Room
PC/PAC Male Involvement Meeting	Friday, March 25, 2011 11:00 a.m. 925 Del Paso Blvd. Redwood Room
PC/PAC Budget Planning Committee Special Meeting – 2011-2012 Refunding Application Planning Meeting	Tuesday, March 29, 2011 9:00 – 10:30 a.m. 925 Del Paso Blvd. Oak Room
PC/PAC Executive Committee Meeting	Tuesday, March 29, 2011 10:45 a.m. 925 Del Paso Blvd. Redwood Room
PC Executive Committee Meeting	Thursday, March 31, 2011 9:00 a.m. 925 Del Paso Blvd. Oak Room
PC/PAC Personnel/Bylaws Committee 2011-2012 Refunding Application Planning Committee Meeting	Thursday, March 31, 2011 10:00 a.m. 925 Del Paso Blvd. Oak Room
PC/PAC Budget Planning Committee 2011-2012 Refunding Application Planning Committee Meeting	Tuesday, April 5, 2011 9:00 – 10:30 a.m. 925 Del Paso Blvd. Oak Room
Countywide Parent Conference	Friday, April 20, 2011 8:00 a.m. – 4:00 p.m. Charles A. Jones 5451 Lemon Hill Avenue Sacramento, CA
Community Partnerships Advisory Committee (CPAC)	Thursday, April 21, 2011 9:00 – 10:30 a.m. 925 Del Paso Blvd. Redwood Room

**CALIFORNIA HEAD START ASSOCIATION  
PARENT REPORT  
BY  
MS. KELLY MARTIN**

**EMOTIONAL INTELLIGENCE  
MS. BETSY HAAS**

Emotional roller-coaster is what I was going through. That's why I chose to take this class first. I needed a new way to handle everyday stress in my life. This class taught self awareness and awareness of the feelings of others.

Ms. Haas had us to write out a chart so that we could learn to record emotions that one experiences on a day-to-day basis.

The self awareness process is to be able to recognize how one is feeling and why we are stressed, to learn that emotions are non-negotiable, and to know that I am not responsible for someone else's actions, but that I am responsible for my *reactions* to their actions.

Through this training and over the past couple of weeks, I have charted and learned how to correctly deal with emotional stress, so that way it does not affect the way I'm raising my children and grand children.

I realized that stress from everyday life was not only affecting my children, but also my health.

This training really allowed me to sit back and take a deep breath and learn to enjoy life.

I still keep up with my daily chart, because I believe that it does help to keep documentation on how you are feeling. Documenting allows me to change things around for the better.

**MALE INVOLVEMENT  
MR. TOM GRAYSON**

I really enjoyed this class. I wanted to see how I can help bring more men to our local meeting and events, and how to get them more involved with children at school, home, and with outside activities.

Male Involvement is not just a problem in the Black community, but in all communities. I can honestly count on one hand how many fathers I have met at my

children's school site. With some males, there is a language barrier; with others they quickly check their children in, drop them off, and then leave the center.

I inform males that there are outside events at the local library in our neighborhood and community center that they can be involved in with their child(ren).

I figure if I start encouraging males to spend quality time with their children, then that may lead to family time, and so forth.

Other classes I attended were:

- Parents and Teachers Working Together
- Become Your Child's Emotional Coach
- Father Love and Mother Love
- Basic Budgeting

Mr. Grayson explained that your child needs his or her father to be an active father. Being an active father:

- Lets your child know you love him/her
- Provides your child with a positive role model
- Provides emotional support
- Enhances your child's self esteem
- Enhances intellectual development
- Provides guidance and discipline
- Gives your child someone to play with
- Gives your child someone to talk to when he/she has questions
- Increases your child's chances for academic success
- Allows an alternative prospective on life
- Lowers the chances for failure in school
- Lowers the chances for juvenile delinquency
- Provides a sense of physical and emotional security
- Facilitates moral development
- Helps your child learn important life skills

During this class I thought to myself that these are not hard steps to follow and live by if you do want your child to grow, learn, and to teach their own children one day.

Mr. Grayson also spoke on the loss of his son. I was so amazed at how he remained strong, and still standing and moving forward to get other men involved with their children.

I spoke with Mr. Grayson after the class and told him of my situation. I raised my first four children by myself. Now that I have three new little ones and their father is involved with them constantly, I found it hard sharing the responsibility because I

wasn't use to it. I would refer to the children as "*my* children" all the time. Their father would respond, "No, *our* children."

Mr. Grayson said to me, "Sit back and enjoy the time that you have to yourself, and let him be the father that he is trying to be." I have taken his advice.

To top off the end of a good day, I took a tea and relaxation class. We learned to paint and make different origami (Japanese art of paper folding) projects.

I would like to say thank you for the opportunity to attend yet another conference through SETA Head Start, and I am looking forward to the next parent conference in April at Lemon Hill Skills Center.

Ms. Kelly Martin  
PAC Representative

Connie A. Wallace  
February 25, 2011

California Head Start Parent Conference  
2011  
San Francisco, CA

I want to first state that I have not been away from my family in about 10 years. I didn't know quite what to expect from the conference or being away for the two some days. The day I left I was a bit nervous. I kept thinking, "Are the kids going to be okay?" Yeah, right... They were probably in Heaven – the warden was gone.

I have to say, everything was wonderful. The train ride was a dream; seeing I'm always driving everywhere and never get to peep out the window just to see the view. Sacramento is beautiful, and the sanctuaries that I saw on the ride with the pretty birds were gorgeous. The Amtrak bus ride was equally nice, and the drop-off in proximity to the hotel was great.

We checked in with no problems. The hotel did request a credit card, even though the SETA business card was in use. The rooms were great and very comfortable. The service was excellent. Our rooms were kept neat and clean the whole trip. When my roommate and I left the room, the beds were made, and our towels were picked up each day and fresh clean ones were left. The service was wonderful – I can't this express enough.

The training selections were wonderful, too. The opening day was different. The Chinese New Year was being celebrated so the entertainment was the Dragon dance. It was so nice, the big dragons danced and the little kid dragons did what they could too; they were so cute. The breakfasts and luncheons weren't too shabby, either.

The training class that particularly stood out to me was the discipline workshop. I enjoyed the interaction of the class with the speaker. She shared some of her history with us, like her mom yelling a lot when she grew up. She said her dad was not a disciplinary figure in her life. She talked about a touch of sibling rivalry. I could remember some of the same things growing up as a child, and so could some of the other parents in the room. The class also explained about temperament and fit. The main point the instructor made was that parents need to be clear and follow through with consequences. Parents need to be on the same page at all times, so that children know they cannot pit one against the other.

We all had a question or two about some of our disciplinary tactics. One man wanted to know if it was okay to let his child know that he was so upset that he could not discuss the problem at the moment and needed a cool-down period. He said his wife did not agree that he should say that he was upset to the child. The instructor said it

is okay to express feelings, as long as you don't direct anger to the child, or at anytime make the child feel that he or she is being personally attacked. It is also important to follow through with a discussion about the problem after the cool-down period.

Parents need to know that it is okay to do most things we do, but always remember that dialogue with our children is so important. We as parents cannot expect our children to raise themselves and to know how to communicate if they are not taught to do it positively and productively.

The class that I really enjoyed participating in was "*The Gift of Stress and How to Honor It.*" The instructor was marvelous. She said that she was a director and also worked in corporate America. She let us know that stress is just a part of our lives, and that we need to examine stress and use it to learn how to modify our behavior.

An example would be, while in traffic that we not get too upset by the actions of other drivers. Instead, when being cut off, or when feeling someone else is not paying attention or driving safely, we should think about the action we want to take, rather than flying off the handle and flipping the bird, or using not-so-nice language right off the bat. By noticing how we feel at that moment we can change our state of mind and cut down on the accelerated heart pounding that can lead to high blood pressure later in life. We need to view most things in life that displease us differently; sooner is much better than later.

I am so pleased with myself for participating in this educational function. I thank SETA for allowing me the opportunity to participate. I learned some things and got a mini self-break at the same time.

Thank you again,

Connie Wallace  
PAC Representative



**National Head Start Association**  
**27<sup>th</sup> Annual National Head Start Parent Conference**  
**December 10-14, 2010**

Rebecca Lewis  
Grandparent Representative  
Policy Council & Parent Advisory Committee

**Emergent Leadership: Leading Through Challenge.** This title located within the California Head Start Association (CHSA) pamphlet immediately caught my attention. As I perused the computer printout set before me, I reclined my seat and sucked in a long, deep breath. Traveling westbound aboard Amtrak's Capitol Corridor, it was as if I was on a collision course with destiny. As the train barreled down on a golden California sunset, I was humbled by the opportunity to have been selected to represent SETA HEAD START as the Grandparent Representative during CHSA's "Building Foundations For Life" annual parent conference in beautiful San Francisco, California, arguably an architectural jewel.

Being a blessed grandmother of five "future emergent leaders," the task of setting an example of leadership is challenging indeed. Two of the five are of pre-school age and are very fortunate to attend Franklin Elementary Head Start in Elk Grove. As such, I am given the wonderful opportunity to witness an entire classroom, filled with future leaders in action (lots of action in fact!). How often have you said or even heard someone else say that our children are our future leaders? Well, personally, I cannot recall the many times I have said it or heard it being said.

Once at the luxurious Marriott Marquis Hotel, the place buzzed with excitement. Unfortunately, most of the excitement was geared towards the Super Bowl, which was displayed on every flat screen in the hotel lobby. I however, was buzzing with workshop anticipation. I acquainted myself with the friendly staff, and they graciously directed me to the area where the conference registration would be held early the following morning. Once acclimated, I went to my assigned accommodations, and they were fit for a queen!

As I poured over the remaining workshops being offered, my attention was quickly averted to another interesting workshop entitled **Emotional Intelligence**. Over the next two days, I attended these and other workshops. The most fun of which was origami. I did keep in mind the ensuing report on the one workshop that impacted me the most. Well, I was equally impacted by the two previously mentioned, and therefore decided to write about both. I feel that you really cannot become one without the other.




The first topic discussed during the Emergent Leadership workshop was: "Somewhere, sometime, the leader within each of us gets the call to step forward." During the first part of "Emotional Intelligence", we learned that self-awareness is "the ability to recognize

how you're feeling, why you're feeling that way and the impact your behavior has on others." Listening intently, I sat on the edge of my comfortably upholstered seat. My thoughts immediately related the need for emergent leaders to be in touch with their feelings at the time they are called upon to separate from the status quo, and answer their call to step forward in challenging times.

This suddenly added the emotional qualities of self-awareness to something I had actually witnessed many times before in my grandson's Head Start pre-school classroom. The assignment of what I used to consider as being seemingly menial tasks (I am referring to the soapers, paper towel handlers, table setters, and sweepers). All of which, those future emergent leaders arrive on time every single day just for the chance of getting any one of the above mentioned daily assignments. Prior to taking part in these two workshops, I just didn't get it. I mean, why does it matter so much to both my grandsons and the rest of their classmates if they are selected or not? I am happy to say that there is a system in place which ensures each child gets their opportunity to shine! Yet and still, I could not understand why these future emergent leaders eagerly lined up every day, faces bright, and eyes filled with anticipation.

I am proud to say that thanks to these workshops, it is now clear to me. It is the self-awareness that becomes evident as assignments are matched with eager, smiling faces. It is so evident in fact, that if their self-awareness were an aroma, it would fill their classroom with the fragrance of self-worth, assuredness, success, personal achievement and emotional intelligence. All of which every child has the right to experience in his or her Head Start classroom.

# SETA Head Start Menu - March 2011

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		
Week 2		<b>1</b>	Breakfast: Pancakes with Maple Syrup and Kiwi Lunch: BBQ Beef Burger, Whole Wheat Buns, Mixed Vegetables, Fresh Tangerines/ Strawberries Snack: Apple Cinnamon Muffin and Fresh Banana	<b>2</b>	Breakfast: Oatmeal with Raisins and Pineapple tidbits Lunch: Chicken Chow Mein, Rice and Apple or Watermelon Snack: Tropical Treat Crackers and Diced Pears	<b>3</b>	Breakfast: Crispix Cereal and Fresh Banana Lunch: Turkey Ham Sandwich, Sliced Cucumbers with Dip, Fresh Raw Oranges Snack: Dreamy Orange Mini Loaf and Milk	<b>4</b>	Breakfast: Blueberry Muffin and Diced Mangoes Lunch: Roasted Sliced Turkey, Whole Wheat Bread, Fresh Baby Carrots and Kiwi Snack: American Cheese Quesadilla	
	<b>7</b>	Breakfast: Multi Grain Cereal and Fresh Orange Lunch: Macaroni & Cheese, Fresh Broccoli with Ranch Dip and Fresh Cantaloupe Snack: Strawberries Waffle Grahams and Milk	<b>8</b>	Breakfast: Apple Cinnamon Muffin and Fresh Bananas Lunch: Beef Ravioli, French Bread, Spinach Salad with Dressing and Fresh Orange Snack: Banana Mini Loaf and Fresh Apples	<b>9</b>	Breakfast: Biscuits and Jelly and Diced Peaches Lunch: Enchilada Casserole with Tomato Sauce & Cheese, Sweet Corn Kernels and Fresh Kiwi Snack: Sound Bite Crackers and Peach Yogurt	<b>10</b>	Breakfast: Bagelette with Cream Cheese and Fresh Apples Lunch: Roasted Turkey Sandwich, Zucchini Sticks with Dip and Fresh Tangerine or Strawberries Snack: Cottage Cheese and Pineapple tidbits	<b>11</b>	Breakfast: Cheerios Cereal and Fresh Orange Lunch: Cheese Swiss, Whole Wheat Bread, Fresh Sliced Tomatoes and Diced Apricots Snack: Fresh Kiwi and Goldfish Crackers
Week 4	<b>14</b>	Breakfast: Blueberry Muffin and Fresh Cantaloupe Lunch: Spanish Rice, Sweet Kernel Corn and Tangerine or Strawberries Snack: Cheese-It Crackers	<b>15</b>	Breakfast: Bagel with Cream Cheese and Fresh Oranges Lunch: Teriyaki Chicken, Steamed Rice, Sunomono Salad and Fresh Kiwi Snack: Tropical Treat Crackers and Fresh Apples	<b>16</b>	Breakfast: Oatmeal Cereal and Fresh Bananas Lunch: Spaghetti with Meat and Tomato Sauce, Green Salad with Italian Dressing and Fresh Orange Snack: Cinnamon Rice Cakes and Diced Peaches	<b>17</b>	Breakfast: Pancakes and Fresh Apple Lunch: Turkey & Cheese Roll Up in a Tortilla, Coleslaw and Mango chunks Snack: Strawberry Yogurt and Banana	<b>18</b>	Breakfast: Kix Cereal and Diced Apricots Lunch: Tuna Salad, Crackers, Fresh Baby Carrots and Cantaloupe Snack: Apple Cinnamon Muffin and Milk
	Week 5	<b>21</b>	Breakfast: Pancakes with Maple Syrup and Mango chunks Lunch: Chili Can Carne with Beans, Saltine Crackers and Diced Apricots Snack: Jungle Crackers and Milk	<b>22</b>	Breakfast: Banana Muffin and Kiwi Lunch: Chicken and Noodles, California Blend Vegetables and Tangerines or Strawberries Snack: Kix Cereal and Milk	<b>23</b>	Breakfast: Biscuit with Jelly and Diced Peaches Lunch: Chicken Vegetable Stew, Dinner Roll and Cantaloupe Snack: Sound Bite Crackers and Banana	<b>24</b>	Breakfast: Oatmeal with Raisins and Pineapple Lunch: Beef Macaroni and Tomato Sauce, Green Salad with Dressing and Fresh Orange Snack: Bean Dip and Flour Tortilla	<b>25</b>
Week 6		<b>28</b>	<b>29</b>	Breakfast: Kix Cereal and Fresh Orange Lunch: Baked Chicken, Mixed Vegetables, Whole Wheat Texas Toast and Kiwi Snack: Cottage Cheese and Pineapple tidbits	<b>30</b>	Breakfast: Banana Muffin and Diced Pears Lunch: Salisbury Beef, Steak with Gravy, Mashed Potatoes, Dinner Roll and Fresh Cantaloupe Snack: Cheese Sticks and Apple	<b>31</b>	Breakfast: Bagel & Cream Cheese and Fresh Banana Lunch: Refried Beans, Flour Tortillas, Tomato Salsa and Fresh Tangerines or Strawberries Snack: Classic Crackers and Fresh Orange		

**Strawberries and Kiwis are in season. They make a delicious snack, put on top of your cereal, or mix with other fruits for a delicious fruit salad.**

**Explore your local farmer's market!**

**ITEM IV-B – INFORMATION**  
**GOVERNING BOARD MINUTES**

**BACKGROUND:**

This agenda item provides an opportunity for the Parent Advisory Committee to review the Governing Board minutes of February 3, 2011 attached.

**NOTES:**

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**REGULAR MEETING OF THE  
SACRAMENTO EMPLOYMENT AND TRAINING AGENCY  
GOVERNING BOARD**

Minutes/Synopsis

SETA Board Room  
925 Del Paso Blvd.  
Sacramento, CA 95815

Thursday, February 3, 2011  
10:00 a.m.

- I. **Call to Order/Roll Call/Pledge of Allegiance:** Mr. Nottoli called the meeting to order at 10:06 a.m.

Members Present:

Don Nottoli, Chair, SETA Governing Board; Member, Board of Supervisors  
Sophia Scherman, Vice Chair, SETA Governing Board; Public Representative  
Jimmie Yee, Member, Board of Supervisors  
Bonnie Pannell, Councilmember, City of Sacramento

Member Absent:

Jay Schenirer, Councilmember, City of Sacramento

- Recognition of Long-Term Employees (20 years): Marie Desha, Pam McKee, Jeanie Ross, Bob Silva

Ms. Denise Lee introduced Ms. Marie Desha; Ms. Desha spoke of her passion for parent involvement and that it is an awesome and wonderful experience.

Ms. Lisa Carr introduced Mr. Robert Silva; Mr. Silva spoke of his experience working in the Head Start program.

Ms. Dea Karnegas introduced Ms. Pam McKee; Ms. McKee spoke of his experience working in the Head Start program. She enjoys watching the children grow and develop.

Mr. Rod Nishi introduced Ms. Jeanie Ross; Ms. Ross thanked Mr. Nishi for his support.

II. **Consent Items**

- A. Minutes of the January 6, 2011 Regular Board Meeting
- B. Approval of Claims and Warrants
- C. Approval of Temporary Reclassification Extension

The consent calendar was reviewed; no questions or comments.

Moved/Pannell, second/Yee, to approve the consent calendar as follows:

- A. Approve the minutes of the December 2, 2010 meeting.
- B. Approve the claims and warrants for the period 12/22/10 – 1/26/11.

- C. Approve the temporary reclassification of Ms. Monica Barber to Social Services/Parent Involvement Specialist through September 29, 2011.  
Voice Vote: Unanimous approval.

### **III. Action Items**

#### **A. GENERAL ADMINISTRATION/SETA**

##### 1. Approval to Eliminate Classifications

Mr. Rod Nishi reported that a classification study was done. This item provides the board an opportunity to eliminate job specifications that have no incumbents and have over the years have eliminated the use of the specifications. This went to the union and the Head Start Policy Council and those identified as Head Start were eliminated.

Moved/Pannell, second/Scherman, to approve the elimination of classifications identified in the report provided to board members.

Voice Vote: Unanimous approval.

##### 2. Approval of Revised Job Classifications

Mr. Nishi stated that this item modifies current job specifications that were delivered under separate cover. This item also went to the union and the Head Start Policy Council.

The board raised questions regarding the physical needs for various classifications. Why is there no need for visual approve with coming back with report back on sight. Mr. Thatch recommends that due to the number of questions, the board postpone this item to the next meeting. Staff will check to see why vision is not included in the requirements.

Moved/Scherman, second/Pannell to continue this item to the March 3 meeting.  
Voice Vote: Unanimous approval.

##### 3. Approval of Staff Recommendation for the Adult and Youth Vendor (VS) Services Lists

Ms. Marianne Sphar reviewed this item. There were no questions or comments.

Moved/Yee, second/Scherman, to approve the addition of Sacramento Urban Resource Center to the Adult and Youth Vendor Services List.

Roll Call Vote: Aye: 4, Nay: 0, Abstentions: 0

##### 4. Approval to Hire SETA Retired Annuitants

Ms. Kossick stated that the retired annuitants would be working on specific activities; the funding would be coming from the payroll savings.

Moved/Pannell, second/Scherman, to approve hiring Melissa Noteboom, James Pardun, and Noelia Rommel as retired annuitants and temporary SETA Consultant employees.

Voice Vote: Unanimous approval.

## **B. WORKFORCE INVESTMENT ACT**

1. Appointment of Required Partner Representative to the Sacramento Works, Inc. Board

Ms. Kossick reviewed this item; Mr. Lake is being recommended to replace Mr. Bruce Wagstaff on the Sacramento Works board.

Moved/Yee, second/Pannell, to appoint Mr. Paul Lake to the vacant required partner seat on the Sacramento Works, Inc. Board of Directors.

Voice Vote: Unanimous approval.

2. Appointment of Private Business Sector Member to the Sacramento Workforce Investment Board

Ms. Kossick reviewed the two individuals presented for appointment. The Sacramento Works Executive Committee is recommending Stephanie Leach be appointed to fill the Private Business slot on the WIB.

Moved/Pannell, second/Yee, to appoint Ms. Stephanie Leach to the Sacramento Works Workforce Investment Board to fill a Private Sector seat.

Voice Vote: Unanimous approval.

3. Concurrence with Sacramento Works, Inc. to Approve the Request for Proposals for WIA Youth Program Services for fiscal year beginning July 1, 2011

Ms. Christine Welsch stated that this is the first procurement for the year round youth services in four years. Ms. Welsch reviewed the various areas of concentration in the youth program. This has been approved by the Youth Council and the Sacramento Works board. Proposals will be due March 17.

Moved/Pannell, second/Scherman, to concur with Sacramento Works, Inc. to approve the Request for Proposals for the WIA Youth Program Services for fiscal year beginning July 1, 2011.

Voice Vote: Unanimous approval.

4. Approval of the 2010-11 Workforce Investment Area Plan Summary

Items 4 and 5 were reviewed together.

Ms. Robin Purdy reported that both items have been reviewed and approved by the WIB. After reviewing the plan summary, Ms. Purdy stated that she will report back with more information on where the youth went that initially came into a career center.

5. Approval of the Workforce Investment Act Sacramento Works One Stop Career Center Resource Allocation Plan 2011-2012

Ms. Purdy reported that the Resource Allocation Plan was developed by the Sacramento Works Planning/Oversight Committee. The major change is to move 10% of money out of talent development into talent marketing. If this item is approved, an RFP will be presented for approval to procure OJT providers.

Moved/Pannell, second/Yee, to approve items 4 and 5 as follows:

- Approve the 2010-2011 Sacramento Local Workforce Investment Area's Plan Summary.
- Approve the Resource Allocation Plan as presented.

Voice Vote: Unanimous approval.

## **C. HEAD START**

1. Approval of Out-of-State Travel to Attend the Office of Head Start Summit "On the Road to School Readiness"

No questions or comments on this item.

Moved/Pannell, second/Scherman, to approve out of state travel to the OHS Summit: On the Road to School Readiness in an amount not to exceed \$3,000.  
Voice Vote: Unanimous approval.

## **D. COMMUNITY SERVICES BLOCK GRANT**

1. Approval of Resolution to Accept Program Year 2011 Community Services Block Grant (CSBG) Funds and Authorize the SETA Executive Director to Sign the Agreement and any Amendments to the Agreement

Ms. Cindy Sherwood-Green reviewed this item; there were no questions or comments.

Moved/Scherman, second/Yee, to approve a resolution, and authorize the Executive Director to sign the agreement and any amendments to the agreement.

Voice Vote: Unanimous approval.



E. **REFUGEE PROGRAMS:** No items.

IV. **Information Items**

A. Fiscal Monitoring Reports: No questions or comments.

B. Head Start Reports: Ms. Denise Lee thanked board members for their participation in the federal review. It was a very successful event. The final report was given today and the reviewers stated that the classrooms are phenomenal, and the parent engagement was great. The Delegate agencies also did a great job. Some strengths included: recognized relationships in early childhood development; the education of staff was impressive; nutrition services; parent engagement and opportunities for involvement; diversity of staff in order to meet the needs of the families; high quality programming; strong commitment between delegate agencies in relation to the grantee.

There are three areas of potential non-compliance. The Office of Head Start will determine whether it will be a non-compliance issue. The three issues are:

1. How in-kind or donations are accounted. The documentation and explanation needs to be better. There needs to be an explanation as to what the activity was how the information was collected.
2. Health-screenings for children. There are 13 different health screenings currently done. There is one blood test that is not done on site and staff we connect parents to physicians. There recently was a change to identify what medical screening is needed for each child age.
3. The SETA Operated program operates a year-round track program which is under a lot of scrutiny. The track program has been in place for 11 years and allows a higher number of children to be served. The federal office knows about the track system and has approved it. SETA/Head Start is the only program that operates a year-round track program.

The report will be submitted to the Office of Head Start. SETA/Head Start will hear back within 90 days and there will be a follow-up review by the regional office.

C. Local Workforce Investment Board Recertification: No questions or comments.

D. Workforce Investment Act Fiscal and Procurement Status Report and ARRA Final Monitoring Report: No questions or comments.

E. Dislocated Worker Update: No questions or comments.

F. Employer Activity Report: No questions or comments.

G. Unemployment Update/Press Release from the Employment Development Department: No questions or comments.

**V. Reports to the Board**

- A. Chair: No report.
- B. Executive Director: Ms. Kossick thanked the board for their participation with the federal reviewers. The reviewers were really impressed with the quality of participation. Ms. Coventry St. Mary is the new chair of the Policy Council, and Ms. Mary Brown is the new chair of the Parent Advisory Committee.
- C. Deputy Directors: No report.
- D. Counsel: No report.
- E. Members of the Board: Ms. Scherman referenced the school shooting incident in Placerville and inquired whether Head Start had a plan to unite the children with their parents in the event of such an incident. Ms. Lee stated that staff prepared a very thorough book on how to deal with emergencies and have been trained on how to respond to emergencies.

Mr. Yee thanked Ms. Kossick and staff for the preparation given to Governing Board members prior to the federal review interview.

- F. Public: Ms. Ann Thomas, Vice President, Sacramento Professional Network reported that SETA has helped the Sacramento Professional Network out by providing meeting space. This organization is important in that they are helping professionals in need. Ms. Thomas thanked Ms. Kossick specifically.

Ms. Purdy stated that staff has started a professional program here in this building once a week for the next 16 weeks. The program offers networking, skills update, and job development to increase services to professionals.

Mr. Yee wished everyone a happy Lunar New Year.

**VI. CLOSED SESSION: CONFERENCE WITH LABOR NEGOTIATOR**

Pursuant to Government Code Section 54957.6

Agency Negotiator: Ed Takach

Employee Organization: AFSCME Local 146

The board went into closed session at: 11:41; Mr. Thatch stated that there would not be a report out of closed session.

- VII. Adjournment**: The meeting was adjourned at 11:41 a.m.

**ITEM V - COMMITTEE REPORTS**

**BACKGROUND:**

This agenda item provides an opportunity for the PAC Executive Committee and Program Area Committees to provide a report.

- A. Executive Committee – Ms. Mary Brown
  - Critique of the Parent Advisory Committee special meeting, February 22, 2011.

GOOD	NEEDS IMPROVEMENT
Thank you, Ms. Valerie Powell, for clerking the Board meeting.	Attendance.
Thank you, Ms. Consuelo Lopez, for translating.	Being on time.
Thank you, Mr. Victor Bonnano, for providing the Ethics Training.	
Clean Boardroom.	
Thank you for turning off your cell phones.	

- B. Budget/Planning Committee – Ms. Mary Brown
- C. Personnel/Bylaws Committee – Ms. Rebecca Lewis
- D. Male Involvement Committee – Mr. Troy Luna
- E. Health Services Advisory Committee (HSAC) – Ms. Yvette Hernandez

**NOTES:**

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## ITEM VI – OTHER REPORTS

### BACKGROUND:

This agenda item provides an opportunity for other reports to be shared with PAC.

- Chair’s Report – Ms. Mary Brown
- Policy Council Report(s) – Ms. Haley Joslin and Ms. Mary Brown
- Head Start Deputy Director’s Monthly Report – Ms. Denise Lee
  - ✓ Monthly Head Start Report – (Attached)
  - ✓ Request to Carry Over Program Year 2009-2010 Head Start and Early Head Start Expansion COLA and Quality Improvement Funds
- Managers’ Reports
  - Program Support Services Report – Ms. Brenda Campos
  - Parent/Family Support Report – Ms. Lisa Carr
  - Child Development and Education Services Report – Ms. Karen Gonzales
    - ✓ Region IX Reports (Attached)

### NOTES:

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*"Spring Ahead"*



## **Monthly Head Start Report March 2011**

### **SETA Operated Program**

#### **Upcoming 1<sup>st</sup> Annual Parent Conference**

Last year during budget planning, the Head Start parents on the planning committee voted to host a countywide parent conference here in Sacramento. They redistributed funds from out-of-State travel and created a budget for this event. We are pleased to announce the 1<sup>st</sup> Annual Sacramento Countywide Parent Conference "*Families Coming Together*" will be held on April 20<sup>th</sup> at the Charles Jones/Lemon Hill Career Center from 8:00 a.m. - 4:00 p.m. Former Head Start alum, Mayor Kevin Johnson, will be the keynote speaker. The conference will feature a series of workshops and activities that promote positive parenting and child development skills, life skills, health/nutrition/fitness activities and much more. The conference is hosted in partnership with *Agency on Aging, Sacramento City USD, Lilliput Children's Services, Twin Rivers USD, San Juan USD, and River Oak Center for Children*. Child care will be provided.

### **Elk Grove Unified School District**

#### **Education Services Update**

This month, teachers assessed the progress of their students with the School Readiness Screening. This screening assesses name writing, alphabet recognition, shapes recognition, counting, and one-to-one correspondence.

Vanessa Ham of EGUSD's Risk Management Department certified all of the teachers in CPR at the January in-service.

### **Enrollment**

The Head Start program is fully enrolled with 380 students in the regular Head Start classrooms and 40 students in the expansion classrooms. Average daily attendance in the regular Head Start classrooms was 87% and 93% in the expansion classrooms.

### **Disabilities Services and Mental Health Services Update**

The program educators and clerks have worked closely with the Pre-K special education program specialist and the consulting psychologist to place students with an active IEP into the Head Start program. There are currently 52 students (14%), with active IEPs in the program. This number exceeds the 10% minimum required by Head Start.

### **Health Services Update**

Representatives from the Smiles Keepers Program visited each class this month to provide fluoride treatments and discuss dental health. Height and weight measurements for each child were completed by the paraeducators for the second time this year. Program Educators are in the process of graphing each child's information and contacting parents with health concerns related to underweight and overweight issues.

A total of 9092 meals were served to Head Start students this month.

### **Family and Community Partnerships Update**

"Latino Family Literacy," a class for Spanish speaking parents to learn strategies for working with their children in the area of literacy, was held on February 2, 16, and 23, at Samuel Kennedy Elementary School. An average of three parents attended these classes.

"Discover Art," a class presented in partnership with KVIE, Sacramento, was held at Charles Mack Elementary School on February 13. This class is designed to help parents learn the importance of art as a form of expression, creativity and problem solving in their child's life. Thirteen parents attended this class.

"Making Parenting A Pleasure," a class for helping parents build their parenting skills, was held February 3, 10, 17, and 24, at Prairie Elementary School and at Charles Mack Elementary School on February 2, 9, 16, and 23. An average of two parents attended the classes at Prairie Elementary and an average of fourteen parents attended the classes at Charles Mack.

### **Recruitment**

Registrations for the 2011-2012 school year began for each of EGUSD's three regions. Region I registered 57 families, Region II registered 66 families, and Region III registered 62 families. A calendar with registration dates for February through June has been developed to ensure full enrollment by the end of June for the 2011 - 2012 school year.

# **Sacramento City Unified School District**

## **Education and Child Development**

February Staff Development: Two speakers from KVIE presented a “Celebrating Diversity” workshop and brought lots of free materials on related topics.

## **Health**

Nurses participated in the District’s Preschool Case Management Meetings which began this month after a year-long hiatus. These meetings are being held to help identify and support preschoolers with academic, behavioral and health concerns in the State and Head Start Preschool programs. This multidisciplinary meeting is chaired by Special Needs Coordinator, Ginny Condon, and includes Resource Teachers, Preschool Social Workers, and Nurses.

Nurses also continued to stay busy preparing for the State and SETA reviews that followed the Federal

Nurses also continued to stay busy preparing for the State and SETA reviews that followed the Federal Review.

The spring Dental Screening /Dental Varnish clinics began March 1<sup>st</sup> and will continue through May. All three Nurses actively participate in this program and follow-up on the dental needs of SCUSD’s preschoolers.

Sensory screenings continued at preschool sites this month, and parent health talks were given at the school sites on the subjects of hand-washing and nutrition.

## **Mental Health**

28 people attended a movie night on Relationship Enhancement; and seven couples completed a **Six Week Workshop on Building A Healthy Family By Strengthening Parent Communication Skills**. Some of the feedback from couples that completed the course were “*We learned that if we took time to listen and understand one another things work out better!*” and “*We are communicating better with one another and we are doing more family outings!*” Many of the couples are planning to attend a follow-up Child Discipline Workshop in April.

## **Disabilities**

Sac-City is pleased to announce that the federal review team did not issue any findings for the Disabilities Content Area. The reviewer was especially impressed with SCUSD’s referral and tracking systems which result in timely and appropriate services for children with special needs. Although the reviewer said he typically does not visit classrooms, SCUSD staff was able to talk him into visiting one of the newest full-inclusion sites. He was impressed by how well the staff worked together and how engaged all children were in the classroom activities.

# **San Juan Unified School District**

## **Education Services Update**

Two members of the SJUSD Head Start staff attended the Education CHSA Conference in San Francisco. Staff brought back many resources on Dual Language Learners, CLASS, and the new HS kit called “Getting Ready for School”. This is a wonderful tool for monthly parent education and provides materials for the family to be their child’s teacher as they

support language, literacy, and math through scope and sequence of activities through the year. This kit must be requested through ECLCK.

### **Disabilities Services Update**

February brought the end of the Federal Review for the agency. SJUSD was well prepared in the area of Disabilities, as SJUSD was in all areas. The reviewers seemed to be impressed and satisfied. News was brought about newly designated HS Collaborative State preschool sites to begin next year. These classes are already fully functional, but will become HS Collaborative classes in the upcoming school year. Several more children have been added to the growing list of those with active IEPs and several more have been referred for assessment. The Disabilities Specialist has been in contact with Norma McNamera from SCOE and is faxing her updated registration information.

### **Mental Health Services Update**

The Mental Health Therapist has been participating in parent-teacher conferences to both address specific social-emotional needs of identified children, as well as to provide community resources/mental health referral information. The Therapist also training counseling interns on the topic of Parent/Child Attachment styles.

### **Health Services Update**

Health has started the second round of dental screenings with Kate Varanelli from Smile Keepers. SJUSD is following up with children needing dental care. Health staff members are continuing to screen children in the centralized screening room one day a week. The Nurse continues to train staff and put health plans in place for children to be able to attend school. Follow-up screenings on children in the classroom are continuing as well.

### **Family and Community Partnerships Update**

This past month two parents attended the CHSA Conference in San Francisco, which offered a variety of interesting and informative workshops. The Federal Review was also completed in February with the executive board participating in an interview with a reviewer. Other opportunities for parents to participate included helping to create objectives for the new three-year goals, as well as interviewing candidates and applying for jobs with the program.

### **Transition Services Update**

San Juan preschool fliers have been updated and sent to SCOE for potential families who will be enrolling their kindergarten children. Two kindergarten transition events for families are scheduled for Howe Ave. and Dyer-Kelly preschool classes. This is a collaboration event with the First Five School Readiness Program. The event will help parents understand the process for getting their children enrolled into kindergarten and will provide preparation activities for kindergarten. Administration from each school will be present to answer parent questions. Pre-kindergarten Summer Camp fliers are being created for community distribution. The target sites for this program will be Dyer-Kelly, Howe Ave, and Whitney.



### *Program Support/Staff Training Update*

In lieu of February training, teachers visited other preschool classroom to focus on various subjects such as environment and curriculum implementation. The feedback from the teachers was very positive as they were able to take with them a different viewpoint about their own teaching style.

### *Fiscal Update*

Head Start and Early Head Start Fiscal has experienced a very fast January and February 2011. In the midst of submitting the entire fiscal reports by the 10<sup>th</sup> of each month to SETA, all Head Start and Early Head Start budgets stayed within the proposed FY 10-11 Budgets. Fiscal staff also went through a HS/EHS Federal Review in which only one issue dealing with in-kind was noted. This was a countywide issue. This did not have any monetary effect on our programs.

At the same time, fiscal staff was in the process of budget development for SJUSD's Head Start and Early Head Start Grant Application which is due to SETA on March 1, 2011. Approval for the grant application will be brought before the PC on March 10<sup>th</sup> and the District's Board of Education on April 12<sup>th</sup>.

### *Early Head Start*

The short month of February was busy with the Federal Review, establishment of the three year goals and objectives, budget committee meetings and grant writing. It ended with a State Review.

## **Twin Rivers Unified School District**

### *Events*

February was a very busy and exciting month for Twin Rivers Unified School District's Head Start programs. The programs celebrated Black History Month with a variety of classroom activities and events that increased the knowledge of both students and parents. At Morey Avenue School this included a historic tour in which large posters of great African American inventors, artists, politicians, sports athletes and people of honor were displayed throughout the school campus for everyone to read. The informational posters were changed daily and students took the historic tour everyday to learn about different influential people.

The cultural celebration included a fantastic program on February 17<sup>th</sup> filled with student performance, parent book reading and lots of fun. Students recited historical poems, danced to African music and participated in yoga with a community partner agency.

Teachers and families completed the second home visit during the week of February 7<sup>th</sup>.

## **Professional Development**

Two parent trainings on mental wellness were held in collaboration with the SETA Training Unit. Parents were provided information about how to reduce stress and learned relaxation techniques.

## **Components**

Component Leaders continued implementing the Plan of Action steps following the Federal Review. The Education Component Leader assisted with the scheduling of the home visits for all teaching staff in early February. The Speech Language Pathologist continued to provide direct services to students who were identified with speech concerns. The Nutrition and Health Components continued to follow-up on all identified health concerns. The School Social Worker continued to complete Family Partnership Agreements for families and started the Friendship Social Skills groups. The Leadership Team of Component Leaders worked on the revising the policy manual.

## **Policy and Parent Committees**

Parent Committees meetings were held at both Kohler and Woodridge school sites. The Policy Committee meeting was held on February 15, 2011. Members discussed the results of the Federal Review Site Visit, Dr. Seuss Read to Achieve Day and rescheduled future meetings for the Expansion sites. The next meeting is scheduled for March 15, at Morey Avenue and will included Ethics training.

## **Parenting**

The TRUSD Bilingual Department is still in the process of organizing the ESL classes at Morey Avenue School. The classes were tentatively scheduled to begin February 7<sup>th</sup>. This will be a collaborative project with the TRUSD Bilingual Department and possibly Child Action, as childcare will be provided.

## **Fiscal**

Teachers' are placing their final order for this school year. Per the district policy, orders must be submitted no later than April 15<sup>th</sup>.

# **WCIC**

## **Special Events**

WCIC's 75th Anniversary Celebration Planning Committee met on February 23, 2011. The weeklong in August will include: an art show, a children's literacy program, poetry, banquet, a house party, and a concluding reception at WCIC. The weeklong activities are scheduled at WCIC, 3555 3<sup>rd</sup> Avenue.

During the month of February, WCIC/Playmate Head Start Program's community friends have been promoting the Head Start Stroll-In to Congress by calling and writing Representatives, due to the National Budget's impact on Head Start's future.

Three of WCIC/Playmate's teaching team members enjoyed a great free luncheon with Lakeshore (Educational supply vendor) on February 23, 2011 at the Sheraton Grand Sacramento Hotel: Mrs. Wong-Acorda, Head Teacher; Ms. Thao, Teacher; and Ms. Jackson, Teacher.

**Program Design and Management:**

WCIC continues to value team leadership, education, team-building, and stability of diverse quality staff. During the month of February, the WCIC/Playmate team members, including parents, have been busy developing the 2011-2012 Head Start Grant Application.

**Family and Community Partnerships**

The recruitment of partnerships continues monthly to enhance the quality of existing services to our Head Start families. The following partners are still in place: UC Berkeley Early Childhood Math Project, City of Sacramento, Oak Park Community Center, NIA Women of Purpose, The Effort Clinic, UC Davis, Medical Center African American Faculty and Staff Association, and the UC Davis Medical Center, Pathology Department.

**Board of Directors and Policy Committee Training:**

Victor Bonanno, ETA Supervisor from SETA, facilitated the "Ethics Training" for the WCIC Board of Directors and Policy Committee on February 16, 2011.

**Fiscal:**

WCIC and the Playmate Head Start Program's audit exit took place on February 24, 2011.

**CONGRATULATIONS UNQUALIFIED AUDIT!!!**

**SETA OPERATED PROGRAM MONTHLY ENROLLMENT/ADA REPORT FOR FEBRUARY 2011**

**TRACK I**

<b>Standard Option - Up to 6 hours/day, 5 days/week</b>						
Center Name	Annual Funded Enrollment	Current Funded Enrollment	Current Enrollment	Total Days	ADA	%ADA
Auberry Park	40	20	20	19	20	100%
Bright Beginnings	160	80	78	19	72	90%
Country Woods	80	40	38	19	39	98%
Freedom Park	40	20	20	19	18	90%
Galt	120	60	60	19	59	98%
Grant Skills	80	40	40	19	40	100%
Grizzly Hollow	40	20	20	19	20	100%
Hillsdale	80	40	40	15	38	95%
Hopkins Park	80	40	39	19	39	98%
Illa Colliin	40	20	17	19	17	85%
Kennedy Estates	40	20	18	19	19	95%
LaVerne Stewart	40	20	18	19	19	95%
Mather	40	20	20	19	19	95%
Nedra Court	40	20	20	19	20	100%
New Helvetia II	40	20	19	19	19	95%
Northview	40	20	20	19	19	95%
Solid Foundation	80	40	40	19	40	100%
Strizek Park	40	20	20	19	20	100%
Vineland	40	20	20	18	20	100%
Walnut Grove	40	20	14	19	14	70%
<b>TOTAL</b>	<b>1200</b>	<b>600</b>	<b>581</b>	<b>Varied</b>	<b>571</b>	<b>95%</b>

<b>Full Day Option - More than 6 hours/day, 5 days/week</b>						
Center Name	Annual Funded Enrollment	Current Funded Enrollment	Current Enrollment	Total Days	ADA	%ADA
Bannon Creek	40	20	19	19	19	95%
Broadway	40	20	20	19	19	95%
Crossroad Gardens	40	20	20	19	20	100%
Freedom Park	80	40	40	19	36	90%
Fruitridge	40	20	19	19	19	95%
Grant Skills	40	20	21	19	20	100%
Hillsdale	80	40	39	19	38	95%
La Riviera	40	20	20	19	18	90%
Mather	40	20	20	19	20	100%
Norma Johnson	40	20	21	19	21	105%
Northview	40	20	21	19	21	105%
Phoenix Park	40	20	21	19	20	100%
Sharon Neese	40	20	21	19	20	100%
<b>TOTAL</b>	<b>600</b>	<b>300</b>	<b>302</b>	<b>Varied</b>	<b>291</b>	<b>97%</b>

<b>Home Base Option</b>									
Center	Annual Funded Enrollment	Current Funded Enrollment	Current Enrollment	Weekly Home Visits			Socializations		
Elkhorn	60	30	56	15	27	24	15	4	(4) In class
Home Base	60	30	24	13	04	12	12	0	2
<b>TOTAL</b>	<b>120</b>	<b>60</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>4</b>		<b>4</b>	<b>2</b>

**SETA OPERATED PROGRAM MONTHLY ENROLLMENT/ADA REPORT FOR  
FEBRUARY 2011**

**TRACK II**

<b>Standard Option - Up to 6 hours/day, 5 days/week</b>					
Center Name	Funded Enrollment	Current Enrollment	Total Days	ADA	% ADA
Auberry Park	20	20	19	20	100%
Bannon Creek	40	40	19	38	95%
Country Woods	40	37	19	37	93%
Freedom Park	60	56	19	54	90%
Fruitridge	40	39	19	39	98%
Galt	60	59	19	58	97%
Grant Skills	40	39	19	40	100%
Grizzly Hollow	20	20	19	20	100%
Hillsdale	40	40	15	45	113%
Hopkins Park	40	39	19	39	98%
Illa Collin	20	20	19	20	100%
Kennedy Estates	20	18	19	18	90%
LaVerne Stewart	20	20	19	20	100%
Mather	20	19	19	19	95%
Nedra Court	40	37	19	38	95%
New Helvetia II	20	20	19	20	100%
Northview	20	20	19	19	95%
Solid Foundation	20	20	19	20	100%
Strizek Park	20	18	19	19	95%
Vineland	20	20	18	20	100%
Walnut Grove	20	15	19	15	75%
<b>TOTAL</b>	<b>640</b>	<b>616</b>	<b>Varied</b>	<b>618</b>	<b>97%</b>

<b>Full Day Option - More than 6 hours/day, 5 days/week</b>					
Center Name	Funded Enrollment	Current Enrollment	Total Days	ADA	% ADA
Broadway	20	17	19	14	70%
Crossroad Gardens	20	21	19	21	105%
Crossroad Gardens	20	19	19	17	85%
Job Corp	20	20	19	20	100%
La Riviera	20	20	19	19	95%
Mather	20	20	19	20	100%
Norma Johnson	20	20	19	18	90%
Northview	20	21	19	21	105%
Phoenix Park	20	21	19	19	95%
Sharon Neese	20	21	19	20	100%
<b>TOTAL</b>	<b>200</b>	<b>200</b>	<b>Varied</b>	<b>189</b>	<b>95%</b>
<b>Home Base Option</b>					
Center Name	Funded Enrollment	Current Enrollment	Weekly Home Visits	Socializations	
Home Base	36	34	20 25 21 22 4	2	
<b>TOTAL</b>	<b>36</b>	<b>34</b>	<b>Varied</b>	<b>2</b>	

**SETA OPERATED PROGRAM MONTHLY ENROLLMENT/ADA REPORT FOR  
FEBRUARY 2011**

**TRACK V**

<b>Extended Option - Up to 6 hours/day, 5 days/week</b>					
Center Name	Funded Enrollment	Current Enrollment	Total Days	ADA	% ADA
Parker	12	11	19	9	75%
<b>TOTAL</b>	<b>12</b>	<b>11</b>	<b>Varied</b>	<b>9</b>	<b>75%</b>

<b>AARA Expansion- Up to 4 hours/day, 5 days/week</b>					
Center Name	Funded Enrollment	Current Enrollment	Total Days	ADA	% ADA
Whispering Pines	20	18	19	19	95%
<b>TOTAL</b>	<b>20</b>	<b>18</b>	<b>Varied</b>	<b>19</b>	<b>95%</b>

<b>Early Head Start - Center Base Option</b>					
Center Name	Funded Enrollment	Current Enrollment	Total Days	ADA	% ADA
Crossroad Gardens	8	8	19	8	100%
Grizzly Hollow	8	8	19	8	100%
Job Corp	16	15	19	14	88%
La Riviera	16	16	19	15	94%
Mather	8	9	19	6	75%
New Helvetia I	16	16	19	16	100%
Norma Johnson	8	8	19	7	88%
Northview	8	8	19	8	100%
Phoenix Park	8	8	19	7	88%
Sharon Neese ELC	8	8	19	8	100%
<b>TOTAL</b>	<b>104</b>	<b>104</b>	<b>Varied</b>	<b>97</b>	<b>93%</b>

<b>Early Head Start - Home Base Option</b>								
Center	Funded Enrollment	Current Enrollment	Weekly Home Visits					Socializations
Home Base	109	113	68	75	67	68	0	2
<b>TOTAL</b>	<b>109</b>	<b>113</b>	<b>68</b>	<b>75</b>	<b>67</b>	<b>68</b>	<b>0</b>	<b>2</b>

<b>AARA EHS Expansion- Home Base Option</b>								
Center	Funded Enrollment	Current Enrollment	Weekly Home Visits					Socializations
EHS SOP	36	35	15	14	20	23	0	2
River Oak	60	58	31	34	28	29	0	2
SCOE	36	35	20	21	19	21	11	2
<b>TOTAL</b>	<b>132</b>	<b>128</b>	<b>66</b>	<b>69</b>	<b>67</b>	<b>73</b>	<b>11</b>	<b>6</b>

<b>Head Start - Home Base Option</b>								
Center	Funded Enrollment	Current Enrollment	Weekly Home Visits					Socializations
Home Base	12	13	6	12	11	8	1	2
<b>TOTAL</b>	<b>12</b>	<b>13</b>	<b>6</b>	<b>12</b>	<b>11</b>	<b>8</b>	<b>1</b>	<b>2</b>

**SOP ENROLLMENT REPORT FOR SCHOOL YEAR 2010-2011**

Site	Loc Id	Track II	# Enrolled 2/28/11	# Present 2/28/11	# Absent 2/28/11	# Term W/I 30 days
Off Track		1				
Off Track		2				
Off Track		3				
Auberry Park	1238A	2	20	19	1	
Auberry Park	1238B	1	20	14	6	
Bannon Creek	1200A	2	20	15	5	
Bannon Creek	1200B	2	20	15	5	
Bannon Creek	1200X	1	19	16	3	1
Bright Beginnings	1201A	1	20	13	7	
Bright Beginnings	1201B	1	20	17	3	
Bright Beginnings	1201C	1	20	18	2	
Bright Beginnings	1201D	1	18	11	7	2
Broadway ELC	1246R	1	20	15	5	
Broadway ELC	1246X	2	16	11	5	2
Country Woods	1245A	1	19	15	4	1
Country Woods	1245B	2	18	13	5	2
Country Woods	1245C	1	19	17	2	1
Country Woods	1245D	2	19	14	5	1
Crossroad Gardens	1242A	2	21	16	5	
Crossroad Gardens	1242R	1	20	18	2	1
Crossroad Gardens	1242U	EHS	8	7	1	
Crossroad Gardens	1242X	2	19	15	4	2
EHS-HB OPTION	1230B	EHS	13	5	3	
EHS-HB OPTION	1230C	EHS	12	10	2	
EHS-HB OPTION	1230D	EHS	14	11	3	
EHS-HB OPTION	1230E	EHS	13	13	3	
EHS-HB OPTION	1230F	EHS	0	0	0	
EHS-HB OPTION	1230G	EHS	12	8	5	
EHS-HB OPTION	1230H	EHS	13	7	4	
EHS-HB OPTION	1230I	EHS	12	8	4	
EHS-HB OPTION	1230J	EHS	12	6	4	
EHS-HB OPTION	1230K	EHS	12	8	4	
EHS-HB OPTION***	1230L	EHS	12	7	2	
EHS-HB OPTION***	1230M	EHS	12	9	4	
EHS-HB OPTION***	1230N	EHS	11	10	2	1
Elkhorn	1255A	2	18	5	0	2
Elkhorn	1255B	1	18	10	0	2
Elkhorn	1255C	1	20	6	0	

## SOP ENROLLMENT REPORT FOR SCHOOL YEAR 2010-2011

Site	Loc Id	Track II	# Enrolled 2/28/11	# Present 2/28/11	# Absent 2/28/11	# Term W/I 30 days
Freedom Park	1239A	2	20	14	6	
Freedom Park	1239B	1	20	16	4	
Freedom Park	1239C	2	18	17	1	2
Freedom Park	1239D	2	18	12	6	2
Freedom Park	1239R	1	21	17	4	
Freedom Park	1239X	1	19	16	3	2
Fruitridge	1216A	2	20	15	5	
Fruitridge	1216B	2	20	19	1	
Fruitridge	1216X	1	20	16	4	
Galt	1234A	1	20	13	7	
Galt	1234B	1	20	16	4	
Galt	1234C	2	20	14	9	
Galt	1234D	2	20	15	5	
Galt	1234E	2	19	18	1	1
Galt	1234F	1	20	14	6	
Grant Skills	1217A	2	20	20	0	
Grant Skills	1217B	1	20	17	3	
Grant Skills	1217C	2	19	9	0	1
Grant Skills	1217D	2	20	16	4	
Grant Skills	1217X	1	21	19	2	
Grizzly Hollow	1252A	1	20	18	2	
Grizzly Hollow	1252B	2	20	17	3	
Grizzly Hollow	1252U	EHS	8	8	0	
Hillsdale	1228A	1	20	14	6	
Hillsdale	1228B	1	20	16	4	
Hillsdale	1228C	2	20	18	2	
Hillsdale	1228D	2	20	19	1	
Hillsdale	1228R	1	20	15	5	1
Hillsdale	1228X	1	19	18	1	1
Home Base Option	1213A	1	12	12	0	
Home Base Option	1213B	5	13	7	4	
Home Base Option	1213C	1	12	0	0	
Home Base Option	1213D	2	12	9	0	
Home Base Option	1213E	2	10	8	1	2
Home Base Option	1213F	2	12	6	2	



**SOP ENROLLMENT REPORT FOR SCHOOL YEAR 2010-2011**

Site	Loc Id	Track II	# Enrolled 2/28/11	# Present 2/28/11	# Absent 2/28/11	# Term W/I 30 days
Hopkins Park	1253A	1	20	19	1	
Hopkins Park	1253B	2	20	16	4	
Hopkins Park	1253C	1	19	17	2	1
Hopkins Park	1253D	2	19	17	2	1
Illa Collin ELC	1221A	2	20	17	3	
Illa Collin ELC	1221B	1	17	14	3	1
Job Corp	1237M	EHS	7	5	2	1
Job Corp	1237U	EHS	6	6	0	2
Job Corp	1237X	2	20	18	2	
Kennedy Estates	1240A	1	18	14	4	1
Kennedy Estates	1240B	2	18	14	4	2
La Riviera	1241M	EHS	8	5	3	
La Riviera	1241R	1	20	16	4	
La Riviera	1241U	EHS	8	7	1	
La Riviera	1241X	2	20	16	4	
La Verne Stewart	1219A	1	18	16	2	2
La Verne Stewart	1219B	2	20	18	2	
Mather	1223A	2	19	14	5	1
Mather	1223B	1	20	18	2	
Mather	1223R	1	20	18	2	
Mather	1223U	EHS	9	7	2	
Mather	1223X	2	20	12	8	
Nedra Court	1244A	2	20	15	5	
Nedra Court	1244B	2	17	13	4	
Nedra Court	1244C	1	20	20	0	
New Helvetia I-EHS	1212U	EHS	16	12	4	
New Helvetia II-HS	1247A	2	20	16	4	
New Helvetia II-HS	1247B	1	19	12	7	
Norma Johnson ELC	1214R	1	21	21	0	
Norma Johnson ELC	1214U	EHS	8	8	0	
Norma Johnson ELC	1214X	2	21	19	2	
Northview	1224A	1	20	16	4	
Northview	1224B	2	20	15	5	
Northview	1224R	1	21	18	3	
Northview	1224U	EHS	8	8	0	
Northview	1224X	2	21	19	2	
Parker Avenue	1207E	5	11	10	1	

## SOP ENROLLMENT REPORT FOR SCHOOL YEAR 2010-2011

Site	Loc Id	Track II	# Enrolled 2/28/11	# Present 2/28/11	# Absent 2/28/11	# Term W/I 30 days
Phoenix Park	1248R	1	21	15	6	
Phoenix Park	1248U	EHS	8	6	2	
Phoenix Park	1248X	2	21	18	3	
River Oak EHS HB***	1280A	EHS	11	3	3	
River Oak EHS HB***	1280B	EHS	12	6	0	
River Oak EHS HB***	1280C	EHS	12	0	0	
River Oak EHS HB***	1280D	EHS	13	8	4	
River Oak EHS HB***	1280E	EHS	12	11	1	
SCOE EHS HB***	1281A	EHS	12	8	2	
SCOE EHS HB***	1281B	EHS	11	11	0	
SCOE EHS HB***	1281C	EHS	12	11	0	
Sharon Neese ELC	1249R	2	21	20	1	
Sharon Neese ELC	1249U	EHS	8	7	1	
Sharon Neese ELC	1249X	1	21	17	4	
Solid Foundation	1254A	1	20	16	4	
Solid Foundation	1254B	2	20	20	0	
Solid Foundation	1254C	1	20	17	3	
Strizek Park	1225A	1	20	17	3	
Strizek Park	1225B	2	18	14	4	
Vineland	1211A	2	20	19	1	
Vineland	1211B	1	20	17	3	
Walnut Grove	1235A	2	15	14	1	
Walnut Grove	1235C	1	14	13	1	1
Whispering Pines***	1215A	5	18	11	7	2
<b>***ARRA Expansion</b>						
<b>TOTALS</b>						

# Seta Head Start

## Food Service Operations Monthly Report

### \*February 2011

February 1st - 4th - Federal Review Continues

February 4th - WCIC Kitchen was used for the Women Civic Improvement Club  
Annual Crab Feast

February 9th - Phone Calls / Messages Memo given to all staff, by Head Cook  
Cheryl Barton

February 21st - Presidents Day Holiday

February 22nd - Vineland Center Closed due to School District Schedule.

#### Meetings and Trainings:

Leadership Meeting attended by Connie Otwell February 16th

#### Total Number of Meals and Snacks Prepared for All Kitchens

Lunch	PM Snack	Breakfast	Field Trips
38,248	24,296	26,120	0

Total Amount of Meals and Snacks Prepared 88,664

#### Purchases:

Food \$32,799.62

Non - Food \$13,442.25

Building Maintenance and Repair: \$556.79

Kitchen Small Wares and Equipment: \$280.57

Vehicle Maintenance and Repair : \$2,820.07

Vehicle Gas / Fuel: \$1,840.60

Normal Delivery Days 19

# SPECIAL EDUCATION REPORT

Sacramento County Head Start/Early Head Start  
(As of 02/28/11)

The Special Education Report shows the percentage of enrolled preschool aged children with a diagnosed disability receiving services through an Individualized Education Plan (IEP). For Early Head Start, the Special Education Report shows the number of children ages 0-3 who are receiving early intervention services through an Individualized Family Services Plan (IFSP).

Head Start Program Performance Standards Reference: 1305.6 (c) states that at least 10% of the total number of enrollment in each grantee and delegate agency must be made available to children with disabilities.

<u>Agency/AFE (HS)(EHS)</u>	<u>Head Start #IEP (% AFE)</u>		<u>Early Head Start #IFSP ( % AFE)</u>	
Twin Rivers USD (211)	22	(10%)	N/A	
Elk Grove USD (420)	60	(14%)	N/A	
Sacramento City USD (1292)(147)	124	(10%)	12	(8%)
San Juan USD (700) (161)	75	(11%)	21	(13%)
WCIC (120)	13	(11%)	N/A	
SETA (2796) (345) (1878 Tracks)	229	(12%)	43	(12%)
<b>County (4621)* (653)*</b>	<b>523</b>	<b>(11%)</b>	<b>76</b>	<b>(11.5%)</b>

\* Totals include ARRA enrollments

AFE = Annual Funded Enrollment

% AFE = Percentage of Annual Funded Enrollment

**ITEM VII – DISCUSSION**

**BACKGROUND:**

This agenda item allows Parent Advisory Committee Representatives the opportunity to ask questions about the program pertinent to their centers.

**NOTES:**

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**ITEM VIII - PUBLIC PARTICIPATION**

**BACKGROUND:**

Participation of the general public at the SETA-Operated Program Parent Advisory Committee meeting is encouraged. Members of the audience are asked to address their request to the Chair if they wish to speak.

**NOTES:**

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**ITEM IX- ADJOURNMENT**

**NOTES:**

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