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Thought of the Day: We are all in this together!!

**REGULAR MEETING OF THE HEAD START/EARLY
HEAD START POLICY COUNCIL**

DATE: Tuesday, April 28, 2020

TIME: 9:00 a.m.

LOCATION: <https://zoom.us/j/97671271899>

In response to the Governor's Executive Order N-29-20 relating to the COVID-19 Pandemic, the Sacramento Employment and Training Agency Policy Council is conducting this meeting on Zoom at <https://zoom.us/j/97671271899>. Members of the public may join the meeting by clicking the link above or typing the meeting address above into their web browser, or listen to the meeting by dialing any of the following telephone numbers and entering in the Meeting ID <https://zoom.us/j/97671271899>: +1 669 900 6833 or +1 346 248 7799 or +1 929 205 6099 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799. This meeting will be closed captioned. Members of the public are encouraged to participate in the meeting by submitting written comments in the Q&A section of the Zoom meeting or by email to: Nancy.Hogan@seta.net. Public comments will be accepted until the adjournment of the meeting, distributed to the PC, and included in the record.

This document and other Board meeting information may be accessed through the Internet by accessing the SETA home page: www.seta.net.

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DISTRIBUTION DATE: MONDAY, APRIL 20, 2020

ITEM I - CALL TO ORDER/ROLL CALL

A member of the Policy Council will call the roll for the following members:

- _____ Jara Lindgren, Elk Grove Unified School District
- _____ Alma Leiva, Elk Grove Unified School District
- _____ Jamila Land, WCIC/Playmate Child Development Center
- _____ Antione Montgomery, WCIC/Playmate Child Development Center
- _____ Kanade Oishi, San Juan Unified School District
- _____ Diana Angulo, Sacramento City Unified School District
- _____ Rebecca Perez, Twin Rivers Unified School District
- _____ Brenda Casillas, SETA-Operated Program
- _____ Shannon Pierce, SETA-Operated Program
- _____ Arianna Torres, SETA-Operated Program
- _____ Donna Bonner, SETA-Operated Program
- _____ Fienishia Wash, Home Base Option
- _____ Charles Taylor, Past Parent/Community Representative
- _____ Rosemary Schapira, Community Agency Representative
- _____ Henrietta Gutierrez, Chair, Past Parent/Community Representative

Member to be Seated:

- _____ Kara Otter, San Juan Unified School District

Seats Vacant:

- _____ Vacant, San Juan Unified School District
- _____ Vacant, Sacramento City Unified School District
- _____ Vacant, Twin Rivers Unified School District
- _____ Vacant (McCracken), Home Base Option
- _____ Vacant, Home Base Option
- _____ Vacant (Sanders), SETA-Operated Program
- _____ Vacant (Torres), SETA-Operated Program
- _____ Vacant, Early Head Start, San Juan Unified School District
- _____ Vacant (Jetton), Early Head Start/Home Base (SOP)
- _____ Vacant (Olguin), Early Head Start, Sac. City Unified School Dist.
- _____ Vacant, Early Head Start, Sacramento City Unified School Dist.
- _____ Vacant (Self), Early Head Start (SETA)
- _____ Vacant, Grandparent Representative/Community Representative
- _____ Vacant, Community Agency Representative
- _____ Vacant (Stone Smith) Community Agency Rep.
- _____ Vacant (Castex), Outgoing Chair

**** Please call your alternate, Policy Council Chair (Henrietta Gutierrez: (916) 599-7722), or Head Start staff (Marie Desha: 916-263-4082 or Nancy Hogan: 916-263-3827) if you will not be in attendance. ****

**POLICY COUNCIL
BOARD MEETING ATTENDANCE
PROGRAM YEAR 2019-2020**

The 2019-2020 Board was seated on **November 26, 2019** and
December 18, 2019

BOARD MEMBER	SITE	11/26	12/18 *	1/28	2/25	4/28	5/26	6/23	7/28	8/25	9/22	10/27	11/24
D. Augolo Seated 2/25	SAC				X								
D. Bonner Seated 12/18	SOP		X	X	X								
B. Casillas Seated 11/26	SOP	X	X	X	X								
C. Cunningham s/b/seated 12/18; seated 1/28	SAC		E	X	R								
H. Gutierrez Seated 11/27	CR	X	X	X	X								
Y. Gutierrez s/b/seated 12/18	SAC		E	E	U								
J. Land Seated 11/26	WCIC	X	X	X	U								
A. Leiva s/b/seated 11/26; seated 12/18	EG	U	X	X	X								
J. Lindgren s/b/seated 11/26; seated 12/18	EG	U	X	E	X								
A. Montgomery Seated 11/26	WCIC	X	X	X	X								
K. Oishi Seated 11/26	SJ	X	X	E	X								
K. Otter Seated	SJ												
R. Perez Seated 1/28	TR			X	X								
S. Pierce Seated 11/26	SOP	X	X	X	X								
E. Prather s/b/seated 1/28	TR			U	U								
J. Rathbone Seated 11/26	EHS/ SJ	X	U	E	E								

BOARD MEMBER	SITE	11/26	12/18 *	1/28	2/25	4/28	5/26	6/23	7/28	8/25	9/22	10/27	11/24
R. Schapira Seated 12/18	CAR		X	U	X								
C. Taylor Seated 2/26	CR	X	X	X	X								
A. Torres Seated 11/26	SOP	X	X	X	X								
F. Wash Seated 11/26	HB	X	X	X	X								

GLOSSARY OF ACRONYMS

ACRONYM	REPRESENTATIVE CENTER
CAR	Community Agency Representative
CR	Community Representative
EHS	Early Head Start
ELK	Elk Grove Unified School District
HB	Home based Option
SAC	Sacramento City Unified School District
SJ	San Juan Unified School District
SOP	SETA-Operated Program
TR	Twin Rivers School District
WCIC	Women's Civic Improvement Club/Playmate Child Care Center

X: Present

E: Excused

R: Resigned

U: Unexcused Absence

S/B/S: Should be Seated

H: Holiday

HS: Holding Seat

AP: Alternate Present

E/PCB: Excused, Policy Council Business

E/PCB: Excused, Policy Committee Business

OGC: Outgoing Chair

RS: Reseat

*****: Special Meeting

Current a/o 3/16/2020

ITEM II-A - CONSENT

APPROVAL OF MINUTES OF THE FEBRUARY 25, 2020
REGULAR POLICY COUNCIL MEETING

BACKGROUND:

Attached for the Policy Council's review are the minutes of the February 25, 2020 regular meeting.

RECOMMENDATION:

That the Policy Council approve the February 25 minutes.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

REGULAR MEETING OF THE HEAD START POLICY COUNCIL

(Minutes reflect the actual progress of the meeting.)

SETA Board Room
925 Del Paso Blvd., Suite 100
Sacramento, CA 95815

Tuesday, February 25, 2020
9:00 a.m.

I. Call to Order/Roll Call/Review of Board Member Attendance

Ms. Henrietta Gutierrez called the meeting to order at 9:06 a.m. The Pledge of Allegiance was recited. Ms. Gutierrez read the thought of the day. Ms. Fienishia Wash called the roll and confirmed that a quorum was established.

Members Present:

Alma Leiva, Elk Grove Unified School District
Antoine Montgomery, WCIC/Playmate Child Development Center
Kanade Oishi, San Juan Unified School District
Rebecca Perez, Twin Rivers Unified School District
Shannon Pierce, SETA-Operated Program
Arianna Torres, SETA-Operated Program
Donna Bonner, SETA-Operated Program
Fienishia Wash, Home Base Option
Rosemary Schapira, Community Agency Representative
Charles Taylor, Past Parent/Community Representative
Henrietta Gutierrez, Past Parent/Community Representative
Jara Lindgren, Elk Grove Unified School District (seated at 9:10 a.m.)
Brenda Casillas, SETA-Operated Program (seated at 9:27 a.m.)

Members Absent:

Jeremy Rathbone, Early Head Start, San Juan Unified School District (excused)
Jamilia Land, WCIC/Playmate Child Development Center (unexcused)

New Members to be Seated

Diana Angulo, Sacramento City Unified School District (seated at 9:10 a.m.)

New Members to be Seated but Absent:

Yesenia Gutierrez, Sacramento City Unified School District (unexcused)
Elizabeth Prather, Twin Rivers Unified School District (unexcused)

Ms. Gabriela Cunningham resigned as of 2/19/2020.

II. Consent Item

A. Approval of the Minutes of the January 28, 2020 Regular meeting

The minutes were reviewed; no questions or corrections.

Moved/Bonner, second/Taylor, to approve the January 28, 2020 minutes.
Show of hands vote:
Aye: 9 (Bonner, Leiva, Montgomery, Oishi, Perez, Pierce, Taylor, Torres, Wash)
Nay: 0
Abstentions: 2 (Gutierrez & Schapira)
Absent: 4 (Casillas, Land, Lindgren, Rathbone)

III. Action Item

A. CLOSED SESSION PERSONNEL- PURSUANT TO GOVERNMENT CODE SECTION 54957

The board went into closed session at 9:11 a.m. At 9:27 a.m., Ms. Gutierrez called the meeting back to order and reported that the Policy Council approved the following eligible lists: Associate Teacher/Associate Teacher Infant Toddler; Head Start Teacher; Home Visitor; Head Start Cook/Driver; and Children and Family Services (CFS) Program Specialist.

Ms. Jara Lindgren and Ms. Diana Angulo were seated at 9:10 a.m.

Ms. Brenda Casillas was seated at 9:27 a.m.

B. Ratify the Submission of a Head Start Program Approach Change for the Fiscal Year 2019-2020

Ms. Denise Lee reviewed this item. Ms. Lee stated this document was already submitted which is why it is requesting ratification of the action.

Moved/Taylor, second/Casillas, to ratify the change to the Head Start program approach for the SETA Operated Program and Elk Grove Unified School District for Fiscal Year 2019-2020.

Show of hands vote:

Aye: 13 (Angulo, Bonner, Casillas, Leiva, Lindgren, Montgomery, Oishi, Perez, Pierce, Schapira, Taylor, Torres, Wash)

Nay: 0

Abstentions: 1 (Gutierrez)

Absent: 2 (Land, Rathbone)

IV. Information Items

A. Standing Information Items

- PC/PAC Calendar of Events: Ms. Gutierrez urged all board members to participate at the committee level. There will be a census project meeting on February 28, from 9-10:30 a.m. The Planning/Budget Committee meeting on February 28 has been canceled.
- Parent/Staff Recognition: None.
- Governance Self-Assessment Report: Mr. Taylor found the experience interesting and it was a good refresher. Ms. Wash found it interesting as well.

- Toastmasters Training: Ms. Bonner reported on the training and said it was great; she liked the skit. She looks forward to the next class.
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account: Mr. Victor Han reviewed the fiscal report and credit card statement.
- Community Agency Reports
 - Sacramento Children’s Home: Ms. Rosemary Schapira gave an oral report.
 - Community Resources: None.
- Parent Survey Results: Ms. Desha reviewed the results of the parent survey.
- PC/PAC Continuous Recruitment: No report.

B. Fiscal Monitoring Report: No questions.

V. Committee Reports

- ✓ Executive Committee: No additional report.
- ✓ Maternal, Child and Adolescent Committee: Ms. Wash attended the January 14 meeting and provided an overview of the meeting.

VI. Other Reports

- A. Executive Director’s Report: Ms. Kathy Kossick acknowledged the efforts parents are doing to participate in the 2020 census. The Agency will be releasing a new request for proposals for dislocated and adult worker funding which funds our job centers. Staff will be reaching out to different areas of the community seeking service providers.
- B. Head Start Deputy Director’s Report: Ms. Denise Lee referred to the quarterly Quality Assurance reports. Two unannounced visits are done quarterly.
 - ❖ Monthly Head Start Report
 - ❖ 2019/2020 1st Quarter Unannounced Visits – QA Monitored
 - ❖ 2019/2020 1st Quarter Unannounced Visits – Self Monitored
- C. Chair’s Report: Ms. Gutierrez has a sheet for PC members to update their contact information as well as sign up for Toastmaster training.
- D. Open Discussion and Comments: Maya from the US Census Bureau announced that they are seeking staff to work on the census. It is important when the census is sent out on March 12; only nine questions are asked.

Ms. Laniera Rivera from the Sacramento County Health Department stated that their goal is to increase consumption of fruit and vegetables. They provide information at parent meetings. Other focus is policy change and providing technical assistance.

E. Public Participation: None.

VIII. Adjournment: The meeting was adjourned at 10:04 a.m.

ITEM III-A -ACTION

APPROVAL TO ELIMINATE CLASSIFICATIONS

BACKGROUND:

The Salary Classification Plan contains the duties, responsibilities, and salaries of all positions in the Agency. SETA Personnel Policies and Procedures Section 3.01: Salary Classification Plan requires that any modification be approved by the Governing Board and, as appropriate, by the Head Start Policy Council.

Classifications were last eliminated in February 2011. Since then, the Agency has grown and evolved tremendously which has created new opportunities for classifications to be developed and/or revised. However, it has also created the need to eliminate obsolete classifications.

The classifications recommended for elimination have not been utilized for long time periods, describe work for which the Agency is no longer responsible, or have been replaced with broader classifications currently in use.

The Agency has compiled this list with input and approval from management and the Union.

The SETA Governing Board is scheduled to take action on April 30, 2020.

RECOMMENDATION:

Approve the elimination of classifications identified on the attached listing.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

Class Code	Classifications Proposed for Elimination
5088	Account Clerk II
1021 S	Clerical Supervisor
1002 U	Executive Assistant
6046 I-IV	Head Start Coordinator (Health) (Non-Sup) Tiers I, II, III, & IV
1062 S	Head Start Coordinator (Health) (Sup) (1062S)
6046 SI-SIV	Head Start Coordinator (Health) (Sup) Tiers I, II, III, & IV
6002	Head Start Coordinator (Health) (Mental Health)
6005	Head Start Coordinator (Social Services/Parent Involvement (Non-Sup)
6006 S	Head Start Coordinator (Special Education)
2007 U	Head Start Deputy Director
1073	Head Start Parent Intern
6034	Head Start Resource Teacher/CDA Advisor
1051	Head Start Social Services Specialist (Non-Sup) Tiers I-III
1051 S	Head Start Social Services Specialist (Sup) Tiers I-III
6026	Head Start Special Education Field Technician
1056	Head Start Teacher One
6023	Head Start Typist Clerk II
6022	Head Start Typist Clerk III
7006 U	Planning & Community Development Chief
1064 U	Training & Development Officer
1010	Typist Clerk III (c)
1084	Wellness Specialist

ITEM III-B - ACTION

TIMED ITEM 9:00 A.M. AND PUBLIC HEARING: APPROVAL OF REVISED JOB CLASSIFICATION FOR HEAD START COOK/DRIVER

BACKGROUND:

The Children and Family Services (CFS) Department is committed to providing a career pathway for staff and recognition of staff's continued attainment of food certifications and experience. By creating a tiered classification, CFS is able to provide career growth between an entry-level position and a supervisory position.

Research has shown that by providing staff with clear promotional opportunities and investing in the employee's future, an employer may see a decrease in turnover and an increase in longevity. With no promotional opportunities for CFS kitchen staff, this has resulted in less applicants and more turnover.

Specific details are as follows:

- Tier I Prep Cook– Created to serve as an entry level, non-driving position for staff to begin their career with SETA.
- Tier II Cook – Created to serve as a position for staff that have obtained their Food Handlers Card.
- Tier III Advanced Cook – Created to serve as a position for employees that have obtained their ServSafe Certification.
- Tier IV Lead Cook – Created to serve as a position that will lead the operations of an assigned kitchen, but not supervise staff.
- Tier V Lead Cook Supervisor – Created to serve as a position that will supervise staff.

The Head Start Head Cook classification will be eliminated and be incorporated within this new tiered classification as a Tier V Lead Cook Supervisor.

The salary schedule for this tiered classification is included in Action Item III-C. Staff is recommending that this revised job specification be retroactive to April 6, 2020.

The Agency updated the job specification with input and approval from management and the Union. Attached is a red-lined version of the job specification and a clean version.

The Governing Board is scheduled to take action at the April 30, 2020 meeting.

ITEM III-B – ACTION (continued)
Page 2

RECOMMENDATION:

Open a Public Hearing, receive input, and take action to close the public hearing, approve the revised job specification for Head Start Cook/Driver, and make revision retroactive to April 6, 2020.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

HEAD START COOK/~~DRIVER~~

ORGANIZATIONAL RESPONSIBILITY

A Head Start Cook/~~Driver~~ is responsible to the Head Start ~~Head-Cook~~ Tier V or the Food Service Coordinator.

DEFINITION

Under general direction, to perform food preparation, pick-up and delivery of food to various Head Start sites, and service assignments in the Head Start Program operated by the Sacramento Employment and Training Agency; to assist with menu planning; to maintain food preparation and service facilities in a clean and orderly condition; and to perform related work as required.

DISTINGUISHING CHARACTERISTICS

This is a specialized classification for positions ~~that which~~ perform food preparation, delivery, and service assignments in the Head Start Program operated by the Sacramento Employment and Training Agency. Duties include food preparation, food delivery, sanitation, and record-keeping assignment.

In addition to regular full-time positions, SETA offers entry level, non-driving Prep Cooks, and Temporary/On-Call Cook/Driver driving positions, which is scheduled on an as-needed basis. These Prep Cook and temporary positions are designed to provide work opportunities within the food and beverage industry.

INTERPERSONAL SKILLS EXPECTATIONS

It is a requirement for this position that the employee exhibits the following appropriate interpersonal skills:

- Must be able to establish and maintain cooperative working relationships.
- Must be open and able to share, discuss, and work through ideas with others in order to arrive at solutions, conclusions, and/or agreements.
- Must be able to listen, interact and get along with persons of various social, cultural, economic, and educational backgrounds in a respectful and productive manner.
- Must be ready and willing to work on daily assignments and special projects with a quick turnaround and a can-do attitude.
- Must be self-directed and able to work collaboratively as a team to get larger department work completed.

TIER I PREP COOK

EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Assists with ordering, inventory, and storage of food and supplies;
- Prepares food for meals and snacks;
- Maintains food service and preparation facilities in a clean and sanitary condition;
- Assists with record keeping assignments.

~~1. Picks up and delivers food to various Head Start sites.~~

MINIMUM DESIRABLE QUALIFICATIONS

Knowledge of:

- Basic knowledge of food service practices for early care and education programs;
- Quantity food production, storage and handling methods;
- Requirements of federal food service programs;
- ~~Some word processing software.~~
-

AND

Ability to:

- Perform quantity food preparation and storage assignments;
- ~~Assist with menu planning;~~
- Maintain food service facilities in a clean and sanitary condition;
- Assist with food ordering and record keeping;
- Follow oral and written directions;
- ~~Deal tactfully and courteously with parents and young children;~~
- Establish and maintain cooperative working relationships.

AND

TIER II COOK-IN ADDITION TO ABOVE

EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Picks up and delivers food to various Head Start sites.

MINIMUM QUALIFICATIONS

Ability to:

- Assist with menu planning;
- Deal tactfully and courteously with parents and young children.;

AND

Training and Experience: Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

- Minimum of one year of working experience (paid or volunteer) as a cook or experience working at SETA as a Temporary/On-Call Cook/Driver
- A current California Food Handlers Card, or ability to obtain one within 30 days of employment.

For the Temporary/On-Call Cook/Driver positions, no experience is required.

SPECIAL REQUIREMENTS

Possession of a valid class C California Driver's License is required. A good driving record of at least three (3) years duration, as evidenced by freedom from multiple or serious traffic violations or accidents. Obtain any legally required food handling certifications.

TIER III ADVANCED COOK-IN ADDITION TO ABOVE

Training and Experience: Any combination of training and experience which would likely provide the required knowledges and abilities is qualifying. A typical way to obtain these knowledges and abilities would be:

- A current ServSafe Certification;
- A minimum of one -year of experience working as a cook.

TIER IV LEAD COOK NON-SUPERVISING ROLE- IN ADDITION TO ABOVE

EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Ensure assigned kitchen runs smoothly by providing oversight and support to kitchen staff;
- Maintain records and prepare reports;
- Ensure proper maintenance of hygiene and safety standards in food service operations;
- Maintain adequate inventories of food and supplies for assigned kitchen.

MINIMUM QUALIFICATIONS

Knowledge of:

- Head Start programs and functions;
- Quantity food production, storage and transportation techniques;
- Kitchen sanitation and safety;
- Child Care Food Program requirements and standards;
- Menu planning;
- Staff training;
- Some word processing and spreadsheet software.

Training and Experience: Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

- A minimum of two years' working experience as a cook.
-

TIER V LEAD COOK SUPERVISOR-IN ADDITION TO THE ABOVE

EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Supervise Kitchen Staff in assigned kitchen.;

MINIMUM QUALIFICATIONS

Knowledge of:

- Supervision, evaluation and training techniques;
- Head Start programs and functions;
- Quantity food production, storage and transportation techniques;
- Kitchen sanitation and safety;
- Child Care Food Program requirements and standards;
- Menu planning;
- Staff training;
- Some word processing and spreadsheet software.

Training and Experience: Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

- A minimum of two years' working experience as a cook.
- A minimum of two years' experience as a supervisor in a kitchen supervising two or more cooks or two years' experience working at SETA as a Head Start Cook Tier IV.

MINIMUM QUALIFICATIONS

Knowledge of:

- Supervision, evaluation and training techniques;
- Head Start programs and functions;
- Quantity food production, storage and transportation techniques;
- Kitchen sanitation and safety;
- Child Care Food Program requirements and standards;
- Menu planning;
- Staff training;
- Some word processing and spreadsheet software.

SPECIAL REQUIREMENTS

Possession of a valid class C California Driver's License is required. A good driving record of at least three (3) years duration, as evidenced by freedom from multiple or serious traffic violations or accidents.

•

Training and Experience: Any combination of training and experience which would likely provide the required knowledges and abilities is qualifying. A typical way to obtain these knowledges and abilities would be:

At least one year of working experience (paid or volunteer) as a cook or experience working at SETA as a Temporary/On-Call Cook/Driver.

SPECIAL REQUIREMENTS

Possession of a valid class C California Driver's License is required. A good driving record of at least three (3) years duration, as evidenced by freedom from multiple or serious traffic violations or accidents. Obtain any legally required food handling certifications.

PHYSICAL DEMANDS/QUALIFICATIONS

<i>Required Activity</i>	<i>Description</i>
<i>Climbing</i>	Occasionally ascending or descending step stools and the like, using feet and legs. Regularly entering and exiting vehicles in order to transport and deliver food.
<i>Balancing</i>	Frequently, maintaining body equilibrium to prevent falling and walking, standing or crouching on uneven or slippery surfaces.
<i>Kneeling</i>	Frequently bending legs at knee to come to a rest on knee or knees.
<i>Crouching</i>	Frequently bending the body downward and forward by bending leg and spine.
<i>Crawling</i>	Rarely moving about on hands and knees or hands and feet.
<i>Reaching</i>	Frequently reaching. Extending hand(s) and arm(s) in any direction.
<i>Standing</i>	Frequently Standing. Particularly for sustained periods of time.
<i>Walking</i>	Often walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<i>Pushing</i>	Regularly pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. Able to regularly push a cart across an even surface, occasionally up to 300 pounds.
<i>Pulling</i>	Regularly pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<i>Lifting</i>	Regularly raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
<i>Dexterity</i>	Regularly fingering, picking, pinching, and bagging items, sorting, weighing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<i>Grasping</i>	Constantly grasping. Applying pressure to an object with the fingers and palm.
<i>Feeling</i>	Regularly perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
<i>Talking</i>	Occasionally talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<i>Hearing</i>	Constantly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<i>Physical Requirements</i>	Medium Work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<i>Visual Requirements</i>	The worker is required to have visual acuity to provide feedback on the work done, read the fine print on food labels, and observe and make general observations of facilities, play areas, children and operate a motor vehicle.
<i>Environmental</i>	The worker is subject to both environmental conditions. Activities occur inside

	and outside. The worker can be exposed to both extreme cold (freezers) and extreme heat (ovens and cook tops).
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HEAD START COOK

ORGANIZATIONAL RESPONSIBILITY

A Head Start Cook is responsible to the Head Start Cook Tier V or the Food Service Coordinator.

DEFINITION

Under general direction, to perform food preparation, pick-up and delivery of food to various Head Start sites, and service assignments in the Head Start Program operated by the Sacramento Employment and Training Agency; to assist with menu planning; to maintain food preparation and service facilities in a clean and orderly condition; and to perform related work as required.

DISTINGUISHING CHARACTERISTICS

This is a specialized classification for positions that perform food preparation, delivery, and service assignments in the Head Start Program operated by the Sacramento Employment and Training Agency. Duties include food preparation, food delivery, sanitation, and record-keeping assignment.

In addition to regular full-time positions, SETA offers entry level, non-driving Prep Cooks, and Temporary/On-Call Cook driving positions, which is scheduled on an as-needed basis. These Prep Cook and temporary positions are designed to provide work opportunities within the food and beverage industry.

INTERPERSONAL SKILLS EXPECTATIONS

It is a requirement for this position that the employee exhibits the following appropriate interpersonal skills:

- Must be able to establish and maintain cooperative working relationships.
- Must be open and able to share, discuss, and work through ideas with others in order to arrive at solutions, conclusions, and/or agreements.
- Must be able to listen, interact and get along with persons of various social, cultural, economic, and educational backgrounds in a respectful and productive manner.
- Must be ready and willing to work on daily assignments and special projects with a quick turnaround and a can-do attitude.
- Must be self-directed and able to work collaboratively as a team to get larger department work completed.

TIER I PREP COOK

EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Assists with ordering, inventory, and storage of food and supplies;
- Prepares food for meals and snacks;
- Maintains food service and preparation facilities in a clean and sanitary condition;
- Assists with record keeping assignments.

MINIMUM QUALIFICATIONS

Knowledge of:

- Basic knowledge of food service practices for early care and education programs;
- Quantity food production, storage and handling methods;
- Requirements of federal food service programs;
- Some word processing software.

AND

Ability to:

- Perform quantity food preparation and storage assignments;
- Maintain food service facilities in a clean and sanitary condition;
- Assist with food ordering and record keeping;
- Follow oral and written directions;
- Establish and maintain cooperative working relationships.

TIER II COOK-IN ADDITION TO ABOVE

EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Picks up and delivers food to various Head Start sites.

MINIMUM QUALIFICATIONS

Ability to:

- Assist with menu planning;
- Deal tactfully and courteously with parents and young children.

Training and Experience: Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

- Minimum of one year of working experience (paid or volunteer) as a cook or experience working at SETA as a Temporary/On-Call Cook
- A current California Food Handlers Card, or ability to obtain one within 30 days of employment.

For the Temporary/On-Call Cook positions, no experience is required.

SPECIAL REQUIREMENTS

Possession of a valid class C California Driver's License is required. A good driving record of at least three (3) years duration, as evidenced by freedom from multiple or serious traffic violations or accidents. Obtain any legally required food handling certifications.

TIER III ADVANCED COOK-IN ADDITION TO ABOVE

Training and Experience: Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

- A current ServSafe Certification;
- A minimum of one year of experience working as a cook.

TIER IV LEAD COOK NON-SUPERVISING ROLE- IN ADDITION TO ABOVE
EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Ensure assigned kitchen runs smoothly by providing oversight and support to kitchen staff;
- Maintain records and prepare reports;
- Ensure proper maintenance of hygiene and safety standards in food service operations;
- Maintain adequate inventories of food and supplies for assigned kitchen.

MINIMUM QUALIFICATIONS

Knowledge of:

- Head Start programs and functions;
- Quantity food production, storage and transportation techniques;
- Kitchen sanitation and safety;
- Child Care Food Program requirements and standards;
- Menu planning;
- Staff training;
- Some word processing and spreadsheet software.

Training and Experience: Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

- A minimum of two years' working experience as a cook.

TIER V LEAD COOK SUPERVISOR-IN ADDITION TO THE ABOVE
EXAMPLES OF DUTIES

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

- Supervise Kitchen Staff in assigned kitchen.

MINIMUM QUALIFICATIONS

Knowledge of:

- Supervision, evaluation and training techniques;
- Head Start programs and functions;
- Quantity food production, storage and transportation techniques;
- Kitchen sanitation and safety;
- Child Care Food Program requirements and standards;
- Menu planning;
- Staff training;
- Some word processing and spreadsheet software.

Training and Experience: Any combination of training and experience which would likely provide the required knowledge and abilities is qualifying. A typical way to obtain these knowledge and abilities would be:

- A minimum of two years' working experience as a cook.
- A minimum of two years' experience as a supervisor in a kitchen supervising two or more cooks or two years' experience working at SETA as a Head Start Cook Tier IV.

PHYSICAL DEMANDS/QUALIFICATIONS

<i>Required Activity</i>	<i>Description</i>
<i>Climbing</i>	Occasionally ascending or descending step stools and the like, using feet and legs. Regularly entering and exiting vehicles in order to transport and deliver food.
<i>Balancing</i>	Frequently, maintaining body equilibrium to prevent falling and walking, standing or crouching on uneven or slippery surfaces.
<i>Kneeling</i>	Frequently bending legs at knee to come to a rest on knee or knees.
<i>Crouching</i>	Frequently bending the body downward and forward by bending leg and spine.
<i>Crawling</i>	Rarely moving about on hands and knees or hands and feet.
<i>Reaching</i>	Frequently reaching. Extending hand(s) and arm(s) in any direction.
<i>Standing</i>	Frequently Standing. Particularly for sustained periods of time.
<i>Walking</i>	Often walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<i>Pushing</i>	Regularly pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. Able to regularly push a cart across an even surface, occasionally up to 300 pounds.
<i>Pulling</i>	Regularly pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<i>Lifting</i>	Regularly raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
<i>Dexterity</i>	Regularly fingering, picking, pinching, and bagging items, sorting, weighing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<i>Grasping</i>	Constantly grasping. Applying pressure to an object with the fingers and palm.
<i>Feeling</i>	Regularly perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
<i>Talking</i>	Occasionally talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<i>Hearing</i>	Constantly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<i>Physical Requirements</i>	Medium Work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

<i>Visual Requirements</i>	The worker is required to have visual acuity to provide feedback on the work done, read the fine print on food labels, and observe and make general observations of facilities, play areas, children and operate a motor vehicle.
<i>Environmental</i>	The worker is subject to both environmental conditions. Activities occur inside and outside. The worker can be exposed to both extreme cold (freezers) and extreme heat (ovens and cook tops).

ITEM III-C - ACTION

APPROVAL OF SALARY INCREASE PURSUANT TO THE LABOR AGREEMENTS AND THE RELATED SALARY SCHEDULES

BACKGROUND

The American Federation of State, County, and Municipal Employees (AFSCME) and the Sacramento Employment and Training Agency (SETA) met on February 20 and 27, 2020 in person and March 17, 2020 via email regarding the review and modification of the salary schedule to mitigate the impact of recruitment and retention issues; the impact of the increasing minimum wage; the application of the 2020 Cost of Living Adjustment of Federal funds for Head Start; and salary and other savings. The anticipated increased costs in salaries and associated fringe benefits will be offset by current position vacancies throughout the agency as well as increased funding in the Children and Family Services Department of approximately \$3,183,000 from the following sources: \$690,000 from Head Start 2020 Cost of Living Adjustment application (SETA Operated portion only); \$671,000 from Head Start 2020 Quality Improvement application (SETA Operated portion only); \$410,000 from California Department of Education standard reimbursement rate increases for the CSPP and CCTR programs; \$1,412,000 from California Department of Education for increased services for the CSPP and CCTR program. A tentative agreement has been reached with the three bargaining units represented by AFSCME, including the Head Start Unit, the Clerical, Technical and Analytical Unit and the Supervisory Unit. The ratification process took place on April 8, 2020.

The SETA Governing Board is scheduled to take action on the tentative agreement on April 30, 2020.

The tentative agreement is pursuant to Section 6.1(b), Salary Adjustments, which reads that “The parties agree that the Union may request to reopen the Agreement to negotiate increases in the event that the Agency receives increased or additional funding specifically to provide wage or benefit increases. The application of such funding shall include salary, health contribution and retirement contribution.”

Consistent with the Memorandum of Understanding the parties have agreed as follows:

1. Effective April 6, 2020, the Agency shall increase the salary schedule for classifications not otherwise adjusted herein by one dollar (\$1.00) per hour or five percent (5%), whichever is greater;

2. The Associate Teacher classifications, Associate Teacher/Infant Toddler classifications, Head Start Cook/Driver, CFS Facilities Supply Clerk, and Office Supply and Administrative Support Clerk salary ranges shall be adjusted as indicated on Attachment A; and,

ITEM III-C – ACTION (continued)
Page 2

3. The Family Services Worker classifications, Home Visitor classifications, and Infant/Toddler Lead Teacher shall receive an additional two and one-half percent (2½%) education incentive.

Salary schedules related to classifications listed above in items 2 and 3 are attached under separate cover.

The fiscal impact of these changes include \$555,132 in the current fiscal year and \$2,311,874 in the next fiscal year. Staff will be available to answer questions.

RECOMMENDATION:

Approve the salary increase in the tentative agreements as noted above effective April 6, 2020 and the related salary schedules.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

RESOLUTION NO.: 2020-01

Adopted by the Sacramento Employment and Training
Agency Policy Council on the Date of

April 28, 2020

**A RESOLUTION ADOPTING SALARY INCREASES FOR EMPLOYEES
REPRESENTED BY THE AMERICAN FEDERATION OF STATE, COUNTY
AND MUNICIPAL EMPLOYEES, LOCAL 146
DATED APRIL 30, 2020**

WHEREAS, this Board pursuant to Government Code Section 3500, et seq., enacted by resolution an employer-employee relations policy; and,

WHEREAS, under the terms of that policy, the representatives of the Executive Director have met and conferred with the representatives of the United SETA Employees, American Federation of State, County, and Municipal Employees, Local 146, the recognized employee organization for the employees in the Head Start, Clerical, Technical and Analytical, and Supervisory Units as designated in said policy; and,

WHEREAS, these parties have reached agreement on the implementation of a salary schedule modification and increases for the employees in said Units, as reflected by the written letter of understanding entered into by them on March 17, 2020; and,

WHEREAS, this Board finds that the provisions and agreements contained in the letter of understanding are fair and proper and in the best interests of the Sacramento Employment and Training Agency;

NOW, THEREFORE, BE IT RESOLVED BY THE POLICY COUNCIL OF THE SACRAMENTO EMPLOYMENT AND TRAINING AGENCY, that it adopt in full the terms and conditions contained in the said agreement.

Henrietta Gutierrez, Chair

ATTEST:

Nancy L. Hogan
Clerk of the Boards

ITEM III-D – ACTION

APPROVAL OF SELECTION CRITERIA FOR ENROLLMENT IN
HEAD START OR EARLY HEAD START PROGRAMS

BACKGROUND:

In accordance with Head Start Program Performance Standards (HSPPS), the is required, on an annual basis, to review and approve the Countywide Policy Council Enrollment Selection Criteria for prioritizing enrollment into the Head Start and Early Head Start programs. In March 2020, a team of countywide Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) stakeholders met to review and update the Head Start (preschool) Selection Criteria and the Early Head Start (infants/toddlers/pregnant women) Selection Criteria. As a result of the meeting, there were no recommended changes to either Criteria for the upcoming year.

A copy of each Selection Criteria is attached for review.

Staff will be available to answer questions.

RECOMMENDATION:

Approve the Head Start Enrollment Selection Criteria and the Early Head Start Enrollment Selection Criteria for Sacramento County as attached.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

HEAD START SELECTION CRITERIA SACRAMENTO COUNTY

Instructions: Place an “X” by the category that is applicable to applicant. Selection is based on the “X” that is the highest on the scale.

The following criteria is to be used when prioritizing Waiting Lists for enrollment:

- Within the same priority ranking, selection is based on the application received first.
- If applications are received on the same date, the oldest child will be selected.
- Each delegate/grantee agency has the option to determine transfer criteria within its own program.
- All efforts will be made to enroll children with certified Special Education needs to meet the mandated minimum service level of 10% per program.
- For State Collaborative, families must meet Head Start income and age requirements (unless waived) and State admissions priorities.

- _____ 1. 2nd year enrollment within Sacramento County.
- _____ 2. Transition from Early Head Start whose family meets Federal Income Guidelines.
- _____ 3. Transfer Head Start child to the same or another Sacramento Head Start agency.
- _____ 4. Transfer Homeless child or child in foster care from outside of Sacramento County.*
* (Now living in Sacramento County)
- _____ 5. Documented High Risk Families (with child 4-years-old) who meet Federal Income Guidelines having one or more of the following situations within the past year, and/or referred by a community/professional agency:
- abuse (physical, substance, sexual & emotional abuse)
 - homeless
 - foster child (age 5 or under)
 - death of a parent/guardian, sibling
 - other special circumstances (which shall include a child with diagnosed disability (s)).
 - Foster youth with a child (AB 12)
- _____ 6. A previously enrolled child (who dropped on good standing) who requests to return within 60 days whose family meets Federal Income Guidelines.
- _____ 7. 4-year-old child whose family meets Federal Income Guidelines.
- _____ 8. Documented High Risk families (with child 3-years-old) who meet Federal Income Guidelines having one or more of the following situations within the past year, and/or referred by a community/professional agency:
- abuse (physical, substance, sexual & emotional abuse)
 - homeless
 - foster child (age 5 or under)
 - death of a parent/guardian, sibling
 - other special circumstances (which shall include a child with diagnosed disability (s)).
 - Foster youth with a child (AB 12)
- _____ 9. 3-year-old child whose family meets Federal Income Guidelines.
- _____ 10. 4-year-old child whose family exceeds Federal Income Guidelines 101 to 130% (waiver necessary).
- _____ 11. 3-year-old child whose family exceeds Federal Income Guidelines 101 to 130% (waiver necessary).
- _____ 12. 4-year-old child whose family exceeds Federal Income Guidelines with no cap (waiver necessary).
- _____ 13. 3-year-old child whose family exceeds Federal Income Guidelines with no cap (waiver necessary).

Child's Name: _____

EARLY HEAD START SELECTION CRITERIA: SACRAMENTO COUNTY

Unless otherwise indicated, all applicants must meet Head Start Family Income Guidelines

INSTRUCTIONS: Place an "X" by the highest applicable category on the scale (#1 being the highest).

The following criteria is to be used when prioritizing Waiting Lists for enrollment:

- For #1-8, within the same priority ranking, selection is based on age, with the youngest child receiving priority.
- For #9-12, within the same priority ranking, selection is based on the application received first.
- If applications are received on the same date, selection for enrollment will be based on individual family needs.
- Center based availability to be determined by individual child's age and family need.
- For State Collaboratives, families must meet Early Head Start income and age requirements (unless waived) and State admissions priorities.

The Early Head Start program can consider individual child and family needs

- _____ 1. Transfer Early Head Start child within Sacramento County with documentation.
(copy of Application and Eligibility Verification Form must be attached to wait list)
- _____ 2. Transfer homeless child or child in foster care from outside of Sacramento County*
*(Now living in Sacramento County)
- _____ 3. Family with a child birth to 36 months of age with a current IFSP.
(up to 10% may exceed Federal Income Guidelines) (waiver necessary)
- _____ 4. A previously enrolled child (who dropped on good standing)
who requests to return to original agency within 60 days.
- _____ 5. Pregnant woman/parent/guardian with a child birth to 12 months of age having
one or more documented family situations within the past year such as:
 - Abuse (physical, substance, sexual & emotional) •Teen Parent
 - High Risk Pregnancy (includes moms >35 or <18) •Homelessness
 - Death of a parent/guardian, sibling •Foster care
 - Parent with developmental delay or other disabling condition •CPS
- _____ 6. Pregnant woman/parent/guardian with a child 13 to 36 months of age having
one or more documented family situations within the past year such as:
 - Abuse (physical, substance, sexual & emotional) •Teen Parent
 - High Risk Pregnancy (includes moms >35 or <18) •Homelessness
 - Death of a parent/guardian, sibling •Foster care
 - Parent with developmental delay or other disabling condition •CPS
- _____ 7. Pregnant woman/parent/guardian with a child birth to 12 months of age.
- _____ 8. Pregnant woman/parent/guardian with a child 13 to 36 months of age.
- _____ 9. Pregnant woman/parent/guardian with a child birth to 12 months of age
who exceeds Federal Income Guidelines 101 to 130% (waiver necessary).
- _____ 10. Pregnant woman/parent/guardian with a child 13 to 36 months of age
who exceeds Federal Income Guidelines 101 to 130% (waiver
necessary).
- _____ 11. Pregnant woman/parent/guardian with a child birth to 12 months of age
who exceeds Federal Income Guidelines with no cap (waiver necessary).
- _____ 12. Pregnant woman/parent/guardian with a child 13 to 36 months of age who
exceeds Federal Income Guidelines with no cap (waiver necessary).

ITEM III-E - ACTION

APPROVAL OF ANNUAL SELF ASSESSMENT FOR 2019-2020
AND RESULTING PROGRAM IMPROVEMENT PLAN
SETA OPERATED PROGRAM

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to review and approve the results of the Head Start, Early Head Start and Early Head Start Child Care Partnership Annual Self-Assessments and Program Improvement Plans (PIP).

In January/February 2020, a team of staff and parents were assembled for the 2019-2020 Head Start/Early Head Start self-assessment process. Teams reviewed and analyzed service areas including Program Governance, Education/Child Outcomes, Disabilities, Mental Health, Health, Nutrition, Safe Environments, Family and Community Engagement, Eligibility/ Recruitment/Selection/ Enrollment/Attendance, Human Resources and Fiscal. A summary report of program strengths, areas of improvement and a resulting program improvement plan are attached.

Staff will be available to answer questions.

RECOMMENDATION:

Approve Program Year 2019-2020 Self-Assessments and resulting Program Improvement Plans for the Head Start/Early Head Start program and the EHS-Child Care Partnership program.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____



Self Assessment Summary of Results

2019-2020

Project Background:

During January and February 2020, SETA Head Start/Early Head Start developed a self-assessment plan that included parents, administrative and field staff, as well as management. The self-assessment process resulted in a review of the quality and compliance of the SETA Head Start/Early Head Start program as well as the Early Head Start - Childcare Partnership program (EHS CCP). Staff reviewed the programs as one because that is how they are run in the centers, regardless of funding.

To conduct the self-assessment, the teams utilized the *OHS Monitoring Protocols*, FY 2020 *Focus Area 2* monitoring protocol, the *SETA Head Start/Early Head Start Monitoring for Compliance and Quality Improvement Tool (MCQI)*, *SETA's standard file checklist tool*, the *Uniform Guidance 45 CFR Part 75*, the *Creative Curriculum Fidelity Tool*, and the *Head Start Program Performance Standards*. Each team developed a review plan and the team leaders trained staff and parents to ensure they were clear on the protocols. Team reviews included, but were not limited to, the following: children's files, on-going monitoring reports (Quality Assurance), unannounced visit reports, program information reports, policies and procedures manuals, personnel and licensing files, human resource documents, monthly reports, *ChildPlus* reports, PIR data, parent meeting notes and agendas, *ReadyRosie* parenting curriculum data, average daily attendance reports, self-assessment results, goals and objectives, *ECERS*, *ITERS*, and *CLASS* results, *DRDP* data, health, and safe environments checklist, home visit, and classroom observations, etc. Results from the self-assessment were analyzed and resulted in a detailed Self-Assessment Program Improvement Plan (PIP).

Team Composition:

A total of nine teams were assembled for the Self-Assessment. Each team had an appointed team leader to facilitate the process and was composed of staff as well as parents. Teams were as follows:

Program Governance
Home Base
ERSEA
Human Resources
Fiscal

Parent and Family Engagement
Safe Environments
Disabilities, Education and Mental Health
Health and Nutrition

Summary of Program Strengths: The SETA Head Start/Early Head Start program has many notable strengths, including some of the following:

Education

- Preschool *CLASS* scores are higher than national averages in all domains. (Emotional Support - 6.49, Classroom Organization - 6.07, Instructional Support - 3.35).
- Though national *Toddler CLASS* averages are not available, SETA EHS classes are scoring very well on the tool. (Emotional & Behavioral Support - 6.28, Engaged Support for Learning - 4.04).
- 96% of preschool classroom environments are organized into well-defined interest areas with adequate space, furnishings, and materials according to *Creative Curriculum Tool for Administrators*.
- Teachers display increased skills and knowledge in the ability to analyze classroom *DRDP* data and develop appropriate goals and plans based on child outcomes.
- Parent classroom observations score all indicators in the high 90's with the highest areas being *Teachers Greet Families and Children* and *Available Writing Materials* which are both at 99.8%.
- EHS *Creative Curriculum Fidelity Tool* shows that the usage frequency of *Intentional Teaching Cards*, *Mighty Minutes* and *Book Conversation Cards* are at a high level.
- SETA has developed and uses Lead Teacher's on Special Assignment (TOSA) to support staff one-on-one in their classrooms.

Mental Health

- Classrooms have a median score of 12.39 which indicates a 91.2% implementation on the *Teaching Pyramid Snapshot Observations*.
- Smaller group *Teaching Pyramid* training in cadres is leading to better participation.
- Increased number of staff who are undergoing authorization to be official *Teaching Pyramid* coaches and trainers.
- 10 classes of EHS staff have been trained and participated in the county-wide *Toddler Teaching Pyramid Cohort*.

Disabilities

- Addition of Intervention Specialist that is specifically EHS assigned has provided continuity across toddler services.
- The addition of consultant, Dr. Broadhurst, has provided autism support for staff and families.
- Intervention Specialists are supporting teachers with *Summary of Development Plans* to clarify goals and services for children with IEP and IFSP's
- Both HS and EHS have exceeded 10% of identified children with IEP's or IFSP's.

Home Base

- Hosted a series of curriculum development and training for HELP countywide.
- Male Involvement during home visits, socializations, and field trips.
- Collaboration with community resources to enhance the program and Home Visitors' professional growth.

- Data is shared in staff meetings and available in training binders and *Home Visit Plans*.

Parent and Family Engagement

- All sites recorded having monthly parent meetings, with most traditional sites reporting nine (9) annual parent meetings, and year-round sites conducting twelve (12).
- The sites who do the parent curriculum activities that correspond with classroom activities for children reported better attendance in parent meetings overall.
- For centers with Parent Aide volunteer, staff reported how helpful it was and how relieved they were to lift the burden of preparing meals and clean up each day.
- 96% of families have been sent an invitation to join *ReadyRosie* and 53% of families have accepted. Twenty-seven (27) out of thirty-eight (38) centers are over 45% of families who accepted the *ReadyRosie* invitation.
- 99% of the staff have been trained on new *ReadyRosie* information and given “How to” documents to support everyday use.
- The staff has incorporated *ReadyRosie* conversations and/or videos in every parent meeting. Home Visitors have begun to incorporate *ReadyRosie* handouts/conversations at all socialization activities. Intervention Specialist has begun to pilot, utilizing *ReadyRosie* videos to help support families they are working with.

Health and Nutrition

- January 2020 SETA passed the federal CACFP review with zero findings.
- SETA Quality Assurance Team has good systems in place to monitor all centers for CACFP compliance.
- Training and monitoring procedures have been updated.
- SETA has strong partnerships with the *Center for Oral Health*, the *UCDavis Nursing Program* and *SmileKeepers* to support on-site health and oral health services to children and families.

Safe Environments

- Center staff is aware and able to articulate daily, weekly and monthly procedures to maintain a clean and sanitary classroom and outdoor safety.
- Evidence of completed health and safety checklists was available on-site and its implementation was observed by the committee members during the center visits.
- The process of requesting maintenance work orders was also clear to staff. Overall, they are satisfied with the responsiveness and quality service provided by SETA Facilities staff.
- First-Aid kits are well stocked, readily available to adults and out of reach of children.
- Restrooms are free of storage and other items.
- Furniture and shelving are placed in a way to encourage walking around play areas and to discourage running.
- Gates to go in/out of outdoor play areas are in good working condition.

Fiscal

- The fiscal department works cohesively and is highly cross-trained.

- Staff have longevity and years of experience throughout the department, whether within SETA or from previous positions.
- Staff are highly accurate and strive to consistently meet deadlines.
- Staff adapt to new roles/changes.
- There is good communication within the department and agency.
- There were no noted findings in annual audit. Staff are proactive to resolve any issues that arise during audits/monitors.

Governance

- The program provides adequate training, consistent communication, and needed reports and agenda minutes to board members to assist them in making sound decisions at committee and board meetings.
- Community resources are provided at PC/PAC and distributed to program parents, agencies and communities.
- Seasoned PC/PAC Representatives mentor new parent reps; develop a strong bond and demonstrate exemplary leadership.
- Parent participation in Human Resources recruitment of HS/EHS staff.
- Provide training and pathways for parents who are transitioning out of the program to assist with self-sufficiency and district leadership opportunities.
- Developed PC/PAC and Policy Committee Report form to assist parents in providing program information.
- Parent involvement in Census 2020

Human Resources

- Recruitment. Hired more than 90 staff in less than six months to staff seven newly acquired Head Start centers. This included three job fairs, continuous recruitment, and filling of teaching positions, including Site Supervisors, HS Teachers, Associate Teachers, Associate Teacher/Infant Toddler Teachers, and Substitute Teachers in addition to other staffing vacancies.
- The decrease in Worker's Compensation claims in 2019, a 46% decrease from 2018. This included continued follow-up accident reporting, and the launch of a program-wide Safe Staff Challenge implemented at the site level.
- Wellness Program. Successful application and awarded wellness grant through the County of Sacramento. This allowed SETA to provide multiple wellness activities throughout the year effective April 2019 through March 2020. This included an employee survey during the application process as well as a mid-year survey to evaluate the results of the program.

ERSEA:

- Attendance percentages have improved over the last year.
- Proactive in filling enrollment vacancies despite many unforeseen delays in opening centers/classrooms.

Summary of Program Growth Opportunities: During the Self-Assessment process, teams identified areas for improvement and opportunities for growth. Areas of improvement do not necessarily indicate systemic issues and/or areas of non-compliance. Below is a summary of some of the highlighted areas. A complete Program Improvement Plan (PIP) with action steps, timelines, and staff responsible is attached.

Education

- Not enough materials in different languages as well as representing diversity and differing abilities.
- Materials for writing and other text need to be expanded to multiple interest areas.
- *Learning Genie* data shows the need for training in authentic observation including effective linkage to *DRDP* measures.
- Increased documentation of individualized IDP goals on both the Tracking form and Lesson Plans.
- Though within the appropriate ratings for age level, math and science are lower than other areas of learning.

Mental Health

- Increased challenging behaviors indicate a need for additional staff training on Trauma-Informed Care and approaches.
- Inconsistent supports and procedures for routing and placement of children with identified risks.
- Inconsistent use of the *TIPS* binders including behavior support strategies.

Disabilities

- Increased challenges with communication and authorization of services with LEA's.
- Insufficient materials that represent differing abilities as well as not enough sensory items.
- Clarification and increased effective communication of routing and transition processes needed between intervention and enrollment staff.
- Inconsistent use of the *TIPS* binders including IEP/IFSP individualization strategies.

Home Base

- Attendance (Monthly ADA/Socialization Sign-In Log).
- Collecting required health screenings.
- Enrollment-recruitment-getting word out specifically selling home-based option.
- Data used *Child Plus* reports 3035, 9711, 2025, transition binder, paper waitlist as well as an online waitlist.

Parent and Family Engagement

- Parent meeting attendance at mixed sites (full-day and part-day) are a challenge because parents arrive and pick-up at different times, and part-day parents will not return for a late afternoon meeting.

- Not all sites consistently provide parent meeting activities aligned with the parenting curriculum.
- More parents are working and don't have time to become a *Parent Aide/School Readiness Aide*.
- Some parents have young children who are not Head Start aged eligible and childcare for the child is an issue.
- Staff and families aren't clear on why the program offers *ReadyRosie*.
- Staff and families have difficulty loading videos due to internet issues.
- Family usage decreased over time.

Health and Nutrition

- The new kitchen/nutrition database needs more testing.
- On-going staff training on CACFP and Sanitation procedures can be improved.

Safe Environments

- In 28% of the classrooms reviewed, electrical cords were seen to be in reach of children, or obstructing foot traffic or doorways.
- In 22% of the reviewed classrooms step stools, shelves and other furniture were seen to be unstable or easily tipped over.
- In 28% of the classrooms reviewed, furniture was blocking exits or emergency equipment.
- In 43% of the classrooms reviewed, tripping hazards were seen in the outdoor play area.

Fiscal

- Staff do not always understand the procurement process (thresholds, internal requisition forms, who to contact, etc).
- There was lots of internal movement leading to a new learning curve (new staff, payroll conversion and, bank conversion).
- Staff training for child care fees – Staff unsure of what is required when submitting child care fees.
- In-Kind Electronic Classroom Sign-In – will work with Walter to restart and work towards implementing the classroom sign-in.

Governance

- Recruiting and maintaining parent attendance at board meetings.
- Head Start under-enrollment.
- Not all centers have a PAC Representative. Some have not had one in quite some time.

Human Resources

- Need to increase Parent Advisory Committee and Policy Council involvement in recruitment activities.
- Response/reply and attendance at exams and interviews needs improvement.
- Additional *Bullseye* (employee appraisal system) refinements to minimize steps for supervisors/managers.

ERSEA

- Attendance not recorded daily in many classrooms. Often done late.
- Absence codes used incorrectly and policy not consistently followed.
- Many applications are incomplete and/or inaccurate.
- Some *ChildPlus* data entry is incomplete and does not consistently match documentation.
- The application entered by families when they apply online is not being updated when staff completes the application in *ChildPlus*.

Individual Self-Assessment team summary reports are available on file.

2018-2019 Program Improvement Plan (close out)

SETA has successfully closed out the Program Improvement Plan from last year, 2018-2019. All corrective action items have been completed or are very close to being complete. Those not yet completed will be done by the end of the current grant year (2019-2020). A copy of the close-out report is available upon request.

<i>Action Steps:</i>	<i>Responsible Person(s)/Unit</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<i>EDUCATION, DISABILITIES AND MENTAL HEALTH</i>				
Present “We are the Services!” training to Teachers and Associate Teachers to increase disability and mental health awareness.	Karen Griffith, Mgr Program Officers (Ed) Education Coordinators	August 2020	Coordinators revamping training materials to present at kick off to new school year.	
Purchase and distribute materials to increase home language, diversity, and differing awareness in the classroom.	Karen Griffith, Mgr Program Officers (Ed) Education Coordinators	May 2020		
Focus on small group professional development in STEAM.	Karen Griffith, Mgr Program Officers (Ed) Education Coordinators	March 2020	Groups began March 2020 and will continue through program year.	
Develop and present training on Authentic Observation and Documentation.	Karen Griffith, Mgr Program Officers (Ed) Education Coordinators	July 2020		
Develop training and coaching approach to Trauma-Informed Care, empathy and resilience.	Karen Griffith, Mgr Program Officers (Ed) Education Coordinators	August 2020		
Strengthen Teacher on Special Assignment’s (TOSA) focus during teacher coaching on how to more effectively individualize IDP tracking and lesson plans.	Karen Griffith, Mgr Program Officers (Ed) Education Coordinators	April 2020		
Review and update routing and transition process to clarify expectations and consistency.	Karen Griffith, Mgr Program Officers (Ed) Education Coordinators	Feb 2020	Program Officers in Education and Family Engagement have started conversations on roles.	

PARENT AND FAMILY ENGAGEMENT

Present at Parent meetings on ReadyRosie program to increase usage to 55%.	Lisa Carr, Manager Program Officers Education Coord.	April 2020	Education Coordinator has intensified efforts in raising the usage, and will continue to work with support staff to increase training.	
Work with Family Service Workers and Home-based staff to advertise Parent Intern positions.	Lisa Carr, Manager Program Officers Education Coord.	January 2020	Applications have been screened and will interview when program opens.	
Work with teachers during planning days to use the ReadyRosie curriculum in their IDP and Home Visit forms.	Lisa Carr, Manager Program Officers Education Coord.	January 2020	Education Coordinator worked with education staff during DRDP small groups showing them how to embed videos into IDPS	
Strategically pick sites to work with Family Service Workers to use the Parent activity guide usage up to 45%.	Lisa Carr, Manager Program Officers Education Coord.	August- October 2020	This was started last program year, and efforts will continue.	

SOCIAL SERVICES

Provide more training on topics and parent meeting activities.	Lisa Carr, Manager	August 2020	New topics will be developed and implemented for new program year.	
Survey parents semi-annually to ensure that parent meetings are happening when it is convenient for parents.	Lisa Carr, Manager	October 2020 May 2021	Plan to use parent outcome survey from the QI network to gather and analyze data.	
Mandate the amount of parent meeting parent activities that traditional and year-round sites must engage in.	Lisa Carr, Manager	August 2020	Program Officers will monitor and support.	
Work with Site Supervisors to ensure that Family Service Workers have support in doing activities and are aware of the parent meetings.	Lisa Carr, Manager	September 2020-on-going	Program Officers and Education Coordinators will provide support and training and use mentor FSW to	

			help provide support when possible.	
<i>ERSEA</i>				
Train Family Service Workers on application completion including Child Plus and the importance of email and phone numbers for Live Message usage.	Lisa Carr, Manager ERSEA Program Officer	On-going	ERSEA Program Officer	
Move toward using Child Plus for attendance.	Lisa Carr, Manager ERSEA Program Officer	August 2020 and on-going	ERSEA Program Officer and ERSEA Program Analyst	
Train all FSWs and Home Visitors on Live Message in Child Plus.	Lisa Carr, Manager ERSEA Program Officer	On-going	ERSEA Program Analyst	
<i>Human Resources</i>				
Continue to refine how the agency uses Bullseye to streamline processes.	Allison Noren, HR Chief CFS Managers HR Staff	On-going	Meeting with various leaders and compiling Bullseye system feedback/issues	
Refine the process for attracting and hiring candidates including adding messaging through text message, decreasing timeline, adding multiple screening and exam dates.	Allison Noren, HR Chief CFS Managers HR Staff	February 2020	Now have two recruitments per month for AT and T. Have set up and are using text messaging to candidates to get faster responses. Have decreased timeline for candidates by doing interviews prior to PC eligible list approval and only job offer after list is approved.	March 2020
Provide training and clarification for new PAC and PC members to increase their involvement in recruitment.	Allison Noren, HR Chief CFS Managers HR Staff	May 2020- June 2020	Preparing written tutorial on SETA recruitment process.	

Fiscal

Set up training(s) for Procurement Procedures (purchasing 101).	Victor Han, Manager	August 2020-October 2020	Giving everyone a general overview on purchasing requirements and guidelines.	
Work with IT to create In-Kind Electronic classroom sign-in.	Victor Han, Manager	On-going	Completing the IT In-Kind electronic classroom sign-in project.	
Continue to update Desk Manuals (Fiscal policies and procedures).	Victor Han, Manager	On-going	Updating desk manuals as fiscal procedures change.	
Train site supervisors regarding child care fees.	Victor Han, Manager	July 2020-August 2020		

Health and Nutrition

The new kitchen/nutrition database needs more testing.	Kaleb Call, Manager	July 2020	Run both systems until the end of the program year.	
Ongoing staff training on CACFP and Sanitation procedures can be improved.	Kaleb Call, Manager	July 2020	Formal yearly CACFP training will be done in July 2020.	
Health/Nutrition staff will work to support FSWs in providing all follow-up needed by parents.	Lisa Carr, Manager	July 2020		

Home Base

Increase recruitment by Home Visitors in schools, library's churches and stores explaining what the home base option is.	Lisa Carr, Manager ERSEA Program Officer	On-going	Education Coordinators	
Create recruitment posters for Home Base and update flyers to needed languages.	Lisa Carr, Manager ERSEA Program Officer	On-going	Education Coordinators	

Ensure that staff begin to migrate toward scanning and using Child Plus to upload necessary documents.	Lisa Carr, Manager ERSEA Program Officer	September 2020	ERSEA Program Analyst	
<i>Safe Environments</i>				
Review and update procedures for using portable electronic devices, step stools, tables, and other portable equipment in centers (i.e. radios, tables, stools, etc...).	Kaleb Call, Manager Karen Griffith, Manager	July 2020	Review and updated Policies and Procedures and train staff.	
<i>Governance</i>				
Management presentation will be provided in PAC talking about direct services to children and families.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors	Jan 2020 and On-going	Management began presenting to PAC about direct services in January 2020.	
Provide parents with engagement opportunities after leaving Head Start.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors	On-going		
Brainstorm new ideas/strategies for increasing recruitment and enrollment.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors	On-going		
Continue to brainstorm new ideas on how to increase parent participation.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors	On-going	A FSW recruitment incentive was offered to increase PAC recruitment.	
PAC will be held in a less formal setting to encourage parent participation.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors	Jan 2020 and On-going	PAC was held in an informal setting for the first time in January 2020.	March 2020

Explore the use of technology for remote access at meetings, set up a pilot program.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors	Jan 2020 and On-going		
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ITEM III-F – ACTION

APPROVAL OF PROGRAM YEAR 2020-2021 HEAD START, EARLY HEAD START AND EARLY HEAD START CHILD CARE PARTNERSHIP ANNUAL REFUNDING APPLICATIONS

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the Program Year 2020-2021 Head Start/Early Head Start Refunding Applications. The applications are for Year 1 of a 5-year funding cycle.

A copy of the Head Start, Early Head Start, and Early Head Start Child Care Partnership/Expansion Program Narrative is attached for review. Some proposed program changes include:

- The SETA Operated Program will expand services to a new facility, Dudley Elementary, located within the Center Joint USD boundaries. Services will be 6.5 hours/day, 5 days/week for 182 days/year (1,183 hours)
- Sacramento City USD will return to Washington Elementary which was closed in 2019-20 due to District reductions. Services will be 6.5 hours/day, 5 days/week for 178 days/year (1,157 hours)
- San Juan Unified School District will make the following Head Start changes:
 - Un-do the remaining 12 part-day double session classes and offer full-day services in its place.
 - Reduce Head Start funded enrollment by 8 enrollment slots as part of a proposed HS-EHS conversion. Enrollment slots will come from the un-doing of double sessions.
 - Add 3 Early Head Start enrollment slots to the funded enrollment as part of the HS-EHS conversion. The additional enrollment slots will be served in home-based.
- Twin Rivers USD will:
 - Expand the number of Head Start students at Morey Avenue by 20, offering 6.5 hours/day, 5 days/week for 182 days/year (1,183 hours).
 - Expand Early Head Start services on the Oakdale campus with 8 new enrollment slots.
 - Expand Early Head Start services on the Morey Avenue campus with 8 additional enrollment slots.

All other program options remain unchanged. Total funded enrollment will be as follows:

ITEM III-F – ACTION (continued)
Page 2

Agency	Proposed Enrollment 2020-2021					
	Head Start		Early Head Start		EHS-CCP	
	Current	New	Current	New	Current	New
SETA Operated Program	1,756	1,736	589	573	80	80
Elk Grove USD	440	440				
Sacramento City USD	736	736				
San Juan USD	1,052	1,044 ¹	160	163 ¹		
Twin Rivers USD	140	160	40	56		
WCIC	120	120				
Total	4,244	4,236	789	792¹	80	80

¹ Pending ACF approval for the HS-EHS enrollment slot conversion of 8 HS to 3 EHS enrollment slots.

Services for the 2020-2021 program year will commence on August 1, 2020.

RECOMMENDATION:

Approve the Program Year 2020-2021 Head Start, Early Head Start, and Early Head Start Child Care/Partnership Annual Refunding Applications.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____



PROGRAM NARRATIVE
HEAD START, EARLY HEAD START AND CHILD CARE PARTNERSHIPS
PROGRAM YEAR 2020-2021
09CH010182 (YEAR 1 OF 5)
09HP000267 (YEAR 2 OF 5)

INTRODUCTION

About SETA

The Sacramento Employment and Training Agency (SETA) was established in 1978 as a Joint Powers Agency of the City and County of Sacramento. Since 1981, SETA has served as the grantee for Sacramento County's Head Start program, along with five (5) delegate agencies. In 1995, Early Head Start was added to SETA's countywide services, along with two (2) new partner agencies. SETA's delegate agencies include four (4) school districts - Elk Grove USD, Sacramento City USD, San Juan USD and Twin Rivers USD - and one community-based agency, Women's Civic Improvement Club. SETA's two partners include Sacramento County Office of Education and River Oak Center for Children, both serving Early Head Start home-based. SETA also serves as the grantee for the Early Head Start Child Care Partnership program, which serves an additional 80 Early Head Start children.

The SETA Head Start Mission is *to improve the lives of low-income children by providing quality comprehensive child development services that are family-focused, including education, health, nutrition, and mental health. This is accomplished by involving parents in the total operation and administration of the program and supporting the growth of children, families, and staff through encouragement, nurturing, education and empowerment.*

For the 2020-2021 program year, SETA, its delegate agencies, and partners will serve **4,236** Head Start children and **792** Early Head Start children and their families. This includes a proposed HS-EHS conversion of 8 HS enrollment slots to 3 EHS enrollment slots for San Juan Unified School District. Details of the conversion are addressed later in this narrative.

About Sacramento County

Sacramento is the capital city of California, located at the confluence of the Sacramento River and the American River in Northern California's Sacramento Valley. With an estimated 508,529 residents, Sacramento is the sixth-largest city in California and the ninth-largest capital in the United States. Sacramento is the seat of the California Legislature and the Governor of California, making it the state's political center and a hub for lobbying and think tanks. Sacramento County is also the cultural and economic core of the Sacramento metropolitan area and home to an estimated 1.5 million people, making it the fifth-largest county in California.

Sacramento County encompasses approximately 994-square miles in the middle of the 400-mile long Central Valley, which is California's prime agricultural region. The County is bordered by Contra Costa and San Joaquin Counties on the south, Amador and El Dorado Counties on the east, Placer and Sutter Counties on the north, and Yolo and Solano Counties on the west. Sacramento is home to seven incorporated cities, Sacramento, Folsom, Isleton, Galt, Citrus Heights, Elk Grove, and Rancho Cordova.

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 homeownership, reasonable cost of living and competitive salaries.

SECTION A – GOALS

Determining 5-Year Countywide Goals

Data from the Community Assessment is used as a foundation and tool for the development of Sacramento County Head Start/Early Head Start's countywide five-year goals. During a countywide planning meeting in October 2019, the Community Assessment data was presented to a diverse group of community stakeholders, including the grantee Deputy Director, delegate agency directors, grantee and delegate staff/content coordinators, and Head Start parents. After the data was shared, there was a facilitated group discussion for analysis and input from participants. Based on the data, four priority areas for Sacramento County Head Start/Early Head Start were established - school readiness, health/wellness, attendance, and family/community engagement. As a result of stakeholder discussions, the following countywide goals were developed:

Goal #1 – School Readiness - Increase child outcomes by developing and strengthening Social/Emotional competencies, family partnerships, and staff development.

Goal #2 – Health and Wellness - Increase the health and well-being of children birth to age 5 by improving the number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care.

Goal #3 – Attendance - Improve the rate of attendance for children in the Head Start and Early Head Start program.

Goal #4 – Family Engagement - Increase and promote parent and family engagement that is culturally responsive, reflective, and goal-oriented to support families.

Countywide goals enable the grantee and delegate agencies to concentrate their efforts on targeted goals that benefit the entire community. As a result of this collective effort toward shared goals, the results are often greater than if the grantee and its delegates developed their own individual goals.

Program Objectives and Expected Outcomes

The grantee operated program and the delegate agencies develop their own objectives to address and support each countywide 5-year goal. This allows for individualization of objectives that will most benefit their specific service area. Each agency's collaborative process included management, content area staff, and parents. Data and findings from the Community Assessment, Self-Assessment, Program Information Report, and parent focus groups and surveys were used as part of the development process for each objective.

Expected outcomes or program impacts are identified for each objective. For example, the school readiness goal will result in an increase in the quality of classroom activities, literacy/language and math/science outcomes, and in *CLASS* scores. Parents will also learn specific strategies they can do at home with their child to support School Readiness and strengthen the connection between school and home. The health/wellness goal will result in an increase in obtaining blood lead results, timely well-child checks, and current/up-to-date data in *ChildPlus*. Families will become more knowledgeable about blood lead and the risks of exposure to lead-based products. As a result of the attendance goal, there will be an overall increase in average daily attendance and a greater understanding for parents on the importance of bringing their child to school each day.

The program will measure and report progress toward the countywide goals and program-specific objectives on a regular basis to ensure goals are being met and to determine if additional strategies are needed. Progress will be assessed utilizing a variety of data sources, including but not limited to, *DRDP* scores, *CLASS* scores, *ECERS/ITERS*, *ChildPlus* data, attendance activities and data results, Family Partnership goals, and the number of referrals to social workers. Data will be carefully analyzed to determine progress on program outcomes. This analysis will help determine if adjustments need to be made in planned program activities and strategies for maximum program impact. Progress on program goals will be reported to stakeholders regularly. Staff will track and share results in routine staff and management meetings. Parents will be kept informed of progress on goals during home visits, center parent meetings, and Policy Council/Policy Committee meetings. Governing Boards will be updated on goal progress at least annually. Delegate agencies will be monitored by the grantee Quality Assurance unit with regular PDM monitoring visits to ensure quality. Delegate agencies will also provide update reports during countywide content area meetings.

A matrix of program objectives, data sources and expected outcomes for the grantee operated program and delegate agencies is included under each delegate tab on HSES.

School Readiness Goals and Objectives

The 5-year goal to support School Readiness was developed by identifying the key indicators that are affecting children's outcomes both positively and negatively. These were then categorized into 4 focus areas that were used to drive objectives that would have the most impact.

- Collaborations with families, partnerships, advocacy,
- Social emotional competencies,

- Data informed outcomes for all children & effective teaching practices,
- Professional development and staff wellness.

In addition to the 5-year Goals and Objectives, Sacramento County has developed overall School Readiness Goals. They are aligned to the 5 domains of the *Early Learning Outcomes Framework* at the Early Head Start and Head Start levels. These goals were developed by gathering information on kindergarten entry expectations from all of the school districts in Sacramento. A crosswalk was developed to ensure that these goals are measurable and aligned with the measures of the *Desired Results Developmental Profile (DRDP)* child assessment as well as the *California Learning Foundations*.

Sacramento County Head Start & Early Head Start School Readiness Goals

Domain	Age Level	Goal
<i>Approaches to Learning</i>	Toddlers & Preschool	Children will demonstrate persistence, flexibility, curiosity and take initiative as well as creatively express themselves
<i>Social & Emotional</i>	Toddlers & Preschool	Children will develop a healthy sense of identity and belonging, manage emotions and engage in secure relationships with peers and adults
<i>Language & Communication</i>	Toddlers & Preschool	Children will exhibit the ability to communicate and use language with understanding and a varied vocabulary
<i>Literacy</i>	Preschool only	Children will demonstrate an awareness of language attributes and demonstrate understanding of print including the ability to recognize and write symbols and letters.
<i>Perceptual, Motor & Physical</i>	Toddlers & Preschool	Children will exemplify physical health by practicing safe and healthy habits and engaging in both fine and gross motor skill activities.
<i>Mathematics</i>	Preschool only	Children will understand that numbers represent quantities and demonstrate the ability to count, measure, use algebraic functions and recognize geometric/ spatial properties
<i>Scientific Reasoning</i>	Preschool only	Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions using scientific inquiry
<i>Cognition</i>	EHS Only	Children will explore and discover using memory, imitation, reasoning and problem solving.

SETA and its delegate agencies measure progress on the expanded school readiness goals three times per year with the *DRDP* assessment tool. Each program measures growth in all areas and the data is analyzed at the individual child, classroom, center, agency and countywide levels. This data is used to guide curriculum changes as well as professional development and training efforts. Data is also disaggregated by age group, ethnicity, program model, and home language. Data is compared to *CLASS* and *ECERS/ITERS* results to see trends and patterns among teaching groups which then help to drive coaching assignments.

This data is used not only to make decisions regarding individual learning plans, but also plays a critical role in curriculum, training, and programmatic decisions. This data is used along

with PIR data, self-assessment data, staff performance data, parent data and input to evaluate progress in meeting program goals and objectives. The results are used to plan staff professional development and training, curriculum focus, program options, and service delivery planning. Individual child assessment data is shared with parents regularly so that teachers and parents can collaboratively develop learning goals and strategies.

Desired Results Developmental Profile

Head Start (Preschool) DRDP Data Results (Countywide)

The DRDP data for Fall 2019 compared to Winter 2020 for preschoolers is as follows:

Sacramento Countywide Preschool DRDP Data			
Domain	Fall 2019 <i>% of children rating in the top 3 levels of the DRDP Building (M,L)/ Integrating</i>	Winter 2020 <i>% of children rating in the top 3 levels of the DRDP Building (M,L)/ Integrating</i>	Percentage of Growth
<i>Approaches to Learning</i>	27.0%	37.4%	38.5%
<i>Social-Emotional Development</i>	45.8%	66.1%	44.3%
<i>Language and Literacy Development</i>	41.7%	61.2%	46.8%
<i>Cognition, Math and Science</i>	36.2%	54.6%	50.8%
<i>Physical Development</i>	52.3%	65.1%	24.5%

The above data represents mid-year growth from the Fall to the Winter period. The program expects that the learning trajectory will continue as the year goes on. Each program (grantee and delegate agency) analyzes data to determine areas that may need additional support. While Language and Literacy had a 46.8% growth county wide as a domain, San Juan found 32% of children had a lower than average interest in literacy and smaller gains in phonological awareness. With 53% of the district’s population being Dual Language Learners, San Juan is increasing bilingual staff to support instruction. Emphasis will be placed on hiring staff that speak Farsi/Dari/Pashto as that has been the largest influx of students. The staff will also be trained in *Guided Language Acquisition Design (GLAD)* with visual strategies as an additional tool.

Elk Grove School District has identified Social/Emotional development as an area of focus to better benefit students in the areas of problem solving and self-regulation. Teachers will be introduced to *Conscious Discipline* in collaboration with *Teaching Pyramid* strategies in order to enhance social and emotional learning practices in the classroom. Teachers will also begin to implement a music and movement program as a means of helping students learn self-awareness, relationship skills, and decision-making.

At both the county and program levels, the cognition domain has the largest percentage of growth yet continues to have lower numbers of children rated at the higher developmental levels of the *DRDP*. This data emphasizes the need for increased efforts to support math and science. The SETA operated program will be providing small group learning cadres with coaching to increase STEM knowledge and implementation. A project approach that encourages teachers to go deeper into inquiry will use STEM kits developed by OHS as a guide along with ECLKC in-service suites. To increase student’s math skill attainment, SETA will be implementing the math rating scale for ECE programs; *High Five Mathematize* and book study groups using the *Creative Curriculum Math* volume.

WCIC will be training the teaching staff to incorporate additional mathematic activities which are aligned with the *Mathematics California Preschool Curriculum Framework Guiding Principles*. There will be increased concentration on spatial skills, sequencing, numeral identification, counting, one-to-one correspondence, patterning recognition, sorting and classifying.

Twin Rivers will also be providing additional training to their teachers on their newly implemented *Connect 4 Learning* curriculum. This curriculum has a strong math and science concentration which will support increased skill and knowledge attainment for the students.

Early Head Start (Toddlers) DRDP Data Results (Countywide)

The DRDP data for Fall 2019 compared to Winter 2020 for toddlers is as follows:

Sacramento Countywide EHS DRDP Data			
Domain	Fall 2019 <i>% of children rating in the Building Earlier DRDP level</i>	Winter 2020 <i>% of children rating in the Building Earlier DRDP level</i>	Percentage of Growth
<i>Approaches to Learning</i>	18.7%	20.8%	11.2%
<i>Social-Emotional Development</i>	24.0%	29.1%	21.3%
<i>Language and Literacy Development</i>	27.4%	32.4%	18.2%
<i>Cognition, Math and Science</i>	22.5%	25.3%	12.4%
<i>Physical Development</i>	39.7%	39.8%	.25%

*Includes toddlers from EHS and EHS-CCP

The above data represents mid-year growth from the Fall to the Winter period. The program expects that the learning trajectory will continue as the year goes on. SETA will be concentrating on developing language skills in Early Head Start classrooms as a foundation to support learning in all other domains. Teachers will receive additional training on increasing language skills through music and play. Data also shows that while physical development has the

most children scoring in the higher levels, it had the smallest percentage of change from Fall to Winter. Teaching staff will be guided in adding increased opportunities for strengthening both fine and gross motor skills.

Classroom Assessment Scoring System (CLASS)

To gather information on staff-child interactions, the *CLASS* tools for Preschool and Toddler are used to assess all grantee and delegate classrooms in collaboration with the *Quality Rating Improvement System (QRIS)*. Recent *CLASS* data shows that on-going *CLASS*-based professional development is having a positive impact, scoring at and above national averages across the 3 domains.

CLASS Scores	Emotional Support	Classroom Organization	Instructional Support
Sacramento County Head Start	6.29	5.8	3.25

All *CLASS* assessors have gone through the certified training and have met reliability standards; these assessors are all recertified annually. A random sampling of classes countywide are dually coded to further ensure inter-rater reliability and fidelity to the tool.

Individual classroom results are provided to teachers in feedback sessions that guide coaching plans. In some programs, teachers who score below a certain threshold in any of the three domains will receive group and/or individual coaching in the domain(s). A second *CLASS* observation will be completed to assess progress and more coaching will be provided as needed.

Some program trends are used to guide training, overall professional development, resource materials and curriculum changes. Data from *CLASS* is used as a basis for developing staff development training topics as well as potential topics for practice-based coaching. Coaching will also be assigned to those staff that have higher *CLASS* scores to continue to enhance their skills and encourage peer-coaching. Professional development training relating to school readiness will interrelate with *CLASS* assessment strategies. Additionally, delegate teaching and program staff that are participating in *QRIS/Race to the Top* will attend professional growth trainings on *CLASS* provided by the grantee and the Sacramento County Office of Education.

Current *CLASS* data was used to guide on-going goals and objectives that support the dimensions of Language Modeling and Behavior Management. Focused small group trainings are being provided to guide teachers to more effective language modeling skills. The program has determined that increasing teaching practices in this area could have rippling effects across multiple Instructional Support dimensions. Teaching staff from many of the delegate agencies also participate in the *Teaching Pyramid* training to enhance Emotional Support approaches.

SECTION B - SERVICE DELIVERY

Needs of Children and Families

Zero to Five Population

The population estimate for children and youth under the age of 25 in Sacramento County is 494,986, approximately 1/3 of the total population. Of these, 119,140 are children ages 0 through 5. In Sacramento County, children under 5 account for 8% of the total population. Children and youth age 17 and under make up 24% of the total population in the county. (*United States Census*).

According to the Sacramento Children's Coalition *Children's Report Card*, the county had experienced a slight downturn in children's poverty before 2007, but after the economic downturn late last decade, the numbers began to rise again. The *Report Card* also finds that more than 100,000 children currently live in poverty in Sacramento County and that these children are more likely to experience a lower quality of life as adults, including poorer health, educational attainment, and employment outcomes.

Race, Ethnicity and Spoken Languages

Sacramento County is a diverse society, with population demographics at 47.24% White, 18.9% Asian, 13.43% African-American or Black, Pacific Islander 1.72%, Native American .75%, with 17.96% of respondents marked "Other" or "Two or more races" (*US Census ACS, 2018*).

In the 2018-19 school year, there were 246,663 students enrolled in public schools in Sacramento County and more than 60 languages spoken in these students' homes. A total of 17% of students English Language Learners (ELL), compared to 19.3% of the ELL students in the State. (*California Department of Education, Educational Demographics Office*).

Spanish is the most prevalent language of the ELL students with more than 20,000 students in Sacramento County speaking Spanish in 2018-2019. The next largest group of ELL students is Russian, with over 3,000 and the third largest group is Hmong at 2,776, followed by Cantonese and Vietnamese. One of the fastest growing groups of students is from the Middle East (Afghanistan, Iraq and Syria), representing the Arabic, Farsi, and Dari languages. This population is largely settled in the San Juan USD boundaries but is populated in other parts of the county.

SETA's Program Information Report (PIR) data over the past 5 years reflects that Spanish is the primary language with about a quarter of enrolled Head Start/Early Head Start children. This is a slight decline over the past 3 years as the percentage of Middle Eastern languages (Arabic, Farsi, Hindi, Urdu, Hebrew, Dari) identified as the primary language at home significantly increased to 9% in 2018-2019. All other languages maintained the same

percentages in the past five years with approximately 6% Asian languages (Chinese, Vietnamese, Hmong, Tagalog) and 1% European/Slavic, African and Pacific Island languages.

Other Highlights from the Community Assessment

- Current counts found 1,905 more people living on the streets, in cars or shelter beds since 2017, raising the estimated number of homeless people countywide to 5,570. This marks a roughly 52% jump in homelessness compared to two years ago when the survey found 3,665 homeless people living in the county.
- 16.7% of the population for whom poverty status is determined in Sacramento County (246,000 people) live below the poverty line, a number that is higher than the national average of 13.4%. The largest demographic living in poverty are Females 25 - 34, followed by Females 18 - 24 and then Males 25 - 34.
- From January 2017 to April 2019, the median rent in Sacramento rose 14 percent, compared to a five percent (5%) increase nationally.
- Of the children in special education, 3,402, are ages 0 to 5, which accounts for 10.6% of the special education enrollment, representing a 25% increase over the past decade.
- The highest categorical disability of enrolled Head Start children is speech and language with an increase in children with autism and multiple disabilities.
- Qualifying for services continues to be a problem for families throughout the county.
- 98.5% of the residents in Sacramento County have insurance coverage, compared to 99% of the families served in Head Start this past grant year.
- The infant mortality rate in Sacramento County is lower than the national average but higher than the California average.
- Teen pregnancies are trending downwards for all races/ethnicities throughout Sacramento County.
- 99% of the children served in the Head Start program this past grant year are up to date on immunizations, compared to external data that shows 93% of all kindergarteners are up to date.
- The county-wide survey results show the biggest challenges families have faced over the past year were the cost of utilities, child care, employment, affordable housing, and transportation.

Child Care Supply and Demand

With a decreased unemployment rate, child care in Sacramento County remains at high demand, with the current capacity to serve only 27% of children with working parents. Specifically, families need full-day care that matches their work schedule and based on population growth estimates, the demand for childcare in the county will continue to outpace available slots. However, access to high-quality early learning programs is limited. Only 43% of 3- and 4-year-olds attend preschool (*Children Now, 2016-17 California County Scorecard, Sacramento*).

Currently, there are 472 licensed child care centers in Sacramento County with a licensed capacity to serve 32,507 enrollment slots. Additionally, there are 1,249 family child care homes

in Sacramento County with a licensed capacity of 12,530 enrollment slots. At the very most, there are licensed child care slots for only 26% of children with working parents in Sacramento County. This means 74% of children needing care did not have available slots. (*Child Action Inc.*)

Of the licensed child care centers, the majority of slots (70%) are licensed to preschool-aged children (3-5), approximately 22,650 of the 32,507. Center infant license capacity for children ages 0-2 only makes up 2,822 slots of the total center capacity in Sacramento County. Overall these centers have, on average, an 11% vacancy rate but this vacancy rate varies greatly by zip code area and by age. Most infant programs have no vacancy and long waiting lists. Some areas with only a few child care choices may have very few vacancies; other areas with more programs to choose from, a lower socio-economic base, or only part-day preschool programs that don't fit families' needs may have more slots going unfilled.

Each of the 1,249 family child care providers offers care that includes children in the 0-5 age range. Only 9 family child care providers in the entire county are requesting to care for children of school age only. Since family child care providers enroll a variety of ages, their capacity may change due to licensing ratios that need to be met. This will fluctuate the availability of enrollment slots. For example, a family child care provider with a licensed capacity of 8 can only legally care for 4 children if they are all infants. On average, the family child care vacancy rate is around 30%, higher in some zip codes, lower in others.

Despite the diminishing number of available slots for children from low-income families, the Head Start/Early Head Start program has had challenges with maintaining full enrollment across the county, particularly part-day programs. Possible explanations include an increase of available slots through State Preschool and Transitional Kindergarten; parents don't know about the program; other options are more appealing because the enrollment process is easier and/or conveniently located on a school campus; parent choice to leave their youngest children with a relative and/or close neighbor; parents may not fully understand the value of preschool and keep their children at home. Sacramento County Head Start/Early Head Start programs continue to adapt their program options to meet parent's needs and create awareness campaigns and outreach materials that promote early care and education with high quality school readiness.

Service Area and Geographic Locations

Sacramento County Head Start and Early Head Start are served by the grantee (SETA), five delegate agencies and two partners. Each delegate agency serves families in their respective parts of Sacramento County, which includes the cities of Sacramento, Citrus Heights, Galt, Folsom, Isleton, Elk Grove, Rancho Cordova and the unincorporated areas of the county.

The four school district delegate agencies serve families within their district boundaries: Elk Grove Unified School District (EGUSD) covers 320 square miles and serves 62,866 Pre-K-12 students in 67 different locations. Elk Grove is the largest district area in all of California. Sacramento City Unified School District (SCUSD) covers 70 square miles and serves 43,000 Pre-K-12 students in 76 different school locations. San Juan Unified School District (SJUSD) covers 77 square miles and serves 40,299 Pre-K-12 students in 65 different locations. Twin

Rivers Unified School District (TRUSD) covers 120 square miles and serves 27,000 Pre-K-12 students in 53 school sites.

The community-based Women’s Civic Improvement Club (WCIC) serves families within the eastern part of the City of Sacramento, in the Oak Park neighborhood. This older, urban community is an area of extreme contrasts and contains some of the highest and lowest income census tracts in the county. Further, this racially and culturally diverse area has high concentrations of residents living with poverty, unemployment, language barriers, and other unmet social needs. The Women’s Civic Improvement Club provides services within the boundaries of the Sacramento City Unified School District in a coordinated, unified system of service delivery.

The SETA Operated Program, along with its two partners - River Oak Center for Children (ROCC) and Sacramento County Office of Education (SCOE) - provides Head Start/Early Head Start services in areas outside of elementary schools and in high need areas not generally served by the five delegate agencies or have specific populations that they address, e.g., emergency transitional housing (Parker Avenue, Mather Transitional Housing), public housing developments (Alder Grove and Marina Vista), school district campuses that are not delegate agencies (Bright Beginnings, Bannon Creek, and North Avenue) and low-income apartment complexes (LaVerne Stewart, Norma Johnson, Kennedy Estates, Illa Collin, Crossroad Gardens, and Phoenix Park). This approach helps ensure that all low-income children in Sacramento County have access to Head Start/Early Head Start services in neighborhoods where they reside.

Sacramento County Head Start and Early Head Start centers are strategically located in areas of highest need. Placement of center locations is based on unmet need; high priority areas of Sacramento as published by the *Local Child Care Planning Council*; and where demand is evidenced by current waiting lists and community assessment data.

Below is a chart outlining each Head Start and Early Head Start location within school district boundaries, along with the estimated number of eligible children in each district identified. SETA, along with its delegate agencies and partners, currently serve approximately 13% of the eligible preschool population in Head Start and approximately 6% of the eligible infants/toddlers in Early Head Start.

Sacramento County Head Start/Early Head Start Centers within School Districts

School District	HS/EHS/CCP Centers (Enrollment Slots)	# of Eligible Children (0-5) % served by HS/EHS	Poverty Rate	Zip Codes
Center Unified School District	Dudley Elementary (20) Total Enrollment: 20	Total = 1,927 0-35 mos = 618 3-5 yrs =1,309 1%	16%	95843 95747

School District	HS/EHS/CCP Centers (Enrollment Slots)	# of Eligible Children (0-5) % served by HS/EHS	Poverty Rate	Zip Codes
Elk Grove Unified School District	Elk Grove Schools (440) Crossroad Gardens (96) LaVerne Stewart (20) Total Enrollment: 556	Total = 10,008 0-35 mos = 2,571 3-5 yrs = 7,437 5.5%	12.7%	95624 95823 95683 95828 95693 95829 95757 95830 95758
Folsom-Cordova Unified School District	Bright Beginnings (40) Mather (115) Total Enrollment: 155	Total = 3,184 0-35 mos = 1,136 3-5 yrs = 2,048 4.9%	9.5%	95630 95655 95670 95671 95742
Galt Joint Union Elementary School District	Galt (96) Grizzly Hollow (48) Total Enrollment: 144	Total = 810 0-35 mos = 297 3-5 yrs = 513 17.8%	12%	95632
Natomas Unified School District	Bannon Creek (80) Northview (108) Total Enrollment: 188	Total = 2,733 0-35 mos = 288 3-5 yrs = 2,445 6.9%	7.5%	95833 95834 95835 95837
River Delta Joint Unified School District	Walnut Grove (40) Total Enrollment: 40	Total = 396 0-35 mos = 126 3-5 yrs = 270 10%	12%	94571 95615 95639 95641 95680 95690

School District	HS/EHS/CCP Centers (Enrollment Slots)	# of Eligible Children (0-5) % served by HS/EHS	Poverty Rate	Zip Codes
Sacramento City Unified School District	Sac City Schools (736) WCIC (120) 16 th Avenue (66) Alder Grove (36) American Legion (16) Bret Harte (28) Capital City (36) C.P. Huntington (28) Franklin (20) Freeport (20) Fruitridge (40) Hiram Johnson (24) Hopkins Park (46) Illa Collin (20) Job Corps (44) Kennedy Estates (20) Marina Vista (68) Nedra Court (40) Parker Avenue (13) Phoenix Park (68) Solid Foundations (40) Total Enrollment: 1,529	Total = 9,184 0-35 mos = 2,482 3-5 yrs = 6,702 16.6%	17.8%	95811 95822 95814 95824 95816 95826 95817 95827 95818 95831 95819 95832 95820
San Juan Unified School District	San Juan Schools (1,207) Total Enrollment: 1,207	Total = 12,003 0-35 mos = 4,546 3-5 yrs = 7,457 10%	15%	95608 95821 95610 95825 95621 95841 95628 95864 95662
Twin Rivers Unified School District	Twin Rivers Schools (216) Elkhorn (116) Freedom Park (96) Hillsdale (88) North Ave (88) N. Johnson (68) S. Neese (84) Strizek Park (40) Total Enrollment: 796	Total = 6,792 0-35 mos = 2,207 3-5 yrs = 4,585 11.7%	18.2%	95626 95652 95660 95673 95838 95842

Note: Does not include SETA's Home-based funded enrollment: 123 in Head Start and 350 in Early Head Start

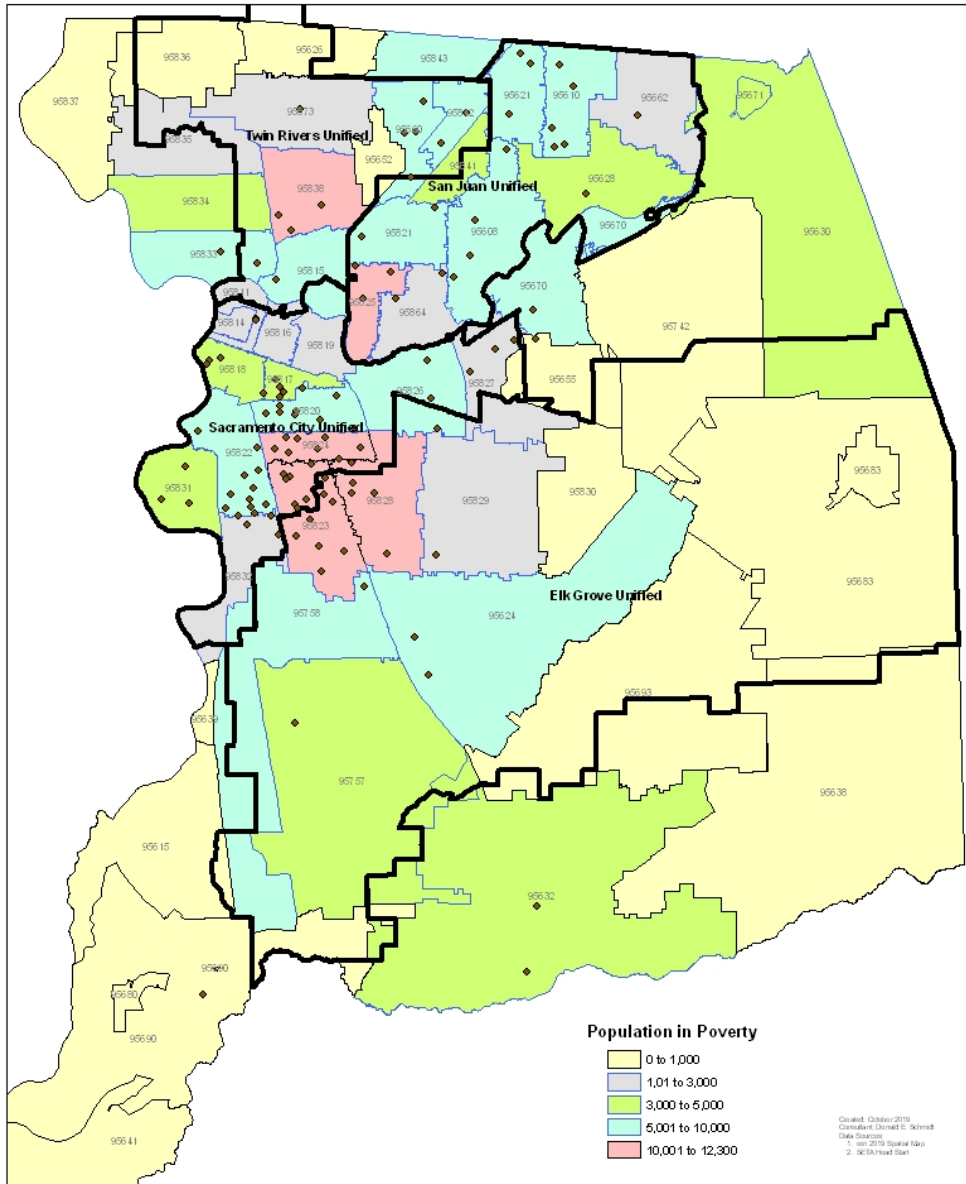
Head Start/Early Head Start service areas within Sacramento County, by zip code, are as follows:

**Head Start/Early Head Start
Zip Code Service Areas**

Arden Arcade 95821, 95825, 95852, 95864	Galt 95632
Carmichael 95608	Land Park/Pocket/Meadowview 95818, 95822, 95831, 95832
Citrus Heights 95610, 95621	North Highlands/Foothill Farms/ Antelope 95660, 95841, 95842, 95843
Delta 95615, 95639, 95641, 95680, 95690	North Sacramento/Del Paso Heights 95815, 95838
Downtown/Midtown 95814, 95816	South Natomas 95833, 95834, 95835, 95836, 95837
Elk Grove & Vicinity 95624, 95757, 95829, 95830	Oak Park/River Park/Tahoe Park 95817, 95819, 95820
Elverta/Rio Linda 95626, 95673	Orangevale 95662
Fair Oaks 95628	Rancho Cordova/Mather/Rosemont 95655, 95670, 95683, 95741, 95742, 95758, 95826, 95827
Folsom & Vicinity 95630	South Sacramento 95823, 95824, 95828

The map below shows the zip codes that have the highest population of children living in poverty. Areas in pink, blue and green have the highest poverty rates. The black line delineates school district boundaries. Black dots represent Head Start/Early Head Start centers. It can be noted that current HS/EHS centers are well situated in areas of the county that have high poverty rates.

**Population in Poverty
Head Start Sites - Delegate School Districts
Sacramento County, CA
2019-2020**



Sacramento County Head Start/Early Head Start maintains a countywide centralized waiting list with active applications on *ChildPlus*. Some Head Start families have different needs as a result of significant changes in employment trends. A low unemployment rate (3%) means more working parents with young children need child care. To meet these needs, operational hours have been increased across the county, offering longer hours up to 9 hours/day.

Proposed Program Option(s) and Funded Enrollment Slots

Data from the Community Assessment are used to determine program options and services for Sacramento County Head Start/Early Head Start. With a higher demand for full-day care, SETA and its delegate agencies increased the number of Duration classes each time funding became available. SETA also expanded services through collaborations and new grant funding with the Department of Education/Early Care and Support Division. As a result, SETA has increased full-day offerings from 29.5% to 57.7% over the past five years. In 2020-21, the percentage of full-day options will be 65% of the total Head Start center-based funded enrollment. The SETA Operated Program, San Juan USD and Twin Rivers USD utilize layered funding sources with state/general child care and Head Start/Early Head Start/CCP funds, to offer full-day, full-year care.

The home-based option is also offered in Head Start and Early Head Start. Home-based services fit the needs of parents who believe their child may not be ready for a classroom option, but still want their child to get a preschool experience. The home-based option is also an attractive option for families who have children with special needs, especially those who are considered "medically fragile." The monthly socializations allow home-based children and families to come together to get to know each other and share resources and to allow their children to interact in a group setting. The home-based option will provide a minimum of forty-six (46) 1.5-hour home visits per program year along with 22 socializations. Some socialization activities will take place in a classroom environment and others may be a field trip experience. Socializations are offered in different geographical locations to ensure ease of parent access and the greatest amount of participation.

Each delegate agency determines its own program options based on community data. Options are reviewed and considered by the grantee to ensure each service area offers a variety of options which align with need and availability.

Head Start Funded Enrollment

SETA, along with its five delegate agencies, will serve **4,236** Head Start enrollment slots. Of the 4,236 enrollment slot **4,113** are center-based and **123** are home-based. This includes a propose HS-EHS slot conversion of eight (8) Head Start enrollment slots to three (3) Early Head Start enrollment slots for San Juan USD, a SETA delegate agency. Conversion details can be found in the Conversion section of this Program Narrative.

The chart below is a summary of proposed service options for program year 2020-2021. Detailed program schedules for the grantee and delegate agencies are available on HSES.

<i>Head Start / Preschool (3-5 years old)</i>						
	SETA	Elk Grove USD	Sacramento City USD	San Juan USD	Twin Rivers USD	WCIC
5 Days/Week, Year-Round						
4 hrs/day	680					
6-6.5 hrs/day	60					
7 hrs/day			32			
8 hrs/day	240					
9 hrs/day	220					
5 Days/Week, Traditional School Year						
6-6.5 hrs/day	60	60	336	1,044 ¹	160	
7 hrs/day			48			
4 Days/Week, Traditional School Year						
3.5-4 hrs/day	40	380	320			
6.5 hrs/day	313					
7.5 hrs/day						120
Home-Based						
	123					
TOTAL (4,236)	1,736	440	736	1,044¹	160	120

¹ Includes a proposed HS-EHS conversion of 8 HS enrollment slots to 3 EHS enrollment slots

Early Head Start Funded Enrollment

SETA, along with two delegate agencies (San Juan Unified School District, Twin Rivers Unified School District) and two partners (Sacramento County Office of Education and River Oak Center for Children) will serve **792** Early Head Start enrollments slots. Of the 792 enrollment slots, **359** are center-based (45%) and **433** enrollment slots are home-based (55%). This includes a proposed HS-EHS conversion of 8 HS enrollment slots to 3 EHS enrollment slots. Details for the conversion are provided below under the “conversion” section of this narrative. The chart below is a summary of proposed program options for program year 2020-2021.

<i>Early Head Start / Infants and Toddlers (0-3 years old)</i>					
	SETA	San Juan USD	Twin Rivers USD	SCOE	ROCC
6.5 hrs/day			56 ¹		
8 hrs/day	103	80 ¹			
9 hrs/day	120				
Home-based	201	83		77	72
TOTAL (792)	424	163	56	77	72

¹ All EHS center-based classes are year-round with exception of San Juan USD and TRUSD who switch to home-based services during the summer while elementary campuses are closed.

SETA also serves 80 enrollment slots in the EHS-Child Care Partnership project. All 80 enrollment slots are served in full-day (8 or 9 hours per day), full-year programs with exception of Grizzly Hollow which operates part-year. All CCP enrollment slots are served by the grantee and are dually funded with EHS and CDE/CCTR except 24 enrollment slots.

All Early Head Start programs will provide year-round services in either a home-based model or a full-day center-based model. San Juan USD and Twin Rivers USD offer center-based services during the traditional school year, as aligned with the elementary school campus schedule, and continue services during the summer months in a home-based model, offering weekly 1.5-hour home visits and 2 socializations. The SETA Operated Program does the same at the Grizzly Hollow Early Learning Center due to campus closures during the summer. All EHS classes, except for TRUSD, meet or exceed the required 1,380 center-based hours during the program year. TRUSD's EHS program schedule aligns with the traditional school schedule of the elementary schools.

Enrollment of Pregnant Women

Early Head Start programs actively recruit and serve pregnant women and their families and provide services for the child after delivery; pregnant women are served in the home-based model. The goal in serving pregnant women and expectant families is to provide early, continuous, intensive and comprehensive child development and family support services. Expectant families will receive prenatal education on fetal development (including the risks from smoking and alcohol), labor and delivery, and postpartum recovery. All women are screened for maternal depression using the *Edinburgh Postnatal Depression Scale*. Staff also provides information on the benefits of breastfeeding to all pregnant and nursing mothers. A nurse comes out during the third trimester for a prenatal visit, and again about two weeks after the baby is born, for the newborn visit. Once the child is born, the baby is automatically enrolled in the EHS home-based program. Last year, the countywide program served about 54 pregnant women in EHS over the course of a program year.

Locally Designed Option (LDO)

SETA Head Start is requesting to continue its long-standing class-size waivers for the SETA Operated Program, San Juan Unified School District and Twin Rivers Unified School District. SETA has been operating with an ACF-approved class-size waiver since 2008 for the following circumstances:

1. *Head Start-State Preschool collaboration classrooms.* This class-size waiver permits San Juan USD and Twin Rivers USD to enroll up to 24 children in Head Start-State collaboration classrooms. Each class maintains an 8:1 child-teacher ratio at all times and ensures State preschool children receive Head Start comprehensive services and Head Start children receive extended day services.
2. *Head Start classrooms that have been capped at 17 due to predominately 3-year old children enrolled.* This class-size waiver permits the SETA Operated Program, San Juan USD and Twin Rivers USD to enroll up to 20 children in classes that have been capped

due to a majority of 3-year old enrolled children. This waiver would be used under two circumstances:

- a. To accommodate a transitioning EHS child into a Head Start classroom in the same center. In these cases, the waiver is used when an EHS child is aging out at 36 months and is eligible for Head Start services on the same campus but the class is capped. Documentation will be maintained in each child's file when this option is exercised.
- b. To accommodate a child with disabilities in a Head Start full-inclusion classroom that has been capped at 17. SETA has a long-standing partnership with the Sacramento County Office of Education (SCOE)/Special Education Department to serve children with disabilities in a SETA/SCOE full-inclusion classroom. In this model, SCOE provides additional special education teachers which reduces the child-teacher ratio.

Rationale for LDO

Head Start–State Collaboration Classrooms

In addition to federal Head Start funding, SETA, San Juan USD, and Twin Rivers USD partner with the California Department of Education/Early Care and Support Division (CDE/EESD) to supplement and expand services to families who would otherwise not be served by the Head Start grant. Under this waiver, classes would enroll up to 24 children in each HS-CDE class.

The partnership provides full-day, full-year services for families who are working and/or going to school. The partnership provides services with a paid staff ratio of one adult for every eight (8) children in a licensed facility. All children and families enrolled in full-day, full-year classrooms benefit from Head Start comprehensive services that otherwise are not available in these high-risk communities. Additionally, all children enrolled in this dually funded option meet the Head Start eligibility guidelines. CDE also provides funds to assist with staff development and higher education opportunities. A list of centers/classrooms under this LDO class-size waiver are listed below.

EHS Transitioning Children

Many early learning centers host both Head Start and Early Head Start on the same campus. When EHS children turn 36 months of age, they are often unable to continue care at the same center due to classes being capped at 17 maximum enrollment when the majority of enrolled children are 3 years of age. This waiver would allow programs to enroll up to 20 Head Start children if/when a 36-month old child ages out of EHS and is unable to transfer to Head Start due to group-size limitations with a majority of 3-year old children enrolled.

The waiver also includes some part-day classes which are not typically eligible for an LDO. However, some EHS transitioning families may not qualify for full-day Head Start services upon transition and/or full-day classes may be full at the time of transition, making the part-day the best option until a full-day enrollment slot becomes available.

Full-Inclusion Classrooms

For more than 20 years, SETA has been partnering with the Sacramento County Office of Education (SCOE) Special Education Department to operate full-inclusion classes at six (6) early learning centers - Northview, Walnut Grove, Grizzly Hollow, Hillsdale, Galt and Bannon Creek. With the reduced class size of 17 when a majority of 3-year olds are enrolled, SETA has been unable to enroll eligible 3-year old children with disabilities from the SCOE program. Full-inclusion enrollment slots would go unfilled when the next eligible SETA-SCOE child was a 3-year old. This class-size waiver would be used for the SETA-SCOE children when the full-inclusion class is capped at 17, similar to the transitioning EHS child listed above. In each of the SETA-SCOE classes, SCOE provides a special education teacher, enhancing the adult-child ratio in each classroom. A list of centers/classes under this LDO class-size waiver are listed below.

Meeting Compliance in LDO Classrooms

All of the requested classrooms meet/exceed the square footage requirements of a minimum of 35 square feet of indoor space and 75 square feet of outdoor space; they are free of CCL Type A citations and have no safety or supervision concerns as evidenced in SETA quarterly unannounced monitoring reviews. Centers listed in the chart below are being requested for the 5-year project period, 2020-2025, and have been operating with an ACF-approved class-size waiver since 2008 unless otherwise noted.

All waiver classes have been listed as an “LDO” in this grant application and on the Program Schedule in HSES.

List of Proposed Locally Designed Centers/Classes

Name of Site	Name of Classroom	# of children in each class	Previous Waiver
SETA Operated Program (Grantee)			
16 th Avenue (2)	1257 R and X	20	Yes
Alder Grove	1247 V	20	Yes
Bret Harte	1271 X	20	Yes
Capital City	1272 X	20	Yes
CP Huntington	1273 X	20	Yes
Crossroad Gardens (4)	1242 A, B, R, and X	20	Yes
Elkhorn (5)	1255 A, B, C, D, and X	20	Yes
Freedom Park (4)	1239 A, B, R, X	20	Yes
Freeport	1274 X	20	Yes
Galt (4)	1234 A, B, C, and D	20	Yes
Grizzly Hollow (2)	1252 A and B	20	Yes
Hillsdale (6)	1228 A, B, C, D, R, and X	20	Yes
Hopkins Park (2)	1253 V and W	20	Yes
Job Corps	1237 X	20	Yes
Marina Vista (3)	1246 R, S, and X	20	Yes

Name of Site	Name of Classroom	# of children in each class	Previous Waiver
Mather (5)	1223 A, B, C, D and X	20	Yes
Norma Johnson (3)	1214 A, B and X	20	Yes
North Avenue (4)	1256 A, B, V, and X	20	Yes
Northview (5)	1224 A, B, C, D, and X	20	Yes
Phoenix Park (3)	1248 A, B and X	20	Yes
Sharon Neese (3)	1249 R, V and X	20	Yes
Walnut Grove (2)	1235 V and W	20	Yes
San Juan USD (Delegate Agency)			
Choices	1704 R	24	No
Coleman (3)	1708 R, S, and T	24	Yes
Coyle	1744 R	24	Yes
Garfield (3)	1722 R, Y, and W	24	Yes
Grand Oaks	1710 R	24	No
Howe Avenue (4)	1725 R, S, T and X	24	Yes
Kingwood (2)	1717 R and S	24	Yes
Mariposa	1714 R	24	Yes
Marshall (4)	1707 R, S, T and X	24	Yes
Pasadena	1718 R	24	No
Ralph Richardson	1719 R	24	Yes
Skycrest (2)	1716 R and S	24	Yes
Sunrise (2)	1746 R and S	24	Yes
Twin Rivers USD (Delegate Agency)			
Morey Avenue (4)	1401 R, S, T and V	24	Yes
Oakdale	1402 R	24	No
Rio Linda	1403 W	24	Yes
Village	1404 W	24	Yes

NOTE: San Juan USD and Twin Rivers USD will not exceed 20 in any given class when a majority of 3-year old children are enrolled in the class. They will cap as 20 instead of 17.

Conversion

SETA is requesting a Head Start-Early Head Start conversion of 8 Head Start center-based enrollment slots to 3 Early Head Start home-based enrollment slots for San Juan Unified School District (SJUSD). Approval of the conversion would reduce San Juan USD's Head Start center-based enrollment from 1,052 to 1,044 and increase their Early Head Start home-based funded enrollment from 80 to 83.

As a result of the conversion, SJUSD will transfer \$64,438 in Head Start Basic funds to Early Head Start Basic, as follows:

	Current Budget (before conversion)	Proposed Budget (after conversion)	Difference
Head Start Basic	\$8,473,566	\$8,409,128	\$64,438
Early Head Start Basic	\$1,837,036	\$1,901,474	\$64,438

San Juan USD is not seeking to transfer any of the Training and Technical Assistance (TTA) funds as the training needs of the program will not change as a result of this conversion.

With the additional enrollment slots, SJUSD will be able to serve more families from the home-based waiting list. Many families in SJUSD need the home-based option for a variety of reasons. Transportation is often a barrier that limits some families from accessing education for their student(s); some families are not ready for a center-based experience; and others may be medically fragile and cannot attend a center-based option at the time of enrollment. SJUSD home-based teachers will continue to work with those families that prefer the home-based option to ensure that needs are met and students are receiving appropriate support. The home-based option provides support for women with infants and toddlers as well as those of pregnant women. Home-based is a way for families to remain in their homes to care for the needs of their family and have a home-based teacher bring the curriculum into the home environment and facilitate learning.

SJUSD has been providing Early Head Start services since the first wave of funding in 1995 and has the capacity to continue providing high quality and effective program moving forward. The home-based model provides 46 weeks of service to enrolled pregnant women, children and families to ensure continuity and support of program outcomes, as reflected on the 12-month calendar of service. Home-based teachers hold a degree in ECE, exceeding the minimum qualifications required by the HSPPS. The home-based teacher plans home visits based on *HELP* and *Creative Curriculum for Infants, Toddlers and Twos* and uses weekly home visit planning sheets for documentation of activities and follow up. In addition to the home visiting component, families receive services from an EHS nurse and half-time health assistant providing follow up on immunizations, height and weights, and well-baby checks. A full-time School Community Worker provides home visits as needed to support families access to community resources and provide referrals. The teacher content specialist for disabilities supports referrals for Early Head Start as well.

SJUSD will hire additional support to help the refugee immigrant population with mental health and trauma-informed care and hire an additional Bilingual Instructional Assistant to reflect the home language support needed in Fall 2020.

SJUSD will begin services on August 1, 2020. Home-based teachers are already in place and will be ready to add new children to their existing caseload upon final ACF approval. No additional funding or one-time start-up costs are needed to support this conversion. Budget details can be found in SJUSD's Budget and Narrative on HSES. No families will be displaced as a result of this conversion. Head Start reductions will take place during the summer when children transition to Kindergarten. The program will not replace eight vacant Head Start slots. The SJUSD Policy Committee will approve this action at its next scheduled board meeting.

Centers and Facilities

Program services will be provided at the same facilities as listed in HSES for the 2019-20 program year with the exception of the following changes:

- The SETA Operated Program Auberry Park Early Learning Center lost its lease in June 2019. It took some time to secure a new center location. Auberry was funded to serve 40 part-day.
 - 20 enrollment slots will be relocated to a new facility, Dudley Elementary which:
 - is located within the boundaries of Center USD, a new service area for SETA.
 - ranks Priority 1 under the *Local Child Care Planning Council* priority roster.
 - will be operated by the SETA Operated Program.
 - will operate 6.5 hours/day, 5 days/week for 182 days/year (1,183 hours)
 - 20 enrollment slots will be relocated to Morey Avenue which:
 - will have available classrooms due to District re-programming.
 - has current waiting lists to support the expansion.
 - is operated by Twin Rivers USD, a SETA delegate agency.
 - will operate 6.5 hours/day, 5 days/week, for 157 days/year (1,020.5 hours)
- EHS-CCP funding will be moved from Phoenix Park and Crossroads to Galt and Grizzly Hollow. This will not result in any program changes for children and families.
- Sacramento City USD will not operate Head Start at Rosa Parks Elementary but:
 - will return to Washington Elementary which was closed in 2019-20 due to District reductions.
 - will operate 6.5 hours/day, 5 days/week for 178 days/year (1,157 hours)
- San Juan Unified School District will make the following Head Start changes:
 - Un-do the remaining 12 double session classes and offer full-day services.
 - Will relocate six classes from General Davie and:
 - will return to Arlington Heights, Coyle and Mariposa with one class each. All three centers hosted Head Start in the past, but not last year.
 - will add one class each at Grand Oaks, Lichen, and Sunrise.
- Twin Rivers USD will expand:
 - the number of Head Start students at Morey Avenue by 20.
 - Early Head Start services on the Oakdale campus with 8 new enrollment slots.
 - Early Head Start services on the Morey Avenue campus with 8 additional enrollment slots.

All centers are licensed by Community Care Licensing (CCL) and are checked by staff daily for potential Health and Safety hazards/concerns. The *Center Health and Safety Checklist* will be completed daily by teaching staff before the start of class. This will allow staff to immediately address any indoor or outdoor health and safety concerns. Further, the Monthly Safety Checklist form will identify whether a first aid kit, blood borne pathogens kit, disaster backpack or disaster bin needs replacement items or restocking. Grantee on-going monitoring procedures ensure centers are monitored regularly and that an unbiased third party observation is provided to each agency to address any systemic concerns. Additionally, each center receives

two Unannounced Safety/Supervision reviews each quarter, for a total of 8 on-site observations per year. Four Unannounced reviews are self-assessments done by the program and four are done by the grantee as part of its on-going monitoring routine. This added system ensures ratios and supervision practices are of the utmost priority for the organization.

Minor Renovations or Repairs

There are no proposed minor renovations or repairs (less than \$250,000) included in this grant application.

Transportation

SETA, its delegate agencies, and partners, do not provide transportation services. Sacramento County has a robust public transportation network including busses and light rail. For families that struggle with transportation, bus passes are available for medical or dental appointments as well as for home-base socializations.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

Eligibility, Recruitment and Selection

SETA, along with its delegate agencies, has a comprehensive outreach and recruitment plan that includes partner agencies that serve the same children/families as Head Start/Early Head Start such as WIC, Birth & Beyond, food banks, medical/dental offices, local homeless shelters, Sacramento County Office of Education, Alta Regional and many more. These partnering agencies refer clients, including foster children and children with disabilities, to SETA for services. Staff also attend regular meetings with these agencies to provide Head Start/Early Head Start information to staff and clients. The grantee and delegate agencies also include community member representation on the Parent Advisory Committee (PAC), Policy Council (PC) and Policy Committees (PC), Each month those members share information back to their agencies to recruit families. Staff and Parent Ambassadors attend community-sponsored events and host vendor booths with information regarding Head Start/Early Head Start services, and to place eligible families on the wait list in *ChildPlus*.

SETA has formalized board-approved Selection Criteria that covers all Sacramento County Head Start and Early Head Start programs which are reviewed, updated and approved annually. By having a single approach to determine eligibility, families in the community are receiving consistent messages about priority order. The countywide Selection Criteria for enrollment of children has been set by the grantee in partnership with delegate agencies, parents and community representatives and is detailed out in the Sacramento County Head Start/Early Head Start Selection Criteria documents. The selection of the neediest children and families is determined and monitored by an effective Enrollment, Recruitment, Selection, Eligibility, and Attendance (ERSEA) system.

For families who meet the income eligibility requirements for Head Start/Early Head Start enrollment, priority is given to children who were previously enrolled in the program, including transitions from EHS; have been referred to the program with a current IFSP or IEP; or are considered “high risk.” Children qualify as being “high risk” if they have experienced one of the following situations within the past year: abuse (physical, emotional, sexual or substance)/neglect, homelessness, foster care placement, death of a parent/guardian or sibling, or have a parent with a developmental delay or other disabling condition or a foster youth with a child (AB12). Additionally, the Head Start/Early Head Start program will recruit and partner with special education services programs (including the Sacramento County Office of Education Infant Development Program, Alta Regional Center and other Part B and C providers) to ensure the 10% enrollment level is met or exceeded for children with disabilities. SETA has a formal, well-established and strong collaboration with Part B and C providers, which facilitates serving children with special needs. Over-income waivers can be used for those children who have been identified with a special need and have an IFSP or IEP if their family has an income that exceeds the poverty level. Printed material and the Head Start webpage specifically note that the program provides services to children with disabilities, children experiencing homelessness, and children in foster care.

Because regular and effective recruitment is a critical part of maintaining full enrollment, the grantee and each delegate have developed a recruitment plan that includes an examination of geographically close businesses and other agencies frequented by EHS/HS eligible families. Recruitment logs are maintained to track ongoing outreach efforts. Program staff meet regularly to evaluate the recruitment plan and outreach activities. The program primarily recruits by personal contact with potential families in their communities and siblings of other children within the District. Additional recruitment and outreach materials in various languages will be developed and utilized throughout the targeted service areas.

Enrollment

Despite the low unemployment rates and high demand for care and education, SETA along with its delegates continue to struggle with maintaining full enrollment in the center-based option throughout the program year. Over the past year, SETA and its delegate agencies have worked to remedy this challenge by hiring additional home visitors to serve enrollment slots not filled for varying reasons; by layering funds to offer families enrolled in a state-funded preschool (and who are Head Start eligible) comprehensive services; by applying for Duration funding which extended the hours of operation; and by serving in a temporary home-based option until centers could be licensed and opened. As a result of the targeted efforts, full enrollment was achieved prior to the fourth month. However, SETA and its delegates will continue to search out ways to maintain full enrollment when challenges arise.

Attendance

SETA and its delegate agencies continue to promote good attendance practices with the three-pronged attendance initiative that focuses on what teachers, parents, and management can do to support the regular attendance of children. At enrollment, the program emphasizes the importance of all children attending school consistently to ensure academic and social skills

development. The grantee also has a comprehensive attendance toolkit that includes procedures and strategies to track attendance and promote regular attendance. Teachers focus on ensuring the classroom experience is exciting for children, building relationships, and improving attendance in all classrooms. Center staff celebrate children's attendance accomplishments through various age-appropriate venues and/or accolades. Staff incorporates visuals into the classroom so that parents can see monthly classroom attendance data. During home visits, parents receive their child's absenteeism rate for each quarter, which facilitates teachers working with parents around attendance issues and reinforcing the link to school readiness. Special efforts are made to connect with families whose children are chronically absent. These efforts include: a telephone call or Live Message via *ChildPlus* within one hour of school starting if no notice was received from the parent; additional home visits; a family-focused and encouraging Attendance Improvement Plan, which helps identify the causes of the absenteeism (and if necessary, dedicated work with parents to connect them to additional services); and creation of a back-up plan when they are unable to bring their child to school due to transportation challenges. Teacher-parent conferences include finding out why the child is not coming to school and offering other options such as a different time slot, location or home-based services. The grantee's electronic sign-in/out system shows the parents each day, by a color indicator, if their child has good attendance or is at risk for falling behind. Management sends out monthly classroom and individual attendance data, which will highlight those classrooms at risk of chronic absenteeism. This initiative has been successful, showing a consistent countywide increase in average daily attendance above 85%.

SETA has also joined a new cohort of data/statistical professionals (Early Intel) that host various data elements from *DRDP*, *CLASS*, attendance and family outcomes to provide hands-on dash-boards and analytical data for continuous program improvement. As a member of the cohort, staff receive various data reports that show benchmarks, outcomes, outliers, and trends. Members also participate in learning communities, individual and small group coaching, and advisory council sessions. With these new dashboards, staff will be able to compare a verity of data elements such as attendance, child outcomes and/or *CLASS* scores.

Education and Child Development Services

Center-based Programs

The educational needs of EHS/HS children are met through quality, individualized instruction using research based curriculum, high quality teacher-child interactions, and developmentally appropriate classroom environments. The grantee and all delegate agencies, with exception of Twin Rivers Unified School District (TRUSD), use *Creative Curriculum* as the primary instructional curriculum for Head Start classrooms. *Creative Curriculum* is a research-based curriculum that supports instruction of the essential domains addressed by the *Desired Results Developmental Profile (DRDP)* at the Infant, Toddler and Preschool developmental levels. This curriculum is aligned with the *Head Start Early Learning Outcomes Framework*, *California Learning Foundations*, the *DRDP*, and Kindergarten entrance standards. The Curriculum Consumer Report: Reviews and Ratings of Comprehensive Curricula indicated that *Creative Curriculum* had the highest overall ratings across various criterion. It provides scaffolding strategies within activities to support children as they move through the

developmental progressions. Materials and activities that support dual language learners and represent diversity of language and culture are integrated into daily routines and environments.

TRUSD will be starting its second year of using the *Connect 4 Learning: The Pre-K Curriculum*. This a newly developed curriculum which is a research-based, interdisciplinary approach to learning that was developed by nationally recognized experts in early childhood education and through funding from the National Science Foundation. Though the concepts that make up the learning approaches have been researched thoroughly, this new curriculum is still being completely vetted and is currently part of an ACF research study. Pilot programs report that children achieve their learning goals beyond expectations, and teachers and parents have been surprised at how effectively the curriculum improves the children's performances across all domains. High-interest learning centers that support and extend children's growing understandings in social-emotional skills, science, literacy, and mathematics are a fundamental part of daily lessons. Connect 4 Learning has been aligned to the Head Start Early Learning Outcomes Framework and a crosswalk has been developed to ensure alignment to the California *DRDP* assessment tool.

The grantee and its delegate agencies also utilize supplemental curricula to support *Creative Curriculum* and *Connect 4 Learning* in specific domains as identified in assessment analysis. The *Teaching Pyramid (CSEFEL)* approach and *Second Step* are used countywide to support the Social Emotional domain. Elk Grove Unified School District will also be introducing *Conscious Discipline* as another approach to support children specifically in the areas of self-regulation and problem solving. Twin Rivers Unified School District also integrates *Houghton Mifflin's Alpha Friends* into the curriculum approach to support letter knowledge and phonological awareness.

All grantee and delegate center-based Early Head Start classrooms use the *Creative Curriculum for Infants, Toddlers and Twos*, which is aligned with the Early Learning Outcomes Framework in Head Start and the Infant Toddler Early Learning Foundations in California. The use of Intentional Teaching Cards and Mighty Minutes support the teacher's implementation of quality experiences for lesson plans. The SETA Operated Program is also in the second year of providing additional support of social emotional development using the *Toddler Teaching Pyramid (CSEFEL)* model in center-based EHS classrooms.

The *Creative Curriculum Fidelity Tool* is used in the SETA Operated Program, SJUSD, SCUSD, EGUSD and WCIC programs. The *Fidelity Tool* has also been aligned to other observation tools such as *CLASS, ECERS and ITERS* for a comprehensive look at quality. SETA and SCUSD chose to focus on the areas of environments, routines and structure in the last year. Observations showed that 96% of SETA's preschool classroom environments are organized into well-defined interest areas with adequate space, furnishings and materials according to the *Creative Curriculum Tool for Administrators*. Information gathered from observations are used to guide differentiated coaching sessions to meet the various levels of staff needs.

During the 2020-2021 school year, the TRUSD Education Resource Coordinators completed the *Connect 4 Learning* fidelity checklist for all classrooms monthly to ensure the curriculum is adhered to guidance. The fidelity tool includes regularly checking the lesson plan format as well as completing the checklist so all aspects of the curriculum planning are followed.

As a result of the fidelity checklist and the fact that the *Connect 4 Learning* curriculum is new for the TRUSD ECE Department, all staff will continue to increase knowledge of the curriculum overall including the use of the fidelity tool through regular professional development opportunities.

Screenings/Assessments - All children receive a developmental screening within the first 45 days of enrollment. The Ages and Stages Questionnaire (ASQ) is a parent-completed tool allowing parents and teachers to partner in the screening process. The benefits to these partnerships go beyond the screenings allowing in-depth conversations with parents and guardians on the various ways they can contribute to their children's development. The ASQ provides an opportunity to engage parents during conferences or home visits regarding child development. The ASQ is available in multiple languages and bilingual staff can assist parents with understanding milestones. The questionnaires reveal a child's strengths as well as areas of growth.

Children's development across the five essential domains of the Early Learning Framework is assessed three times a year using the *Desired Results Developmental Profile (DRDP)*. Individual children's DRDP assessment data is used to individualize teaching and drive development of each child's Individualized Development Plan (IDP) so that the specific educational needs of each child are met. Parents receive results of the *DRDP* during home visits and parent conferences, utilizing data as primary conversation points and benchmarks of their child's growth. Goals are developed with parents and measured during the assessment period. The *DRDP* assessment tool has designated questions for ELL students. Data results are tracked and analyzed, resulting in individualized plans for ELL students. Bilingual support, including interpretation and translation services, is available to families and children as needed. Children are offered support to facilitate their knowledge and use of their primary language and English. Classrooms are staffed with teachers and teacher assistants who represent the cultural and linguistic needs of children enrolled. Assessment data is also analyzed at the classroom level. Teachers identify and track strengths and developing areas which are used to create improvement plans and guide lesson planning.

In addition to opportunities to be an integral part of their own child's development and learning, there are many ways for parents to be involved at the classroom and program level. Parents are encouraged to volunteer in the classroom. In the SOP program, parents are trained to be School Readiness Aides that support teachers. Training includes the 5 essential domains of learning, Creative Curriculum, and supportive environments. SCUSD parents are offered a volunteer packet during the enrollment process. Parents help with picking up meals from school site cafeterias and volunteering in the classroom by reading to children, or talking to them during their play. All Parents Participating in Literacy and Education (APPLE) bags are home activities that families can do with their children. Across the grantee and delegates, teachers have their current lessons plans posted in their classrooms, visible to parents when they enter. Teachers share themes with parents and may solicit ideas and recycled materials from families to keep them involved in what is happening in their children's preschool classroom. TRUSD hosts classroom meetings led by Community Liaisons and Education Component Leaders to discuss the DRDP-R assessment results and how parents can to assist with academic skills at home. Results of the assessments and action plans are also shared with the Parent and Policy

Committees. Prior to the adoption of the Connect 4 Learning Curriculum by the entire ECE Department, two Twin Rivers classrooms field tested the materials as a pilot. During the piloting phase, parents were advised about the possible curriculum change and provided input to the teaching staff about the new units of study.

Home-based Program

SETA, San Juan USD, SCOE and ROCC use *The Hawaii Early Learning Profile 3-6 (HELP)* as their curriculum-based assessment tool for typically developing children and children who may have developmental delays. *HELP* is versatile and addresses the requirements for early childhood programs. The *HELP* curriculum places a high priority on the goal of parent involvement as they are introduced to the teaching concepts that can be used in the home setting. The *HELP Activities at Home* provides practical, home-based activities that can easily be done by parents. *HELP* assessment procedures and curriculum activities focus upon everyday routine observational opportunities within the child's natural environments using toys, materials, and activities that are meaningful to each child and their family. This assures that the family's culture, values and beliefs are embedded in those teaching and learning opportunities. The skills in *HELP* follow a 'normal' developmental sequence and apply to all children. However, four of the skill strands are provided for use with special needs children: 2-8 Sign Language; 2-9 Speech-reading; 3-8 Swimming; 3-9 Wheelchair skills. The *HELP* behaviors/skills align with the *Head Start Early Learning Outcomes Framework (ELOF)*. *HELP* also provides a weekly on-going family-centered assessment that effectively provides growth and development for each child.

SETA, delegate agencies and partners worked together in Summer/Fall 2019 to create and present a four-day *HELP* Curriculum training. Training included: using *HELP* as a curriculum-based assessment, components of *HELP*, utilizing *HELP* during the assessment process, using assessment outcomes and parent input to create individual development plans, reporting and lesson planning. Each home visiting program now implements consistent training and application to all newly hired home visitors, and professional development annually with staff.

Parents are surveyed at enrollment for topic ideas for the group socializations, and joint socializations with SETA, delegates and partners are offered twice per year when dentists are scheduled to provide oral exams/screenings.

Screenings/Assessments - All home-based programs use the *Ages and Stages Questionnaire* and the *Ages and Stages: Social-Emotional Questionnaire*. These screening and assessment tools are completed by the parent with staff assisting. *HELP* is used as the on-going child assessment tool. Both the *ASQ* and the *HELP* assessment are available in Spanish and bilingual staff are available to assist those families who are dual-language learners.

At weekly home visits, parents are invited to share and provide feedback on the curriculum and let home visitors know the kind of activities they would like to work on with their child. The *HELP at Home* booklet provides parents with developmental information and activities to provide their child with safe and developmentally supportive environments. Working together

with staff, parents participate in both the screening and assessment process, and can ask questions and provide feedback on those tools.

Health and Oral Health Services

In accordance with the Head Start Program Performance Standards, early intervention and prevention health screenings are provided for all children within 45 days of enrollment. The goal to improve the health of children is carried through the efforts of promoting health and preventing disease in a holistic approach that involves staff, parents, health professionals, community partners, and other stakeholders. Family Services Workers and Health/Nutrition professionals, including Public Health Nurses and LVNs are the point of contact who conduct an in-take and assessment of the child's medical status and needs. Screening results and well-child checks are tracked and monitored using the countywide *ChildPlus* tracking system. This ensures adequate tracking/follow-up and accessible county-wide data and aggregate data reports are available as needed. Registered Nurses are also part of the program staff to ensure that children have immediate access to health care and pre-natal care professionals if needed. Pregnant women are visited routinely by a Registered Nurse for a two-week in-home follow-up visit after the birth of their child. Program staff ensure follow-up services are met on a routine basis and that all families are connected to an on-going, continuous medical home. SETA also has a strong partnership with the University of California, Davis Nursing Program who provides professional nurses each summer who focus on community-based projects. Projects in the past have included lead poisoning prevention and child immunizations campaigns, projects on obesity prevention and intervention, good oral hygiene and handwashing. One year, the nurses even created a puppet show for children to demonstrate hand-washing, tooth-brushing, and germ prevention.

Health professionals and Family Services Worker are responsible for educating parents on how to advocate for themselves, providing information on failed or missing health screen(s), coordinating with community partners or health professionals to provide other services not provided by our program, referring parents to internal and/or external health professionals, including Registered Dietitians, Nurses, Licensed Clinical Social Workers or Dentists, or to Health staff also help families navigate through the Medi-Cal/Denti-Cal system to access care or provide other education or service of advocacy. Translation services and materials in various languages are available, as needed and over 60% of the Head Start/Early Head Start staff countywide speak a language other than English.

Dental Consultants provide bi-annual dental examinations and follow-up at each Early Learning Center. Referrals are made for children who may need more in-depth oral hygiene and/or restorative care. Further, SETA reserves funds in the Basic grant to ensure children receive follow-up services, as a payer of last resort. SETA and the delegate agencies have a partnership with Sacramento County Smile Keepers Program and The Center for Oral Health which provide fluoride varnishes and dental education to enrolled Head Start/Early Head Start children. 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 also provides parent education on the importance of good dental hygiene as well as provides families with bus passes to assist with transportation for follow-up care.

Nutrition Services

Nutritious meals, which offer a variety of tastes and smells, are provided through in-house food services departments. The grantee participates in the Child and Adult Care Food Program (CACFP) and sponsors the WCIC program for meal service. Each delegate school district participates in National School Lunch program. Participation in these nutritional programs helps defray costs within the Head Start budget and promote high quality meal services for children. Classrooms are monitored (unannounced) three times per year to ensure all meals and meal service meets CACFP/National School Lunch requirements. Children with special dietary needs are followed by a registered dietician to ensure that their nutritional needs are met. As needed, nutritional counseling for parents can also be arranged. Nutrition is emphasized in parent education opportunities and during home visits. The program provides parent education on healthy eating, budgeting and exercise at the centers.

Mental Health Services

Across the county, mental health services are an integral part of the Head Start/Early Head Start Program. A case management model is utilized and members of the mental health services team work closely together to ensure that services are coordinated. The team takes a preventative and early intervention approach which builds on the strengths of families and program staff to support the healthy social and emotional development of children. While the exact composition of the mental health services team varies across the SETA Operated Program and the delegate agencies, in general, the team consists of social workers, a psychologist, and other mental health professionals; some teams also include counseling interns. Mental Health teams offer on-site support and crisis intervention to children and families. Further, members of the mental health services team conduct classroom observations; meet with families; and refer families to appropriate community resources as needed. Complete mental health assessments are performed using a variety of diagnostic tools. The ASQ-Social Emotional is administered to every child in the first 45 days of enrollment. Children who exhibit areas of concern are provided additional intervention and support strategies. Referrals are responded to in a timely manner with detailed tracking in the child's file for comprehensive family case management.

Additionally, practice-based coaching is implemented countywide to support teaching practices that promote social-emotional development and outcomes. Classroom staff are trained in and implement curricula that help develop healthy social/emotional growth such as *CSEFEL/Teaching Pyramid* and *Second Steps*. EGUSD will also implement *Conscious Discipline* in the next program year. SETA-Operated Program and all delegate agencies use *Teaching Pyramid/CSEFEL* (Center on the Social and Emotional Foundations for Early Learning) as a framework and its curriculum resources in this area. With partner agency Sacramento County Office of Education (SCOE), SOP and the delegates have completed comprehensive training and are implementing across the county.

Family and Community Engagement

Building Trusting and Respectful Relationships

SETA recognizes that parents are the primary teacher of their children. Staff work diligently to support the parent-child relationship in welcoming environments that are culturally responsive to children and families' needs and builds trust in a variety of ways, including:

- Clients are greeted when they enter the centers.
- Staff often create welcome boards with photos of staff, children and families.
- Staff plan activities that are welcoming and promote fathers to feel welcome and involved, such as Donuts for Dads, Harvest Festivals, Male Involvement BBQ/Award Ceremonies, and Daddy and Me Reading activities.

In addition, to communicating with families daily, staff communicate with families virtually via *ChildPlus Live Messenger* as well as *Google Voice*. Many staff are bilingual and/or provide bilingual aides and translators whenever possible and use translation technology, such as *Google translate* when someone is unavailable and/or a specific language is unrepresented.

Staff support parent-child relationships and family literacy by:

- Using *Ready Rosie* not only as a virtual tool for parent engagement but also aligning it to the classroom curriculum and using videos and activities from *Ready Rosie* at the parent meetings which support literacy, positive discipline, and parent-child relationships.
- Providing books for parents to read with their child at home (*Family Literacy Involvement Program/FLIP* and *APPLE* bags).
- Promoting kindergarten readiness through the Family Partnership Agreement (FPA) goal-setting process.
- Requiring topics in addition to *Ready Rosie* at the parent meetings that promote health and safety which also strengthens parent-child relationships.
- Tracking family outcomes data to provide program improvement strategies to address the entire *Parent, Family, Community Engagement Framework (PFCE)*.

Parenting Curriculum and Engagement Activities

SETA and its delegate agencies have chosen *Ready Rosie* as its research-based parenting curriculum. *Ready Rosie* builds on parents' knowledge by offering meaningful activities that families can do at home with their children. Through the power of video and mobile technology, *Ready Rosie* empowers families and Head Start to work together to promote school readiness. *Ready Rosie's* learning website and app allow families to enjoy powerful learning games and expert videos that help support parents and their children in their learning and allows families to get videos of experts in the field of child development that answer questions that families may have about their children. Each activity/game is modeled in a 2-minute video, so families and children can watch together and then do the activity. Videos are also available in multiple languages. Parents are shown a *Ready Rosie* video at enrollment and are encouraged to accept

the invitation to receive weekly playlists that align with *Creative Curriculum* lessons for center-based parents and *HELP* for home-based parents. At monthly parent meetings, and during parent conferences, parents are encouraged to look through the library of offerings for additional videos and resources that meet their individual needs.

Family Partnerships and Goal Setting/Tracking

SETA and delegate agency staff will conduct a Needs Assessment with families during the enrollment process. The first part of the Family Partnership Agreements (FPA) is an assessment of immediate needs where resources and referrals are given immediately if a family identifies needs during this process. Program staff establish partnerships with families by: meeting families where they are, approaching families with respect and care, learn about families and their children through shared conversation, acknowledge or make accommodations for culture and language, identify families' strengths, assist with completing required forms, explain program requirements, and connect families to other community resources that are identified at risk.

Families will participate in the FPA process 60 days after enrollment and move on to set goals with the family. The FPA process has a matrix system in which staff and families work together on goals identified by the parent and aligned to the PFCE Framework. FCE staff follow-up at least two more times during the program year to address progress or assess and add/change goals. During the goal-setting process the focus is on families' strengths. This ensures the FPA is individualized and reflects clear and attainable strategies and timetables for the family to achieve outcomes. The Parent, Family, and Community Engagement (PFCE) Framework will be used as a guide to help generate ideas and to structure goal-setting efforts. As the FPA is reviewed with parents, the FCE staff assist the family in determining if the goal has been met and if they would like to develop another goal and strategies to accomplish the goal.

Staff utilize the Fall and Spring parent surveys in addition to overall agency FPA summary reports to tracking and better understand the quality of family engagement and service outcomes. In 2020-21, SETA will implement FPA tracking using the *ChildPlus* system and analysis data that identifies family outcomes and leads to continuous program improvement.

Community Partnerships

A few examples of community partnerships that facilitate access to services or resources include:

- A home-based family expressed the desire to sit as a family and share mealtimes together. Staff, in partnership with *Furniture for Families*, was able to not only give them a dining room table and enough chairs for all members of the family, but they also provided a new living room couch and some end tables.
- Sacramento City USD's *Special Education Department* assigns a speech therapist to each preschool site and provides direct services to children in the classroom.
- SCUSD also has a strong relationship with the SCUSD *Adult Education Centers* and *Los Rios Community Colleges* for parent academics and career technical training.
- Collaborations with SCUSD's *Homeless Services Department* and *Foster Youth Services Department* ensure services are offered to the most at-risk population.

- Staff have strong connections with Sacramento Public Libraries and assist parents in making connections to the local community and the various resources provided at the library.
- Deseret Industries has granted vouchers for clothing, household goods and furniture for SJUSD HS/EHS families in need.
- Elica Health Centers provide a medical van weekly on several of the SJUSD HS/EHS sites that assist families in meeting routine medical needs including physical exams and immunizations.
- SETA partners with The Center for Oral Health to provide routine dental examinations and fluoride varnishes for all enrolled children.
- California State University, Sacramento, provides 30-60 students each semester to SETA to serve as substitute teachers. Students participate in this practicum class and earn college credits toward their BA/BS degree.
- TRUSD has extensive partnerships with the local Birth and Beyond, Mutual Assistance Network, WIC, Smile Keepers, local dentists and optometrists. These partnerships provide access to dental and oral hygiene services, vision services, parenting education and resources for a variety of important parenting topics.
- The Sacramento Food Bank and Family Services provides information and resources on food, clothing, education, and technology.

Some challenges SETA and its delegate agencies have experienced in securing necessary partnerships include:

- *Stable and affordable housing for families.* This is a long-term, state-wide issue. SETA partners with its internal Workforce Development Department to secure vouchers for hotels for homeless families and rent assistance when available. SETA continues to address these issues by ensuring stable housing concerns are raised at Governing Board meetings, at state-wide planning meetings, and referrals to legal-aid for legal assistance.
- *Translation services for Dari/Farsi/Pashto languages.* With an increased number of families that speak Dari/Farsi/Pashto enrolling in the program, SJUSD has hired two School Community Resource Assistants and two School Community Workers that are fluent in Dari/Farsi/Pashto. They assist the School Community Workers and Teachers in assessing the needs, strengths, and interests of the families. SJUSD has also partnered with other agencies such as Opening Doors and the Sacramento Food Bank and Family Services to help refugee families connect with community services.
- *Transportation.* WCIC's Head Start Programs continue striving to resolve the challenges for parents/guardians who may have transportation issues by providing bus passes.

Services to Children with Disabilities

In Sacramento County, the number of young children (ages 0 to 5) in special education has steadily increased over the past several years; this number has increased by 25% over the past decade. All children who are enrolled in Head Start/Early Head Start are screened for speech, language development, and other special education needs using evidence-based screening tools such as *Ages and Stages*, *ASQ-SE* and *Fluharty*. If areas of concern are identified,

program staff meet with the child's parents. Children will receive services in the classroom or will be referred to Part C Providers, such as California Alta Regional Center, the Sacramento County Office of Education (SCOE) or to the local education agency. Individual Educational Plans (IEPs) and Individual Family Service Plans (IFSPs) are developed for children with special needs. Educational goals identified in these plans are addressed in daily lesson plans, Individual Development Plans (IDP) and/or during home visits.

In partnership with Sacramento County Local Education Agencies (LEAs), SETA and its delegate agencies provide referrals and full-inclusion services for children with special needs in accordance with the Individuals with Disabilities Education Act, Head Start Performance Standards and formal Interagency Agreements (MOUs). Full inclusion opportunities for children with special needs are available in many Head Start and Early Head Start classrooms and they attend class with their typically developing peers; full inclusion classes are offered by SOP, EGUSD, SCUSD and SJUSD in partnership with SCOE. The existing interagency agreement between Head Start/Early Head Start, SCOE and partnering LEAs and Part B and C agencies provides collaboration for referrals, resources and provisions of coordinated services to children with disabilities. As required by the California State Department of Education all school districts are required to form their own Special Education Local Plan Area (SELPA) to provide special education services to children residing within the region boundaries. As such, they provide special education services within their own district and do not need MOUs with Part B and C Providers.

Additionally, SCOE and EHS dually enroll infants and toddlers with disabilities. A formal MOU is established between SETA and part C agencies within Sacramento County. In this way, infants and toddlers with disabilities and their families receive comprehensive services that are not currently funded through the Part C service system. For children in the home-based model, children and their families attend socializations and child care with typically developing infants and toddlers. Service coordination through multi-disciplinary team meetings ensures that services are not duplicated.

Transitions

SETA, along with its delegate agencies, makes all efforts to provide Early Head Start and Head Start services on the same campus whenever possible. This ensures a smooth and seamless transition for children and families, provides continuity of care, and consistent staff from the ages of birth to five.

Transitions to and from Early Head Start

Per SETA's current Countywide Selection Criteria, children in Early Head Start are given priority for enrollment into Head Start when they are age-eligible. Early Head Start programs begin the preschool transition process at least six (6) months before the toddler's 3rd birthday. Before their 3rd birthday, the EHS teaching team creates a collaborative transition plan with the parent, including obtaining critical information related to nutrition preferences and/or special diets, toilet training habits, likes/dislikes, etc. The EHS team works with the Head Start teaching team to schedule visits to the preschool classroom before official entry. Parents are encouraged

to participate in the transition visits as well as provided information to ensure the transition is successful.

Parent meetings regularly include topics that support transitions (such as parent-teacher relationships, transfer of records and parent rights). Additionally, resources related to transitioning are kept in an area that is easily accessible to parents. In situations when it is not possible to transition a child from EHS to HS, EHS staff provides support to the family to find a suitable alternate preschool program. When parents transition their child to a non-Head Start program, staff work with the parents to provide any needed records or documentation from their child's file. If a release of information is signed by the parent, Early Head Start staff can also work directly with the staff at the preschool program. All transition activities are documented in children's files. For children with disabilities, transition plans include support services to ensure IFSP goals are met and/or evaluations are provided to establish an IEP before entering preschool.

Transitions from Head Start to Kindergarten

Similar to EHS transitions, there is a formal transition procedure for preschool children who are going into Kindergarten. Teachers meet with parents in the Fall before kindergarten entry to develop a kindergarten transition plan. To support a successful transition to Kindergarten, teachers maintain ongoing communication with parents on their child's developmental progress throughout the year. Each family also receives a *Parent's Guide to School Readiness* to support home activities that focus on school readiness. For children with IEPs, special education staff provide support for the transitional IEP. In the Spring, teachers revisit the plan with parents to determine if the family needs additional support before the transition. Family engagement staff also begin working with families three months before kindergarten starting to ensure parents are ready and aware of important dates regarding elementary school enrollment. Some programs also offer field trips to local elementary schools or kindergarten readiness backpacks. Transition presentations are also provided at PAC and PC meetings annually.

Transitions between Programs

SETA's countywide Selection Criteria prioritizes transitioning children from one program to another, such as center-based to home-based, delegate to delegate/grantee, and from neighboring counties to Sacramento County. Transitions such as these require good-working relationships and strong communication among program staff. Regular countywide content meetings ensure staff relationships and personal contacts are established and maintained, making these connects stronger. When a family moves or desires to switch locations, the enrollment staff coordinate a call to see about vacancies and waiting list status. If a vacancy is available and no one is on the waiting list, staff coordinate the transfer and utilize internal courier services to transfer confidential records if within the same agency. If transfers occur between agencies, programs utilize *ChildPlus* to share data and enrollment documents uploaded into the system. SETA operates under a countywide *ChildPlus* data tracking system, allowing quick and easy transitions of data records from one program to another without additional work to keep service records intact and whole

With a central eligibility unit, the grantee can also serve as a hub, as needed, to ensure a smooth and seamless transition.

SECTION C – GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURES

Governance Structure

The SETA Head Start/Early Head Start program is jointly governed by the Policy Council (PC) and the SETA Governing Board, both of which meet monthly. The SETA Governing Board is comprised of elected officials from the City and County (two County Board of Supervisors, two Sacramento City Council members and one community member at large). Due to SETA's governmental structure, SETA is exempt from meeting the Board composition requirements in the Head Start Act. The PC operates according to the provisions of its Bylaws and the Governing Board operates under the JPA of the City and County of Sacramento. The Board is fully engaged in all program design and oversight activities of the Head Start/Early Head Start program. None of the members of the Governing Board or PC have a conflict of interest and all are required to sign a Conflict of Interest Declaration annually. In addition to these two policy boards, SETA has established the Parent Advisory Committee (PAC) to advise the agency on the grantee operated program services. Each of the SETA-Operated Program centers has an elected parent who serves as the PAC representative. Home-based also has representatives, including EHS partners.

The SETA Policy Council is comprised of two or more representatives from the grantee operated PAC and delegate agency Policy Committees, one representative from the home-based option, two representatives from EHS, and Community Representatives including two past parents and the out-going chairperson. SETA has a long history of demonstrated commitment to diverse representation. As SETA's most recent PIR reflects, SETA serves a highly diverse parent population. Countywide, SETA serves 23% white, 24% Black, 27% Hispanic, 12% Eastern Asian, 2% American Indian/Alaska Native and 12% identifying as bi-racial, multi-racial or other. With such significant diversity, SETA enjoys tremendous diverse representation at all levels of parent participation. Parents on PC or PAC can also actively participate in program planning by serving on one of the following committees: Budget/Planning Committee, Food Services Committee, Child Development/Health Services Committee, Parent Ambassadors, PC/PAC Executive Committee, Bylaws Committee, Social Hospitality Committee, Male Involvement Committee and the Health Services Advisory Committee. Meetings are either held monthly or quarterly. A review of the HS/EHS Committees' make-up consistently reflects significant diverse representation in all activities conducted by the Agency.

The delegate agencies are governed by their own Policy Committee and Board of Trustees or Board of Directors. The School Board of Trustees are comprised of elected officials and therefore are also exempt from meeting board composition requirements as outlined in the Head Start Act. SETA's Community-based delegate agency, WCIC, has a Board of Directors with expertise and educational backgrounds in Finance (BBA), business (MBA), education (Ph.D.) and law (Licensed Attorney who is familiar with program governance issues in the

governing body). Policy Committee members from each delegate agency are comprised of parent representatives from each center and members from their local community.

Shared Information and Board Reports

The SETA Governing Board receives monthly packets that include specific Head Start/Early Head Start reports and information including, but not limited to, Policy Council/Policy Committee (PC) minutes, special education, meal counts and expenditures, enrollment and attendance, fiscal and credit card reports, a monthly information report which provides program highlights and communications from OHS, on-going monitoring and unannounced safety/supervision reports, audit reports, school readiness data, PIR, and other relevant information. Each board packet is mailed to each board member, electronically emailed and uploaded to the SETA website. Additional oversight occurs through site visits, board presentations and board training as requested. The Governing Board and Policy Council/Policy Committee share decision-making practices by consistently ensuring documents and information are shared between both groups in a timely manner. A formal Impasse Procedure, as approved by each board, is in place should a dispute arise on a specific board item.

Board Orientation

Annually, all in-coming board members are provided an official training and orientation including guidance on how official meetings are conducted, roles and responsibilities of the board, the Brown Act and Robert's Rules of Order, Head Start Program Performance Standards, program operations, and fiscal introductions, and a brief history of Head Start. Members are provided a binder with relevant documents such as performance standards, Written Area Service Plans, PC/PAC Bylaws, PIR reports, and other critical program documents. The Governing Board has previously been trained with an informative presentation during a regular Board meeting. Board presentations highlighted oversight responsibilities of the Board and a review of major performance standards associated with governance component. Orientation is provided when new members are appointed to the SETA Governing Board.

Human Resources Management

SETA, along with its delegate agencies and partners, recruits for and hires only those applicants who can show evidence of specialized education, training, skills, knowledge, and experience in early childhood education and other related content services. The program is led by a countywide team of more than 1,100 talented and highly qualified staff and leaders who have extensive years of experience in child development, social services and Head Start programming.

Over the past five years, the hiring market has become increasingly more competitive with higher paying jobs and more job openings than qualified candidates to fill them all. This has forced SETA and delegate agencies to be more creative and active in recruitment and retention approaches. This may include, but is not limited to, increasing wages beyond the allocated COLA by OHS; sponsoring evening and weekend recruitment fairs; increasing participation in job fairs; performing outreach on social media and on-line job boards; partnering with community colleges and career centers to promote and recruit within their student/job seeker

pool; hiring unseasoned staff with limited experience but offering an aggressive training, coaching and professional development plan to hone critical skills in-house.

Background Checks and On-boarding

All HS/EHS employees, consultants, and volunteers must pass a criminal background check before being hired. In the grantee operated program, Live Scan fingerprints are checked for criminal history with DOJ, FBI, Child Abuse Index, and Sex Offender Registry. All fingerprint clearances are associated with the agency or school district's Community Care Licensing portfolio. This list of associated fingerprints is monitored regularly and updated annually. Any conviction after the initial background clearance would be tracked back to the agency for formal action. All new staff goes through a multi-day orientation that includes Policies and Procedures, Code of Conduct, Child Abuse Mandated Reporter training, integrated Pest Management, Safety and Supervision, Health Practices, and Curriculum Introduction. In addition, teaching staff then shadow mentor teachers before starting in their assigned classrooms and meet with their supervisor to review job-specific tasks and duties. Additionally, all new hires are required to obtain a medical clearance, TB screen and adult immunizations (MMR, DTaP, and Pertussis) before employment.

Programs also have procedures to clear and orient volunteers, consultants and substitutes before working with children. Volunteers, consultants and substitutes are required to complete a volunteer form/employment application, obtain a TB screen with evidence of a negative result, proof of immunizations and must have fingerprint clearance through the Department of Justice. Volunteers/consultants/substitutes cleared by Human Resources are given information about their role and responsibilities in the classroom/program. They are provided an abbreviated new staff orientation and a copy of the Code of Conduct which they must sign as acknowledgment. Specific training for each occurs at the site and/or with the hiring supervisor.

Staff Development, Training and Coaching

Approaches to training and staff development is an on-going process, accomplished through examination and reflection on data, outcomes and shared learning with a focus on 5-year goals and objectives. SETA and its delegate agencies provide consistent and ongoing training and professional development, which includes coaching, to their staff. SETA uses a variety of modalities including large groups, small groups, remote, online and individual training to meet the needs of staff. Information from the *DRDP* assessment results, *CLASS*, *ECERS/ITERS*, Curriculum Fidelity checklists, and other data sources are used to determine topics and types of training to be offered. Staff also can attend relevant conferences and participate in external *QRIS* sponsored training opportunities. SETA uses data and staff feedback to create a tiered professional development approach to coaching. Staff identified in Tier 1 are provided much more intensive and individualized supports using Practice-Based Coaching models. Staff in higher tiers have access to additional coaching models such as *Teachers Learning and Collaborating (TLC)*, remote online coaching and self-paced coaching. Staff participating in curriculum pilots are also provided more in-depth coaching to ensure the changes are thoroughly understood and sustainable. All teachers meet and/or exceed the required 15 hours of professional development.

EGUSD staff are clustered into professional learning communities each month to discuss learning, approaches to learning, and taking a deeper dive into data and how to use the data to make informed decisions about positive student outcomes. The instructional coaches, social workers, and program specialists make informed decisions when choosing research-based programs through attending professional workshops and ongoing research.

SCUSD instructional staff is required to attend 3 hours of professional learning monthly, which exceeds the 15 hours required annually. Topics are determined based on program needs as well as the required mandated training. Training on safety and supervision procedures and expectations happen annually. Self-assessment and 5-year goals are used to plan coordinated systematic professional development and coaching.

SJUSD professional learning is a collaborative approach developed by teachers and administrators. Factors such as teacher input, data, and research are considered when planning and facilitating professional development and coaching. Professional development occurs monthly for all teaching staff. In 2018-2019, SJUSD adopted the OHS Teachers Learning and Collaborating (TLC) process across all classes and has been integrated into PD sessions, at a minimum of three times per program year.

TRUSD teaching staff participates in various professional development and coaching opportunities including monthly ECE workshops and preservice days at the start of school to enhance their teaching strategies to best serve students. The third Wednesday of each month staff is provided professional development from 4-6pm with the rest of the ECE Department in TRUSD as part of the annual required hours.

WCIC utilizes the Individualized Staff Development Plan (ISDP) to determine staff training, professional development and coaching needs. The ISDP is signed by staff and lists their annual goals, objectives, and timelines for completion. The plan allows staff to identify strengths, and areas of needed support. Staff also participate in training and technical assistance offered by the grantee and SCOE/QRIS monthly.

Staffing and Organizational Structure

SETA ensures high-quality services through an established and efficient organizational structure that supports the accomplishments of program objectives. SETA employs over 550 highly qualified and well-trained staff. The agency is divided into two direct service departments managed by two Deputy Directors, and two administrative departments managed by two Chiefs. Each Deputy Director and Chief reports to the Executive Director. Within each department, there are managers, coordinators, supervisors, and line staff charged with carrying out the goals and objectives of the individual programs. The Children and Family Services Department (CFS), which operates the Head Start and Early Head Start programs, is one of two departments. Within the CFS Department, there are four unit managers with distinct responsibilities for the operation of HS/EHS services – Program Support Services, Program Operations, Administration, and Fiscal. The program managers report directly to the CFS Deputy Director except for the Fiscal Manager who reports to the Fiscal Chief. The Deputy Director holds a Master’s degree in Business Administration (MBA) and has worked for SETA Head

Start for almost 29 years. All managers have extensive years of experience and expertise in their respective fields. With an average of 18 years' tenure, all have proven themselves capable to exercise oversight of the program operations and accountability for Federal funds. (see an abbreviated organizational chart in the Appendix).

Qualifications of Teaching Staff

A summary of child development staff qualifications is listed below for Head Start and Early Head Start.

Head Start Staff Qualifications					
	Total Number²	Permit	AA Degree¹	BA Degree¹	Masters or Higher
Head Start Teacher					
SOP	86	--	37	48	1
Elk Grove USD	22	--	--	15	7
Sacramento City USD	42	--	--	33	9
San Juan USD	47	--	--	36	11
Twin Rivers USD	7	--	--	5	2
WCIC	6	--	1	4	1
Total	210	--	38	141	31
% of Total	--	--	18%	67%	15%
Head Start Teacher Assistant					
SOP	121 ²	38	38	20	--
Elk Grove USD	21 ²	6	9	5	1
Sacramento City USD	42 ²	20	13	5	--
San Juan USD	47	35	8	2	2
Twin Rivers USD	17 ²	2	4	7	--
WCIC	7 ²	3	1	--	--
Total	255	104	73	39	3
% of Total	--	41%	28%	15%	1%
Head Start Home Visitor					
SOP	12	1	7	4	--
Total	12	1	7	4	--
% of Total	--	8%	58%	33%	--

¹ In ECE or related field

² Some positions are vacant at the time of the grant application and therefore not counted in staff qualifications.

Early Head Start Staff Qualifications					
	Total Number ²	Permit	AA Degree ¹	BA Degree ¹	Masters or Higher
Early Head Start Teacher					
SOP	56 ³	17	22	17	--
San Juan USD	20	6	7	7	--
Twin Rivers USD	7 ²	--	--	5	--
Total	83	23	29	29	--
% of Total	--	28%	35%	35%	--
Early Head Start Teacher Assistant					
SOP	Included in Teacher count above				
Twin Rivers USD	9 ²	1	4	2	--
Total	9	1	4	2	--
% of Total	--	11%	44%	22%	--
Early Head Start Home Visitors					
SOP	26 ²	3	9	10	1
San Juan USD	7	--	--	5	2
Total	33	3	9	15	3
% of Total	--	9%	27%	45%	9%

¹ In ECE or related field

² Some positions were vacant at the time of the grant application. Therefore, degrees were not reported.

³ Includes EHS-CCP

Qualifications of Other Content Staff

Health services are supported by Registered Nurses, Public Health Nurses and LVNs. Disabilities support staff hold bachelors' and master's degrees specializing in special education services. Registered Dietitians and Nutritionists support nutrition services, special diets and food services. Mental health services are supported by Psychologists, MSWs, MFTs and LCSWs. Often the mental health services staff support Family Engagement activities, offering trained and degreed staff in social services, psychology and child development. Each delegate agency budgets for professionals in these services areas or for consultants where full-time staff is not available. The grantee employees all of the required and listed positions and makes available these experts when a delegate agency may not employ them.

Program Management and Quality Improvement

Management Systems

As the grantee, SETA ensures effective program design and management of the five delegate agencies and two partners by having the correct systems in place and excellent

relationships that are built on trust, mutual respect, and clear communication. The grantee hosts monthly Delegate Director meetings. These meetings provide an opportunity for discussion about relevant topics and for delegates to share what is currently happening at their program sites. Also, the Deputy Director regularly shares information from the Regional Office and the Office of Head Start. Additionally, each Fall the grantee hosts an all-day Delegate Kick-Off event which provides workshops and networking opportunities for all delegate content staff and directors. Further, the grantee facilitates grant preparation training every January for the delegate agency staff and fiscal officers. During the program year, grantee and delegate agency staff remain in close communication regarding program design and management issues. The countywide content staff has the opportunity to meet quarterly to share ideas, network and receive updated information and regulation information. These monthly content meetings also contain training topics and invited community agency representatives to share resources.

On-going Monitoring and Program Oversight

The grantee uses a combination of agency reports, on-site visits, file and documentation reviews and individual meetings to monitor compliance and quality of delegate agencies/partners in providing the comprehensive services required by the Head Start Program Performance Standards.

Every year each agency receives an in-depth monitoring review by the SETA Quality Assurance Unit (QA). This formal on-site review process is called *Monitoring for Compliance and Quality Improvement (MCQI)* and is used as the framework in determining benchmark practices for quality and consistency in services across programs in Sacramento County. When needed, a delegate may also receive a more in-depth on-site monitoring follow-up review from the grantee. This extensive review is scheduled with the delegate in advance. Additionally, unannounced safety and supervision visits are conducted quarterly by both grantee Quality Assurance staff and delegate agency internal staff, which results in each classroom being monitored twice per quarter/8 times per year. These unannounced visits help ensure proper ratios and supervision are maintained at all times. Monitoring reports are submitted to management and boards. SETA also employs a Program Specialist who performs Health and Safety checks for each classroom and outdoor play area. Based on the results of these monitoring activities, corrective action plans are submitted by the agencies to SETA. A QA delegate liaison is assigned to each agency to provide support, follow-up and close-out of corrective action items, as needed. Depending on the nature of the concern or finding in each agency, appropriate program action is taken by the grantee to ensure problem areas are addressed and resolved. For fiscal monitoring, a dedicated program monitor from the grantee monitors the delegate agencies at least twice a grant year. These fiscal monitoring activities include reviews of internal controls, supporting documentation and in-kind reports. Careful consideration is paid to the reasonableness and allowability of expenditures as well as the proper recording of grant

Additionally, each delegate agency conducts ongoing self-monitoring. For SCUSD this monitoring happens on a bi-weekly basis in case-management meetings as well as Head Start management meetings where all aspects of the program are discussed. In the 2019-2020 grant year, SJUSD created a new position of Data Specialist that collects data from various sources including *ChildPlus*, teachers, *Learning Genie*, and parents to create reports that are given to

management. These reports are used for continuous program improvement. All delegate agencies and partners regularly self-monitor through team meetings, reviewing *ChildPlus* reports as well as daily, weekly and monthly health and safety checks.

During grant planning, the management team works closely to ensure that both the budget and proposed staffing patterns promote continuity of care, allow for sufficient time for staff participation in training while allowing for the full range of services to children and families.

SETA's Leadership Team meets weekly regarding program planning and implementation of the county programs. Budget meetings occur monthly and include Head Start parents. All fiscal transactions are reviewed and approved by the Deputy Director and at least one Program Supervisor and one Fiscal Manager to determine the reasonableness and allowability of items and proper cost classification. Data from a variety of sources including internal monitoring, Quality Assurance reports, Written Service Area Plans, Self-Assessment, Community Assessment, and status of goals and objectives are reviewed regularly. During January of 2020, SETA Head Start/Early Head Start developed a self-assessment plan that included parents, administrative and field staff, as well as management. The self-assessment process resulted in a review of the quality and compliance of the SETA Head Start/Early Head Start programs. Please refer to the Appendix for the grantee and delegate agency Self-Assessment summaries and Program Improvement Plans.

ITEM III-G – ACTION

APPROVAL OF THE SETA HEAD START, EARLY HEAD START
AND EARLY HEAD START CHILD CARE PARTNERSHIP BUDGETS
FOR PROGRAM YEAR 2020-2021

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the 2020-2021 Head Start, Early Head Start, and Early Head Start Child Care Partnership budgets. The budgets include Basic, Training and Technical Assistance (TTA), Cost of Living Adjustment (COLA) and Quality Improvement (QI) funding for the SETA Operated Program, its five delegate agencies, and two partners. The proposed budgets, after the HS-EHS conversion, are as follows:

Head Start Basic (4,236 children/families)	\$47,293,273
Head Start COLA (2%)	\$ 945,865
Head Start Quality Improvement (\$266/child)	\$ 1,126,776
Head Start Training and Technical Assistance	<u>\$ 527,209</u>
Sub-Total	\$49,893,123
Early Head Start Basic (792 children/families)	\$10,830,555
Early Head Start COLA (2%)	\$ 216,611
Early Head Start Quality Improvement (\$366/child)	\$ 290,902
Early Head Start Training and Technical Assistance	<u>\$ 243,314</u>
Sub-Total	\$11,581,382
EHS-CCP Basic (80 children/families)	\$ 1,578,143
EHS-CCP COLA (2%)	\$ 31,563
EHS-CCP Quality Improvement (\$687.50/child)	\$ 55,000
EHS-CCP Training and Technical Assistance	<u>\$ 36,749</u>
Sub-Total	\$ 1,701,455
TOTAL	<u>\$63,175,960</u>

Conversion - The Head Start/Early Head Start budgets reflect a transfer of \$67,857 (\$64,400 from Basic, \$1,289 from COLA and \$2,128 from Quality Improvement) from Head Start Basic funds to Early Head Start Basic. The transfer of the funds will support the conversion of 8 Head Start enrollment slots to 3 Early Head Start enrollment slots for San Juan USD, a SETA delegate agency. Funds will be used for personnel, fringe benefits and other operating costs. Details of this conversion can be found in the Budget and Budget Narrative.

Cost-of-Living Adjustments (COLA) – On March 11, 2020, the Office of Head Start released Consolidated Appropriations Act 2020 funding for the Federal Fiscal Year (FY)

ITEM III-G – ACTION (continued)

Page 2

2020, making additional funds available to existing Head Start, Early Head Start and Early Head Start Child Care Partnership programs. Each grantee may apply for a COLA increase of 2 percent of the FY 2019 base funding level. Base funding excludes training and technical assistance funds and any one-time funding grantees may have received in FY 2019. COLA funds are to be used to increase staff salaries and fringe benefits and to pay for higher operating costs.

Programs that use COLA funds to increase staff salaries must increase the hourly rate of pay and permanently increase the Head Start pay scale rather than only increase the salaries of current employees. SETA management and the union have finalized negotiations on the use of the funds. A previous board action item covers the proposed increases.

Quality Improvement (QI) - On March 11, 2020, the Office of Head Start announced non-competitive Quality Improvement funding would be awarded to programs to invest in activities that will support Head Start children and families impacted by trauma. Funding was determined by the amount of children served by the program and will be used towards personnel, fringe benefits and other operating costs to improve the program's trauma informed care and approaches. Examples include: increase teacher work hours from 7 hours/day to 8 hours/day in full-day classes, increase the number of associate teachers in classrooms where more support is needed for children with challenging behaviors, coaching, support services and training for teachers and home visitors on trauma informed care and reflective practices.

A copy of the 2020-2021 Head Start, Early Head Start and Early Head Start Child Care Partnership budgets will be sent under separate cover.

Staff will be available to answer questions.

RECOMMENDATION:

Approve the Program Year 2020-2021 Head Start, Early Head Start, and Early Head Start Child Care Partnership Budgets for Basic, Training and Technical Assistance (TTA), Cost of Living Adjustment (COLA), and Quality Improvement funds (QI) in the amount of \$63,175,960.



Sacramento Employment and Training Agency
Budget Narrative – Head Start
Basic, TTA, COLA, and QI Funds (09CH010182)
FY 2020-2021

HEAD START BASIC (\$47,293,273) AND TRAINING AND TECHNICAL ASSISTANCE (\$527,209)

Personnel (\$13,345,595)

The combined Head Start/Early Head Start Personnel budgets will fund a total of 543 regular positions. Of the 543 positions, 501 are Head Start/Early Head Start educational and administrative support positions. The remaining 42 are Agency Administrative staff who are partially funded from Head Start/Early Head Start funds and partially funded from other Agency sources. The Agency Administrative staff provide support services such as fiscal, information technology, human resources and payroll to the Children and Family Services Department. These positions are allocated to all funding sources pursuant to SETA's Cost Allocation Plan.

Fringe Benefits (\$7,530,409)

All regular employees receive SETA's full benefits package including medical/dental, retirement, life insurance and disability plans. Fringe benefits are estimated to be 56.35% of salaries as follows: FICA 7.65%, UI .5%, Workers Comp 3%, Health/Dental 13.2%, and Retirement 32.00%.

Equipment (\$100,000)

Playground Equipment - Head Start Basic funds are allocated for the replacement/repair of playground equipment should an unexpected incident or vandalism occur which requires replacement and/or repair of major playground equipment. Funds may also be used if current equipment is identified as unsafe or in need of repair during one of SETA's quality assurance reviews and/or bi-annual Environmental Safety Checks.

Supplies (\$572,000)

Office and Child & Family Supplies - Office supplies and Child and Family supplies will be purchased so that children, teachers, and staff have needed supplies and materials on hand to ensure quality programming, including safe and healthy environments. A portion of the Child and Family Supply budget is reserved for ECERS and CLASS enhancements; while the remaining portion is provided to each classroom and Home Visitor to individualize environments/home teachings, supplies and materials in accordance with children's interests and lesson plans. Start-up classroom supplies will be needed to open a new classroom at Dudley Elementary. A variety of consumable supplies are kept in stock at SETA's central warehouse which ensures timely orders and well supplied classrooms without long lag periods. Special

orders are managed through an electronic supply request process which is reviewed and approved by supervisory and management staff to ensure appropriateness and enhancements with *Creative Curriculum*, *CLASS* and children’s interests. Each classroom will also be allocated a portion of the funds to cover paper supplies used to sanitize the classrooms. Head Start funds are allocated for technology supplies to maintain computer licenses, including *ChildPlus*, *Learning Genie*, *Laserfiche*, *Microsoft Windows Suite*, *Microsoft Exchange* and other IT Network software. Funds will also be used for new and replacement computers for administrative and teaching staff, parents (for *Rosetta Stone*, ESL programs and the *EZ-Suites* sign-in/out systems) and children’s classroom computers. Funds will be available for any replacement equipment needed for the *EZ-Suite/EZ-ID Sign-in/out system* and *Learning Genie*.

Medical/Dental/Disabilities - In accordance with the Head Start Performance Standards, funds are allocated for medical, dental and disabilities supplies and materials for children and in the classrooms. Supplies include, but are not limited to, first aid supplies, CPR charts, latex gloves, toothbrushes/toothpaste, dental mirrors, adaptive equipment/supplies, etc.

Contractual (\$21,093,398 Basic & \$106,270 T/TA)

SETA will continue to fund five (5) delegate agencies including four school districts and one community based organization. Aligned with the Sacramento County Community Assessment, the proposed funded enrollment and associated funding is distributed as follows:

<u>Delegate</u>	<u>Slots</u>	<u>Basic</u>	<u>T/TA</u>
Elk Grove Unified School District	440	\$3,355,290	\$14,040
Sacramento City Unified School District	736	\$5,840,686	\$31,200
San Juan Unified School District	1,044 ¹	\$8,409,126	\$33,400
Twin Rivers Unified School District	160	\$2,142,665	\$15,930
Women’s Civic Improvement Club	120	\$1,345,631	\$11,700
Totals		\$21,093,398	\$106,270

¹ Includes a proposed HS-EHS conversion. Details outlined below in this Narrative.

Other (\$4,651,871)

Rent – SETA Head Start will occupy a total of 37 early learning centers, a central kitchen, 2 satellite kitchens, a warehouse and administrative offices. Of the 37 early learning centers, one is owned by SETA (Northview ELC) and three are provided rent-free. SETA Head Start leases approximately 77,200 square feet of office space at its administrative headquarters which includes the Sharon Neese Early Learning Center.

Utilities and Telephone – Budgeted expenses include administrative offices and early learning centers. In addition, many of the center lease agreements include provisions for utilities. SETA participates in the e-rate program to reduce overall costs of technology and telephone equipment and services.

Building and Child Liability Insurance – Property and liability insurance is provided by Philadelphia Insurance Company and covers all potential risks in which SETA Head Start might be subjected.

Building Maintenance, Repair, and Other Occupancy – Building maintenance/repair is generally provided by the SETA Head Start/Early Head Start Facilities Unit. Security alarm systems, janitorial services and supplies are provided under contracts with outside vendors. Funds budgeted to maintain these services are based on current expenditures, analysis of upcoming needs, existing contracts and number of classrooms and teachers.

Local Travel – Staff will be reimbursed mileage while making home visits and/or providing support services at the early learning centers. The mileage reimbursement rate is determined by the IRS reimbursement rate, which is currently \$.575/mile for 2020.

Nutrition Services – Funds have been budgeted for the costs of providing daily meals and snacks in excess of reimbursements from the Child and Adult Care Food Program (CACFP). The costs of providing meals includes salaries for kitchen staff and drivers, food costs, transportation costs, kitchen rent, and administrative services and supplies. Funds will also be available for nutritional activities (educational food activities) in the classrooms.

Child Services – As mandated by the federal Performance Standards, SETA will contract with highly qualified, professional, expert consultants on an on-call basis in the areas of medical health (Registered Nurses), oral health/hygiene (Dentists), nutrition (Registered Dietitians), mental health (Psychologists)/trauma informed care, and special education to provide services to Head Start children and their families as needed. Consultants will also provide in-house training, technical assistance, coaching/mentoring, and other services to Head Start program staff as needed.

Funds have also been reserved to provide mandated screenings and appropriate medical and dental services as a payer of last resort.

Funds will be provided for socializations, field trips, and visiting expert activities to enhance children's learning and experiences in the classroom and outside the classroom environment. Socializations for home-based families will be provided twice monthly and rotated in geographic areas to ensure all families have an opportunity to attend these activities closer to their residence. Funds will be available for home-based field trips, visiting experts, parent meetings and a family cooking activity.

Substitutes – Funds are budgeted to cover the cost of on-call, non-benefitted substitutes in the classroom to ensure child safety and assist in meeting required ratios and performance standards. Substitutes are called upon when regular staff is unavailable to report to work and/or for vacancies.

Parent Services – Parent Services includes funds for Policy Council (PC) and Parent Advisory Committee (PAC) member reimbursements, activities, and meetings. Funds will be used for a meet-and-greet parent orientation in the beginning of the year as new board members are seated as well as an end-of-the-year banquet for departing board members. Transportation and childcare per diems are provided to Parent Aides and School Readiness Aides who assist in the classroom during food services and literacy activities, respectively. Additionally, funds have been budgeted for Center Parent Meetings for meeting supplies and light snacks.

Publications/Advertising/Printing – Funds have been budgeted for advertising vacant employment opportunities, printing forms, various handouts, recruitment materials, and the annual report.

Other Operating Costs – Funds have been budgeted for employee fingerprinting and background checks for regular, volunteer, consultant, and substitute staff members; employee uniforms; vehicle operating costs; community collaborative activities which support the Health Services Advisory Committee (HSAC) meetings; professional memberships and subscriptions; licensing fees paid annually to maintain current and valid child development center/community care licenses; and allocated services and supplies. Allocated services and supplies will be allocated for the operation of SETA's support departments including Information Technology, Fiscal, Human Resources, Payroll, and the Executive Director's Office. Costs incurred in these departments will be allocated between Head Start and other agency sources using formulae that take into consideration the volume of agency activities and measure the benefit to SETA's programs in several verifiable ways.

Training and Technical Assistance (\$527,209)

Personnel (\$101,421) along with the associated Fringe Benefits (\$57,151) funds have been budgeted for two Teacher on Special Assignment (TOSA) positions to provide staff and delegate agencies with training, technical assistance and coaching throughout the program year.

Travel (\$35,500) – Thorough and up-to-date training information is essential for continued growth and individual staff development. SETA believes that training is a valuable and necessary component of the program design and has allocated Training and Technical Assistance funds for staff to attend conferences and training seminars. Proposed out-of-town conference attendance includes WIPFLI, ChildPlus Scramble, both in Las Vegas, Nevada, and the National Head Start Conference, located in Columbus, Ohio. The conferences selected have a proven track record for providing an array of quality workshops which meet staff needs. Funds will cover registration fees, travel, accommodations, and per diem for meals.

Contractual (\$106,270) – T/TA funds have been allocated directly to the delegate agencies to assist each agency in their training needs. The grantee reviews and approves each delegate T/TA plan. For additional details, please see individual delegate budgets and T/TA plans.

Consultants (\$10,000) – Consultants will be used to ensure that staff are meeting Performance Standards, as well as training resources and provide coaching to staff when necessary.

Parent Services (\$73,000) – Funds are set aside to provide books for the Family Literacy Involvement Program (FLIP) and funding for the Parent Intern Project. In partnership with SETA's Workforce Development Department, the Parent Intern project supports entry level intern positions which would likely lead to entry level employment at the completion of a three to six-month internship. Internships are offered in health services, foods services, data entry and clerical/administration.

Training or Staff Development (\$127,477) – Funds have been budgeted for local conferences, trainings, and resources; Career Incentive Plan (CIP) to reimburse staff and parents a portion of allowable education costs such as tuition and books; Ready Rosie to provide mobile technology

to build on Head Start parenting curriculum requirements; and to provide additional Mentor Coach resources for teaching staff. Please see Training and Technical Assistance Plan for further details.

Other (\$16,390) - Funds have been budgeted for delegate/partner support services (\$10,000) to provide an annual county-wide delegate meeting. A portion (\$6,390) of the funding has been allocated services and supplies. Allocated services and supplies will be allocated for the operation of SETA's support departments including Information Technology, Fiscal, Human Resources, Payroll, and the Executive Director's Office.

Cost Allocation Plan

Any costs that benefit more than one program are subject to SETA's approved Cost Allocation Plan. The allocated costs incurred are allocated between programs using formulae that take into consideration a predetermined measure of benefit to each program in several verifiable ways. The Cost Allocation Plan is certified annually by the Fiscal Chief and Executive Director. A copy of the certified Cost Allocation Plan is uploaded on HSES for review.

Other Resources

Other resources that will support the Head Start/Early Head Start program include Child and Adult Care Food Program (CACFP). SETA anticipates receiving approximately \$1,240,000 for the 2020-2021 program year from CACFP.

Slot Conversion

San Juan Unified School District, a SETA delegate agency, is requesting to convert eight (8) Head Start enrollment slots to three (3) Early Head Start enrollment slots for the upcoming 2020-2021 program year. The three (3) new Early Head Start enrollment slots will be served by the District in the Home-Based option. The eight (8) Head Start enrollment slots will be reduced from 12 classrooms that are being converted from part-day, double-session to full-day, single-session.

The funding amount requesting to be converted is \$64,400 from the Head Start Basic budget to Early Head Start Basic. Funds will be used for personnel, fringe benefits and other operating costs. No Training and Technical Assistance (TTA) Funds are being requested since the conversion does not warrant additional TTA activities that cannot be provided under the current funding levels. Below is a breakdown of the conversion request:

Countywide
(Grantee, Delegates, and Partners)

	Pre-Conversion 2019-2020¹		Post Conversion 2020-2021	
	Basic	TTA	Basic	TTA ⁴
<u>Head Start</u> Current: 4,244 New: 4,236	\$47,357,713 ²	\$527,209	\$47,293,273	\$527,209
<u>Early Head Start</u> Current: 789 New: 792	\$10,766,115	\$243,314	\$10,830,555	\$243,314
HS Cost/Child ³	\$11,159		\$11,165	
EHS Cost/Child ³	\$13,645		\$13,675	
¹ Per funding guidance letter ² Total funds transferred from Basic Head Start to Basic Early Head Start is \$64,400. ³ Cost/Child calculation does not include TTA funds ⁴ No changes were made to the TTA budget, as requested by San Juan Unified School District.				

COST OF LIVING ADJUSTMENT (COLA) \$945,865

NOTE – the total for the Head Start COLA has been adjusted to reflect the pending HS-EHS (8 HS slots to 3 EHS slots) conversion request. The anticipated 2% Head Start COLA will be \$945,865 with the conversion approval.

Personnel (\$311,053)

COLA funds will be utilized to offset the negotiated salary increases to all staff. The salary increases were negotiated by SETA’s labor union (AFSCME) and management. The wage increases range anywhere from 5%-7% for a majority of the staff, as well as, greater increases for specific job titles that would be impacted by the increases to California’s minimum wage. Wage increases will be permanent and apply to all pay scale rates for current and future employees.

Fringe Benefits (\$175,728)

A portion of the COLA will be used to pay the fringe benefit costs associated with the COLA salary increases. All regular employees receive SETA’s full benefits package including medical/dental, retirement, life insurance and disability plans. In addition to the increased salaries as negotiated, COLA funds will be utilized to offset the anticipated increase in SCERS retirement costs. The employer contribution rate for SCERS is expected to increase by approximately 2%. In the prior year, the average employer contribution rate for SCERS was 30% with an updated average of 32% in PY 20-21 fiscal year.

Contractual (\$421,868)

The 2 percent (2%) COLA will be applied to each delegate agency’s base grant and is distributed as follows:

<u>Delegate</u>	<u>COLA</u>
Elk Grove Unified School District	\$67,106
Sacramento City Unified School District	\$116,814
San Juan Unified School District	\$168,182
Twin Rivers Unified School District	\$42,853
Women’s Civic Improvement Club	\$26,913
Totals	<u>\$421,868</u>

Detailed budget and budget narratives for individual delegates are available on HSES.

Other: (\$37,217)

Rent – COLA funds will be used for rent increases at twenty-one (21) of the SETA Head Start centers and the agency administrative office which includes COLA contingencies in the lease agreements. The rent amounts for each of the twenty-one SETA Head Start centers will be permanently increased by 2 percent (2%).

Janitorial – COLA funds will be used for janitorial service increases. The janitorial contract amounts increase by 5% or by the annual consumer price index, whichever is lower.

QUALITY IMPROVEMENT FUNDS \$1,126,776

NOTE – the total for the Head Start Quality Improvement funds has been adjusted to reflect the pending HS-EHS (8 HS slots to 3 EHS slots) conversion request. The anticipated Head Start Quality Improvement funds will be \$1,126,776 with the conversion approval.

Personnel: (\$262,847)

SETA has proposed to use the quality improvement funds to add an additional hour to fourteen (14) staff to support classrooms which have children who have gone through traumatic experiences. The additional staffing will be assigned at their respective Head Start classrooms, however, they may move between classrooms as needed to help support classrooms with trauma informed care needs. The extra support will also decrease the child:teacher ratio, offering more support in the classroom. A portion of the funds will also go towards supporting the negotiated staff salary increases not covered by the COLA. The increase would allow for salary related turnovers to decrease and as a result continue to build the classroom’s relationships.

Fringe Benefits: (\$148,929)

A portion of the Quality Improvement funds will be used to pay the fringe benefits associated with the staff working longer days to support classrooms with children who have gone through

traumatic experiences. Also, due to annual employer retirement benefit costs, the remaining funds would be utilized to offset the retirement benefit costs associated with the salary increases.

Contractual: (\$665,000)

The Quality Improvement funds will be applied to each delegate and partner’s base grant, based on the number of enrollment slots and is distributed as follows:

<u>Delegate</u>	<u>QI</u>
Elk Grove Unified School District	\$117,040
Sacramento City Unified School District	\$195,776
San Juan Unified School District	\$277,704
Twin Rivers Unified School District	\$42,560
Women’s Civic Improvement Club	\$31,920
Totals	<u>\$665,000</u>

Individual delegate budgets and budget narratives are posted on HSES.

Other (\$50,000)

Child Services Consultants – Funds will be used to hire Trauma consultants that will meet monthly with Intervention Specialists to provide on-going coaching and support to help identify the signs and symptoms of trauma and to integrate support services to assist in healing. Meetings will occur twice a month for the first two months of the program year. Mental Health Consultants will also be hired to provide direct support in classrooms and provide site observations to determine if access to additional external services are needed. A Staff Wellness Committee will also be formed to bring staff together to brainstorm different ways to approach trauma informed care for the classrooms.

Training and Staff Development - Caregiver training and consultants will be provided and available for the staff to reduce secondary stress and trauma, in hopes of reducing stress related turnover and as a result strengthen the child and caregiver relationship in the classrooms. Training will also be provided to teaching staff and family engagement staff to allow them to recognize signs of trauma with empathy.

**NON-FEDERAL SHARE FOR T&TA (\$11,955,121) COLA (\$236,466) AND
QUALITY IMPROVEMENT (\$281,694)**

Non-federal share was calculated using the new funding amounts after the HS-EHS conversion, which is still pending ACF approval. SETA has identified several categories of non-federal share to meet the required match. Categories and estimated amounts include:

Contractual – Delegates \$5,571,634

Each Delegate is responsible for meeting their portion of the non-federal share requirement. Details are outlined in individual Budgets and Budget Narratives.

CDE – CSPP Program \$2,904,623

Only the state portion of the CSPP reimbursement is counted towards non-federal share. The amounts include CSPP Personnel (\$1,868,074) and Fringe Benefits (\$1,036,549).

Space \$ 242,832

The valuation of donated space has been determined by a third-party valuation.

CSUS Interns (ACES) \$ 89,472

Student interns from California State University, Sacramento volunteer to support small and large group literacy activities in the classroom. Approximately 40 students (20 students per semester) participate in the program. SETA anticipates approximately 3,200 hours of volunteer time. Volunteer hours are valued at the current associate teacher wage rate with fringe benefits (\$27.96/hour).

Family Literacy Involvement Program (FLIP) \$1,419,244

Children are provided an age-appropriate book and literacy activity once every other month for parents/guardians to read to their children and enhance the school readiness of their child. SETA anticipates that each parent in the SETA operated program (1,736) will participate with an average of 29.23 hours per year. Volunteer hours are valued at the current associate teacher wage rate with fringe benefits (\$27.96/hour).

Parent Volunteers and other volunteers in the classrooms \$ 326,043

Classroom volunteers include parent classroom volunteers, School Readiness Aides, and Parent Food Aides. SETA anticipates approximately 11,661 hours of volunteer time. Volunteer hours are valued at the current associate teacher wage rate with fringe benefits (\$27.96/hour).

Parent Volunteers – Home Based \$ 1,658,053

Home-Based parents assist in activities at home that are directly tied to the curriculum provided by the teacher. SETA anticipates approximately 59,300 hours of volunteer time. Volunteer hours are valued at the current associate teacher wage rate with fringe benefits (\$27.96/hour).

Policy Council (PC) and Parent Advisory Committee (PAC) Activities \$ 261,380

SETA anticipates approximately 2,000 hours of volunteer time. Volunteer hours provided by the PC and PAC are valued at the current director compensation rate (\$130.69/hour).

Financial Management System

SETA uses Sacramento County’s accounting and reporting system (COMPASS). Through its banking relationship with the County of Sacramento Treasury (the County), substantially all of SETA’s cash receipts, payment transactions, purchasing and payroll processing are processed by the County and financial reconciliation procedures are performed on a monthly basis. SETA’s senior management systemically ensures effective oversight of operations and accountability for federal funds by conducting its own internal reviews. Results have consistently supported the stated results of the external audits referenced below. The COMPASS system allows for individual accounts and multiple levels of cost centers collect various expenditures by funding sources. Delegates/partners will be required to submit a monthly cost reimbursement summary report which will be reviewed for budgetary compliance and to ensure that non-federal share is sufficient. Additionally, the grantee will provide a fiscal monitor to review each delegate/

partner agency at least twice during the grant year to ensure proper fiscal controls and allowability of expenditures. Fiscal monitoring activities include a review of internal controls and supporting documentation of expenditures. Careful consideration will be paid to the reasonableness and allowability of expenditures as well as the proper recording of grant reimbursements. SETA receives an annual audit from an outside CPA firm.



Sacramento Employment and Training Agency
Budget Narrative – Early Head Start
Basic, TTA, COLA, and QI (09CH010182)
FY 2020-2021

EARLY HEAD START BASIC (\$10,830,555) AND TRAINING AND TECHNICAL ASSISTANCE (\$243,314)

Personnel (\$3,665,215)

The combined Head Start/Early Head Start Personnel budgets will fund a total of 543 regular positions. Of the 543 positions, 501 are Head Start/Early Head Start educational and administrative support positions. The majority of center-based staff for Early Head Start is dually funded by Early Head Start funds and California Department of Education/General Child Care funds. The remaining 42 positions are Agency administrative staff who are partially funded from Head Start/Early Head Start funds and partially funded from other Agency resources. The Agency administrative staff provide support services such as fiscal, information technology, human resources and payroll to the Children and Family Services Department. These positions are allocated to all funding sources pursuant to SETA's Cost Allocation Plan.

Fringe Benefits (\$2,065,588)

All regular employees receive SETA's full benefits package including medical/dental, retirement, life insurance and disability plans. Fringe benefits are estimated to be 56.35% of salaries as follows: FICA 7.65%, UI .5%, Workers Comp 3%, Health/Dental 13.2%, and Retirement 32.00%.

Supplies (\$231,000)

Office and Child & Family Supplies - Office supplies and Child and Family supplies will be purchased so that infants/toddlers and teachers have needed supplies, materials and diapers/wipes on hand to ensure quality programming, including safe and healthy environments. A portion of the Child and Family Supply budget is reserved for ITERS and CLASS IT enhancements; while the remaining portion is provided to each classroom and Home Visitor to individualize environments/home teachings, supplies and materials in accordance with children's interests, lesson plans and SETA's school readiness goals. Each classroom will also be allocated a portion of the funds to cover paper supplies used to sanitize the classrooms.

Contractual (\$4,111,165 Basic & \$44,624 T/TA)

SETA will fund two (2) delegate agencies and two (2) partners for Early Head Start. As a result of changing 12 part-day, double-session classes to full-day, single-session classes, San Juan USD, a SETA delegate agency, will be converting 8 Head Start enrollment slots with a transfer

amount of \$64,440 (pre-COLA) to 3 Early Head Start enrollment slots. This enrollment conversion will go into effect starting August 1, 2020. As a result of the conversion of enrollment slots and associated funding, the proposed funded enrollment will be distributed as follows:

<u>Delegate/Partner</u>	<u>Slots</u>	<u>Basic</u>	<u>T/TA</u>
San Juan Unified School District	163	\$1,901,476	\$30,912
Twin Rivers Unified School District	56	\$953,335	\$13,712
Sacramento County Office of Education	77	\$670,712	\$0
River Oak Center for Children	72	\$585,642	\$0
Totals	368	\$4,111,165	\$44,624

Other (\$757,587)

Rent - SETA Early Head Start will maintain a total of 17 early learning centers which serve infant/toddlers. SETA leases approximately 77,200 square feet of office space at its administrative headquarters, including the Sharon Neese Early Learning Center.

Utilities and telephone – Budgeted expenses include administrative offices and early learning centers. In addition, many of the center lease agreements include provisions for utilities. SETA participates in the e-rate program to reduce overall costs of technology and telephone equipment and services.

Building Maintenance, Repair, and Other Occupancy – Building maintenance/repair is generally provided by the SETA Head Start/Early Head Start Facilities Unit. Funds are budgeted for security and alarm services at the EHS sites. Janitorial services are provided under contracts with outside providers. Funds budgeted to maintain these services are based on current expenditures, analysis of upcoming needs, existing contracts and number of classrooms and EHS Educators.

Local Travel - Home Visitors and other Early Head Start staff will be reimbursed mileage while making home visits and/or providing support services at the early learning centers. The mileage reimbursement rate is determined by the IRS reimbursement rate, which is currently \$.575/mile for 2020.

Nutrition Services – Funds have been budgeted for the costs of providing daily meals and snacks in excess of reimbursements from the CACFP. The costs of providing meals includes salaries for kitchen staff and drivers, food costs, transportation costs, kitchen rent, and administrative services and supplies.

Child Services and Consultants –Funds will also be used to provide mandated screenings and appropriate medical and dental services as a payer of last resort. Funds will be provided for visiting expert activities to enhance children’s learning and experiences in the classroom and for home-based socialization activities. Funds will be allocated to each classroom on a cost per child basis. Socializations for home-based families will be provided twice monthly and rotated in geographic areas to ensure all families have an opportunity to attend. Funds will be available for

field trips, visiting experts, transportation, parent meetings, translation services and a family cooking activity.

Substitutes – Funds are budgeted to cover the cost of on-call, non-benefitted substitutes in the classroom to ensure child safety and assist in meeting required ratios and performance standards. Substitutes are called upon when regular staff is unavailable to report to work and/or for vacancies.

Parent Services – Funds have been budgeted for Center Parent Meetings for meeting supplies and light snacks.

Other Operating Costs – Funds have been budgeted for employee uniforms and licensing fees paid annually to maintain current and valid child development center/community care licenses. Additional funds have been budgeted for allocated services and supplies. Allocated services and supplies will be allocated for the operation of SETA's support departments including Information Technology, Fiscal, Human Resources, Payroll, and the Executive Director's Office. Costs incurred in these departments will be allocated between Early Head Start and other agency sources using formulae that take into consideration the volume of agency activities and measure the benefit to SETA's programs in several verifiable ways.

Training and Technical Assistance (\$243,314)

Personnel (\$72,121) along with the associated Fringe Benefits (\$40,659) and allocated services and supplies (\$5,751) have been budgeted for two Teachers on Special Assignment (TOSA) to provide staff and delegate agencies with training, technical assistance and coaching throughout the program year.

Travel (\$6,000) – Thorough and up-to-date training information is essential for continued growth and individual staff development. SETA believes that training is a valuable and necessary component of the program design and has allocated Training and Technical Assistance funds for two staff to attend the ChildPlus Scramble, in Las Vegas, Nevada. The ChildPlus Scramble has a proven track record for providing an array of quality workshops which meet staff needs. Funds will cover registration fees, travel, accommodations, and per diem for meals.

Contractual (\$44,624) – T/TA funds have been allocated directly to the delegate agencies to assist each agency in their training needs. The grantee reviews and approves each delegate T/TA plan. For additional details, please see individual delegate budgets and T/TA plans.

Child Services Consultants (\$3,000) – Funds have been budgeted to provide T/TA EHS consultants to assist pregnant women and new mothers on issues ranging from breast feeding to self-care and postpartum. On-call and contracted consultants such as Registered Nurses, Registered Dietitians and, Psychologists are also used to provide direct services to families and children as needed.

Parent Services (\$10,500) – Funds are set aside to provide books for the Family Literacy Involvement Program (FLIP) which provides books and literacy activities aligned with the curriculum every other month.

Training or Staff Development (\$60,659) – Funds have been budgeted for conferences, trainings, and resources; Career Incentive Plan (CIP) to reimburse EHS staff and parents a portion of allowable education costs such as tuition and books; CLASS training, coaching and certification, ITERS Coaches, Creative Curriculum, HELP training; an ECE on-site class; and to provide additional Mentor Coach resources for EHS teaching staff. Please see Training and Technical Assistance Plan for further details.

Cost Allocation Plan

Any costs that benefit more than one program are subject to SETA’s approved Cost Allocation Plan. The allocated costs incurred are allocated between programs using formulae that take into consideration a predetermined measure of benefit to each program in several verifiable ways. The Cost Allocation Plan is certified annually by the Fiscal Chief and Executive Director. A copy of the certified Cost Allocation Plan is uploaded on HSES for review.

Other Resources

Other resources that will support the Head Start/Early Head Start program include the Child and Adult Care Food Program (CACFP). SETA anticipates receiving approximately \$302,000 for the 2019-2020 program year from CACFP.

Conversion

San Juan Unified School District, a SETA delegate agency, is requesting to convert eight (8) Head Start enrollment slots to three (3) Early Head Start enrollment slots for the upcoming 2020-2021 program year. The three (3) new Early Head Start enrollment slots will be served by the District the Home-Based option. The eight (8) Head Start enrollment slots are left after converting 12 part-day, double-session classes to full-day single-sessions classes that leave 8 enrollment slots unassigned.

The funding amount requesting to be converted is \$64,400 from the Head Start Basic budget to Early Head Start Basic. Funds will be used for personnel, fringe benefits and other operating costs. T/TA funds are not being requested as the training needs will not change as a result of this conversion and can be covered under current TTA funding.

Below is a breakdown of the conversion request:

Countywide
(Grantee, Delegates, and Partners)

	Pre-Conversion 2019-2020¹		Post Conversion 2020-2021	
	Basic	TTA	Basic	TTA ⁴
<u>Head Start</u> Current: 4,244 New: 4,236	\$47,357,713 ²	\$527,209	\$47,293,273	\$527,209

<u>Early Head Start</u> Current: 789 New: 792	\$10,766,115	\$243,314	\$10,830,555	\$243,314
HS Cost/Child ³	\$11,159		\$11,165	
EHS Cost/Child ³	\$13,645		\$13,675	
¹ Per funding guidance letter				
² Total funds transferred from Basic Head Start to Basic Early Head Start is \$64,400.				
³ Cost/Child calculation does not include TTA funds				
⁴ No changes were made to the TTA budget, as requested by San Juan Unified School District.				

COST OF LIVING ADJUSTMENT (COLA) \$216,611

NOTE – the total for the Early Head Start COLA has been adjusted to reflect the pending HS-EHS (8 HS slots to 3 EHS slots) conversion request. The anticipated 2% Early Head Start COLA with the conversion will be \$216,611.

Personnel: (\$81,871)

COLA funds will be utilized to offset the negotiated salary increases to all staff. The salary increases were negotiated by SETA’s labor union (AFSCME) and management. The wage increases range anywhere from 5%-7% for a majority of the staff, as well as, visiting specific job classifications that would be impacted by the increases to California’s minimum wage. Wage increases will be permanent and apply to all pay scale rates for current and future employees.

Fringe Benefits: (\$46,052)

A portion of the COLA will be used to pay the fringe benefits costs associated with the COLA salary increase. All regular employees receive SETA’s full benefits package including medical/dental, retirement, life insurance and disability plans. In addition to the increased salaries as negotiated, COLA funds will be utilized to offset the anticipated increase in SCERS retirement costs. The employer contribution rate for SCERS is expected to increase by approximately 2%. In the prior year, the average employer contribution rate for SCERS was 30% and is expected to be 32% on average in PY 20-21

Contractual: (\$82,223)

The 2 percent (2%) COLA will be applied to each delegate and partner’s base grant and is distributed as follows:

<u>Delegate/Partner</u>	<u>Basic</u>
San Juan Unified School District	\$38,029
Twin Rivers Unified School District	\$19,067
Sacramento County Office of Education	\$13,414
River Oak Center for Children	\$11,713
Totals	<u>\$82,223</u>

Individual delegate budgets and budget narratives are posted on HSES.

Other: (\$6,465)

Rent – COLA funds will be used for rent increases at ten (10) of the SETA Early Head Start centers and the agency administrative office which includes COLA contingencies in the lease agreements. The rent amounts for each of the nine SETA Early Head Start centers will be permanently increased by 2 percent (2%).

Janitorial – COLA funds will be used for janitorial service increases. The janitorial contract amounts increase by 5% or by the annual consumer price index, whichever is lower.

QUALITY IMPROVEMENT FUNDS \$290,902

NOTE – the total for the Early Head Start Quality Improvement funds has been adjusted to reflect the pending HS-EHS (8 HS slots to 3 EHS slots) conversion request. The anticipated Early Head Start Quality Improvement funds with the conversion will be \$290,902.

Personnel: (\$89,453)

The proposed quality improvement funds will fund a portion of two (2) additional staff to support classrooms which have children who have gone through traumatic experiences. The additional staffing will be assigned as needed throughout the Early Head Start classrooms. This will also reduce the teach child ratio and enhance the classroom’s relationship between the caregiver and children. A portion of the funds will also go towards supporting the negotiated staff salary increase not covered by COLA. The increase would allow for salary related turnovers to decrease and as a result continue to build the classroom’s relationships.

Fringe Benefits: (\$50,231)

A portion of the Quality Improvement funds will be used to pay the fringe benefits associated with the two additional staff hired to support classrooms with children who have gone through traumatic experiences. Also, due to annual employer retirement benefit costs, the remaining funds would be utilized to offset the retirement benefit costs associated with the salary increases.

Contractual: (\$135,718)

The Quality Improvement funds will be applied to each delegate and partner’s base grant, based on the enrollment slots and is distributed as follows:

<u>Delegate/Partner</u>	<u>Basic</u>
San Juan Unified School District	\$60,688
Twin Rivers Unified School District	\$20,496
Sacramento County Office of Education	\$28,182
River Oak Center for Children	\$26,352
Totals	<u>\$135,718</u>

Individual delegate budgets and budget narratives are posted on HSES.

Other (\$15,500)

Child Services Consultants – Funds will be used to hire Trauma consultants that will meet monthly with Intervention Specialists to provide ongoing coaching and support to help identify the signs and symptoms of trauma and to integrate support services to assist in healing. Meetings will occur twice a month for the first two months of the program year. Mental Health Consultants will also be hired to provide direct support to classrooms and provide site observations to determine if access to additional external services are needed. A Staff Wellness Committee will also be formed to bring staff together to brainstorm different ways to approach trauma informed care for the classrooms.

Training and Staff Development

Caregiver training and consultants will be provided and available for the staff to reduce secondary stress and trauma, in hopes of reducing stress related turnover and as a result strengthen the child and caregiver relationship in the classrooms. Training will also be provided to teaching staff and family engagement staff to allow them to recognize signs of trauma with empathy.

NON-FEDERAL SHARE EARLY HEAD START AND TTA (\$2,768,468), COLA (\$54,153) AND QUALITY IMPROVEMENT (\$72,726)

SETA has several identified categories of non-federal share to meet the required match. Categories and estimated amounts include:

Contractual – Delegates/Partners \$1,093,434

Each Delegate and Partner is responsible for meeting their portion of the non-federal share requirement. See individual Budget/Budget Narratives for details.

CDE – CCTR Program \$1,729,520

Only the state portion of the CCTR reimbursement is counted towards non-federal share. The amounts include CCTR Personnel (\$1,213,115) and Fringe Benefits (\$588,798).

Financial Management System

SETA uses the Sacramento County’s accounting and reporting system (COMPASS). Through its banking relationship with the County of Sacramento Treasury (the County), substantially all of SETA’s cash receipts, payment transactions, purchasing, and payroll processing are processed by the County and financial reconciliation procedures are performed on a monthly basis. SETA’s senior management systemically ensures effective oversight of operations and accountability for federal funds by conducting its own internal reviews. Results have consistently supported the stated results of the external audits referenced below. The COMPASS system allows for individual accounts and multiple levels of cost centers collect various expenditures by funding sources. Delegates/ partners will be required to submit a monthly cost reimbursement summary report which will be reviewed for budgetary compliance and to ensure that non-federal share is sufficient. Additionally, the grantee will provide a fiscal monitor to review each delegate/ partner agency at least twice during the grant year to ensure proper fiscal controls and allowability of expenditures. Fiscal monitoring activities include a review of

internal controls and supporting documentation of expenditures. Careful consideration will be paid to the reasonableness and allowability of expenditures as well as the proper recording of grant reimbursements. SETA receives an annual audit from an outside CPA firm.



Sacramento Employment and Training Agency
Budget Narrative - Early Head Start – Child Care Partnership
Basic, TTA, COLA and QI Funds (09HP000267)
FY 2020-2021

**EARLY HEAD START – CHILD CARE PARTNERSHIP (\$1,578,144) AND
TRAINING AND TECHNICAL ASSISTANCE (\$36,749)**

Overview

The Early Head Start Child Care Partnership budget was developed to ensure high quality comprehensive services and programming is achieved at all times for infants/toddlers. This is accomplished by aligning funds to program activities which support classroom interactions, curriculum/instruction development, parent support and services, quality assurance/monitoring, training/staff development, technical assistance, long and short range objectives, and partnership development.

Funds will be utilized to serve 80 infants/toddlers in center-based care. In order to maximize the resources within the community, SETA will be leveraging the General Child Care and Development (CCTR) funds from the California Department of Education funding stream that is already in place. Of the 80 enrollment slots, 56 will be layered with CDE/CCTR funding. . The remaining 24 will be funded with Early Head Start funding only. SETA will not be working with any delegates/partners on this project. Early Head Start Child Care Partnership funds will be used for the following:

Personnel (\$874,451)

The Early Head Start-Child Care Partnership Personnel Budget will fund 10 fully-qualified Lead Teacher/Infant Toddler positions, 12 fully-qualified Associate Teacher/ Infant Toddler positions and 5 Associate Teacher I positions. Additionally, a portion of the associated Site Supervisor and Family Services Workers (I-III) positions will be charged to the program as appropriate. The staffing will serve the 80 children in full-day, year-round center-based care. Additional program and administrative personnel will be allocated in accordance with SETA’s approved Cost Allocation Plan. Management and resource staff will provide the needed supervision, mentoring and coaching support to partners and providers.

Fringe Benefits (\$492,686)

All regular employees receive SETA’s full benefits package including medical/dental, retirement, life insurance and disability plans. Fringe benefits are estimated to be 56.35% of salaries as follows: FICA 7.65%, Unemployment Insurance .5%, Workers Compensation

3%, Health/Dental 13.2%, and Retirement 32%. Fringe benefit allocations are aligned with personnel allocations to ensure each funding source is equitably expensed according to benefit received.

Supplies (\$27,500)

Office and Child & Family Supplies - Office supplies and Child and Family supplies will be purchased so that infants/toddlers and teachers have needed supplies, cleanings supplies, materials and diapers/wipes on hand to ensure quality programming, including safe and healthy environments. A portion of the Child and Family Supply budget is reserved for each classroom to individualize environments, supplies and materials in accordance with children's interests, themes and SETA's school readiness goals.

Other (\$183,507)

Rent – SETA Early Head Start-Child Care Partnership will occupy a total of 5 early learning centers with support from a central kitchen, 2 satellite kitchens, a warehouse and administrative offices.

Utilities and Telephone – Budgeted expenses include administrative offices and early learning centers. In addition, many of the center lease agreements include provisions for utilities. SETA participates in the e-rate program to reduce overall costs of technology and telephone equipment and services.

Building Maintenance, Repair, and Other Occupancy – Building maintenance/repair is generally provided by the SETA Head Start/Early Head Start Facilities Unit. Janitorial services are provided under contracts with outside vendors. Funds budgeted to maintain these services are based on current expenditures, analysis of upcoming needs, existing contracts and number of classrooms. Funds to cover monthly alarm/security fees are also budgeted.

Local Travel - Grantee staff will be reimbursed local mileage while making home visits and/or providing support at the child care centers. Mileage reimbursement will be determined by the current federal IRS reimbursement rate of \$.575/mile for 2020.

Nutrition Services – Funds have been budgeted for the costs of providing daily meals and snacks in excess of reimbursements from the CACFP. The costs of providing meals includes salaries for kitchen staff and drivers, food costs, transportation costs, kitchen rent, and administrative services and supplies.

Child Services–Funds will also be used to provide mandated screenings and appropriate medical and dental services as a payer of last resort. Field trips will also be budgeted throughout the year for the classrooms.

Substitutes – Funds are budgeted to cover the cost of on-call, non-benefitted substitutes in the classroom to ensure child safety and assist in meeting required ratios and performance standards. Substitutes are called upon when regular staff is unavailable to report to work and/or for vacancies.

Printing/Translation –Funds will be used to translate printed materials to languages that target the families being served and print enrollment packets and family resource information.

Training or Staff Development – Funds are budgeted to cover the cost of an Early Childhood Education class. This class will provide early childhood teachers the required units to teach in an Early Head Start classroom.

Other –Funds have been budgeted for administrative services and supplies. Administrative services and supplies will be allocated for the operation of SETA’s support departments including Information Technology, Fiscal, Human Resources, Payroll, and the Executive Director’s Office. Non-personnel costs incurred in these departments will be allocated between Early Head Start – Child Care Partnership and other agency activities using formulae that take into consideration the volume of agency activities and measure the benefit to SETA’s programs in several verifiable ways in order to ensure each funding source is equitably expensed according to benefit received.

Training and Technical Assistance (\$36,749)

Personnel (\$10,142) along with the associated *Fringe Benefits* (\$5,715) and *allocated services and supplies* (\$639) funds have been budgeted for a portion of 2 TOSAs to provide staff and delegate agencies with training, technical assistance and coaching throughout the program year.

Parent Services (\$3,600) – The Family Literacy Improvement Program (FLIP) provides a book to each enrolled family every other month along with aligned home activities to increase family participation, language and literacy.

Training or Staff Development (\$16,653) – Funds have been budgeted for conferences, training, and resources to support grantee and partner staff. Additional funds have been set aside for Career Incentive Plan (CIP) to reimburse EHS staff a portion of allowable education costs. Please see Training and Technical Assistance Plan for further details.

Cost Allocation Plan

Any costs that benefit more than one program are subject to SETA’s approved Cost Allocation Plan. The allocated costs incurred are allocated between programs using formulae that take into consideration a predetermined measure of benefit to each program in several verifiable ways. The Cost Allocation Plan is certified annually by the Fiscal Chief and Executive Director. A copy of the certified Cost Allocation Plan is uploaded on HSES for review.

Other Resources

Other resources that will support the Early Head Start-Child Care Partnership program include Child and Adult Care Food Program (CACFP). SETA anticipates receiving approximately \$58,000 for the 2020-2021 program year from CACFP for the 80 children being served at the SETA center-based locations.

COST OF LIVING ADJUSTMENT (COLA) \$31,563

Personnel (\$19,546)

COLA funds will be utilized to offset the negotiated salary increases to all staff. The salary increases were negotiated by SETA's labor union (AFSCME) and management. The wage increases range anywhere from 5%-7% for a majority of the staff, as well as, greater increases for specific job classifications that would be impacted by the increases to California's minimum wage. Wage increases will be permanent and apply to all pay scale rates for current and future employees.

Fringe Benefits (\$11,042)

A portion of the COLA will be used to pay the fringe benefits costs associated with the COLA salary increase. All regular employees receive SETA's full benefits package including medical/dental, retirement, life insurance and disability plans. In addition to the increased salaries as negotiated, COLA funds will be utilized to offset the anticipated increase in SCERS retirement costs. The employer contribution rate for SCERS is expected to increase by approximately 2%. In the prior year, the average employer contribution rate for SCERS was 30% and is expected to be 32% in PY 2020-21.

Other (\$975)

Rent – COLA funds will be used for rent increases at one of the SETA Early Head Start centers which include COLA contingencies in the lease agreements. The rent amount at the early learning center will be permanently increased by 2 percent (2%).

Janitorial – COLA funds will be used for janitorial service increases. The janitorial contract amounts increase by 5% or by the annual consumer price index, whichever is lower.

QUALITY IMPROVEMENT FUNDS \$55,000

Personnel (\$27,331)

The proposed quality improvement funds will fund a portion of two (2) additional staff to support classrooms which have children who have gone through traumatic experiences. The additional staffing will be assigned as needed throughout the Early Head Start classrooms. This will also reduce the teacher child ratio and enhance the classroom's relationship between the caregivers and children.

Fringe (\$15,440)

A portion of the Quality Improvement funds will be used to pay the fringe benefits associated with the two additional staff hired to support classrooms with children who have gone through traumatic experiences.

Other (\$12,229)

Child Services Consultants – Funds will be used to hire Trauma consultants that will meet monthly with Intervention Specialists to provide on-going coaching and support to help identify the signs and symptoms of trauma and to integrate support services to assist in healing. Meetings will occur twice a month for the first two months of the program year. Mental Health Consultants will also be hired to provide direct support to classrooms and provide site observations to determine if access to additional external services are needed. A Staff Wellness Committee will also be formed to bring staff together to brainstorm different ways to approach trauma informed care for the classrooms.

Training and Staff Development - Caregiver training and consultants will be provided and available for the staff to reduce secondary stress and trauma, in hopes of reducing stress related turnover and as a result strengthen the child and caregiver relationship in the classrooms. Training will also be provided to teaching staff and family engagement staff to allow them to recognize signs of trauma with empathy.

**NON-FEDERAL SHARE EARLY HEAD START CCP AND TTA (\$403,724), COLA (\$7,891)
AND QUALITY IMPROVEMENT (\$13,750)**

SETA has identified categories of non-federal share to meet the required match for this project. Categories and estimated amounts include:

CDE – CCTR Program \$ 403,724

Only the state portion of the CCTR reimbursement is counted towards non-federal share. The amounts include CCTR Personnel (\$254,346) and Fringe Benefits (\$149,378).

Parent Volunteers and other volunteers in the classrooms \$21,641

Classroom volunteers include parent classroom volunteers, School Readiness Aides, and Parent Food Aides. SETA anticipates approximately 774 hours of additional volunteer time. Volunteer hours are valued at the current associate teacher wage rate with fringe benefits (\$27.96/hour).

Financial Management System

SETA uses the Sacramento County’s accounting and reporting system (COMPASS). Through its banking relationship with the County of Sacramento Treasury (the County), substantially all of SETA’s cash receipts, payment transactions, purchasing, and payroll processing are processed by the County and financial reconciliation procedures are performed on a monthly basis. SETA’s senior management systemically ensures effective oversight of operations and accountability for federal funds by conducting its own internal reviews. Results have consistently supported the stated results of the external audits referenced below. The COMPASS system allows for individual accounts and multiple levels of cost centers collect various expenditures by funding sources. Careful consideration will be paid to the reasonableness and allowability of expenditures as well as the proper recording of grant reimbursements. SETA receives an annual audit from an outside CPA firm.

ITEM III-H – ACTION

APPROVAL OF THE 2020-2021 HEAD START, EARLY HEAD START, AND
EARLY HEAD START CHILD CARE PARTNERSHIP PROGRAM OPTIONS AND
CENTER LOCATIONS FOR SACRAMENTO COUNTY

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the program options and center locations for the SETA Operated Program and its delegate agencies for the 2020-2021 Program Year.

A detailed list of the program options and center locations is attached.

RECOMMENDATION:

Approve the Head Start, Early Head Start and Early Head Start Child Care Partnership countywide program options and center locations for the 2020-2021 program year.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

HEAD START

2020-2021 SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES

AGENCY	FUNDED ENROLLMENT	Center Based Year-Round 5 Days/Week					Center Based Traditional School Year 5 Days/Week			Center Based Year-Round 4 Days/Week	Center Based Traditional School Year 4 Days/Week			Home-Based	
		4 hrs/day	6.5 hrs/day	7 hrs/day	8 hrs/day	9 hrs/day	6 hrs/day	6.5 hrs/day	7 hrs/day	6.5 hrs/day	3.5 hrs/day	6.5 hrs/day	7 hrs/day		
SETA	1,736	680	60		240	220		60			73	40	240		123
Elk Grove	440						60					380			
Sac City	736			32				48	48			320	288		
San Juan	1,044						300	744							
Twin Rivers	160							160							
WCIC	120													120	
TOTAL	4,236	680	60	32	240	220	360	1,012	48		73	740	528	120	123

Comments – Funded enrollment for HS and EHS include a proposed HS-EHS conversion of 8 HS enrollment slots to 3 EHS enrollment slots.

**EARLY HEAD START
2020-2021 SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES**

PROGRAM OPTIONS					
		Center Based • 5 days/week			Home-Based
		Year Round		Traditional School Year	
AGENCY	Total Funded Enrollment ¹	8 hrs/day	9 hrs/day	6.5 hrs/day	
SETA	573	103	120		350
San Juan USD	163	80			83
Twin Rivers USD	56			56	
TOTALS	792¹	183	120	56	433

¹ Funded enrollment includes a proposed HS-EHS conversion, adding 3 additional EHS enrollment slots

Please refer to individual Exhibit A-1 forms for specific detail on the above options.

**EARLY HEAD START – CHILD CARE PARTNERSHIP
2020-2021**

		Center Based • 5 days/week • Year Round	
AGENCY	Total Funded Enrollment	8 hrs/day	9 hrs/day
SETA	80	38	42
TOTALS	80	38	42
Comments:			

Please refer to SETA Exhibit A-1 form for specific detail on the above options.

**SETA OPERATED PROGRAM
HEAD START
Funded Enrollment:
1,736**

Administrative Office:
925 Del Paso Blvd., #100
Sacramento, CA 95815
(916) 263-3804

16th Avenue
4104 Martin Luther King Jr.
Sacramento, CA 95820

Alder Grove ELC
816 Revere Street
Sacramento, CA 95818

Auberry Park
8120 Power Inn
Sacramento, CA 95828

Bannon Creek
2775 Millcreek Drive
Sacramento, CA 95833

Bret Harte
2761 9th Avenue
Sacramento, CA 95818

Bright Beginnings
10487 White Rock Road, P52
Rancho Cordova, CA 95670

Capital City
7220 24th Street
Sacramento, CA 95822

Collis P. Huntington
5917 26th Street
Sacramento, CA 95822

Crossroad Gardens
7322 Florinwood Dr.
Sacramento, CA 95823

Dudley
8000 Aztec Way
Antelope, CA 95843

Elkhorn
5249 Elkhorn Blvd.
Sacramento, CA 95660

Franklin
6929 Franklin Blvd.
Sacramento, CA 95823

Freedom Park
6015 Watt Ave., S #5
North Highlands, CA 95660

Freepoint
2118 Meadowview Drive
Sacramento, CA 95832

Fruitridge
5746 40th Street
Sacramento, CA 95824

Galt
615 2nd Street
Galt, CA 95632

Grizzly Hollow
805 Elk Hill Drive
Galt, CA 95632

Hillsdale
5665 Hillsdale Ave., Bldg. 4
Sacramento, CA 95842

Hopkins Park
2317 Matsun Drive
Sacramento, CA 95822

Illa Collin Center
3530 41st Avenue
Sacramento, CA 95824

Job Corps
3100 Meadowview
Sacramento, CA 95832

Kennedy Estates
6501 Elder Creek
Sacramento, CA 95824

LaVerne Stewart
5545 Sky Parkway
Sacramento, CA 95823

Marina Vista ELC
263 Seavey Circle
Sacramento, CA 95818

Mather
10546 Peter A. McCuen Rd.
Mather, CA 95655

Nedra Court
#60 Nedra Court
Sacramento, CA 95822

Norma Johnson ELC
3265 Norwood Avenue
Sacramento, CA 95838

North Avenue
1281 North Avenue
Sacramento, CA 95838

Northview
2401 Northview
Sacramento, CA 95833

Parker Avenue
4516 Parker Avenue
Sacramento, CA 95820

Phoenix Park
4400 Shining Star Dr.
Sacramento, CA 95823

Sharon Neese ELC
925 Del Paso Blvd., Suite 300
Sacramento, CA 95815

Solid Foundation
7505 Franklin Blvd.
Sacramento, CA 95823

Strizek Park
3829 Stephen Drive
North Highlands, CA 95660

Walnut Grove
14181 Grove Street
Walnut Grove, CA 95690

SETA Home Base Program

**ELK GROVE USD
HEAD START
Funded Enrollment:
440**

Administrative Office:
9510 Elk Grove-Florin Rd.,
Room 214
Elk Grove, CA 95624
(916) 686-7595

Charles E. Mack Elementary
4701 Brookfield Drive
Sacramento, CA 95823

David Reese Elementary
7600 Lindale Drive
Sacramento, CA 95828

**Florence Markofer
Elementary**
9759 Tralee Way
Elk Grove, CA 95624

Franklin Elementary
4011 Hood Franklin Road
Elk Grove, CA 95757

Florin Elementary
7300 Kara Drive
Sacramento, CA 95828

**Herman Leimbach
Elementary**
8010 Grandstaff Drive
Room B2
Sacramento, CA 95823

Irene B. West Elementary
8625 Serio Way
Elk Grove, CA 95758

**Isabelle Jackson
Elementary**
8351 Cutler Way
Sacramento, CA 95828

James McKee Elementary
8701 Halverson Drive
Elk Grove, CA 95624

John Reith
8401 Valley Lark Drive
Sacramento CA 95823

Maeola Beitzel Elementary
8140 Caymus Drive
Sacramento CA 95829

Prairie Elementary
5251 Valley Hi Drive
Sacramento, CA 95823

**Samuel Kennedy
Elementary**
7037 Briggs Drive
Sacramento, CA 95828

**Sierra Enterprise
Elementary**
9115 Fruitridge Road
Sacramento, CA 95826

Union House Elementary
7850 Deer Creek Dr.
Sacramento, CA 95823

**William Daylor Continuation
High School**
6131 Orange Ave.
Sacramento, CA 95823

**SACRAMENTO CITY USD
HEAD START
Funded Enrollment:
736**

Administrative Office:
Serna Center
5735 47th Ave.
Sacramento, CA 95824
(916) 395-5500

**Abraham Lincoln
Children's Center**
3324 Glenmoor Drive
Sacramento, CA 95827

A. M. Winn
3351 Explorer Drive
Sacramento, CA 95827

**Bear Flag
Children's Center**
6620 Gloria Drive
Sacramento, CA 95831

**Bowling Green Elementary-
Chacon**
6807 Franklin Blvd.
Sacramento, CA 95823

**Bowling Green Elementary-
McCoy**
4211 Turnbridge Drive
Sacramento, CA 95823

Camelia
6600 Cougar Drive
Sacramento, CA 95828

Earl Warren Elementary
5420 Lowell Street
Sacramento, CA 95820

Edward Kemble Elementary
7495 29th Street
Sacramento, CA 95822

Elder Creek Elementary
7800 Lemon Hill Avenue
Sacramento, CA 95824

Ethel I. Baker Elementary
5717 Laurine Way
Sacramento, CA 95824

Ethel Phillips Elementary
2930 21st Avenue
Sacramento, CA 95820

Fr. Keith B. Kenny
3525 MLK Jr. Blvd.
Sacramento, CA 95817

Golden Empire Elementary
9045 Canberra Drive
Sacramento, CA 95826

**H. W. Harkness
Elementary**
2147 54th Avenue
Sacramento, CA 95822

Hiram Johnson
3535 65th Street
Sacramento, CA 95820

Isador Cohen Elementary
9025 Salmon Falls Drive
Sacramento, CA 95826

James Marshall Elem.
9525 Goethe Road
Sacramento, CA 95827

John Bidwell Elementary
1730 65th Avenue
Sacramento, CA 95822

John Cabrillo Elementary
1141 Seamas Avenue
Sacramento, CA 95822

John Sloat
7525 Candlewood Way
Sacramento, CA 95822

John Still
2200 John Still Drive
Sacramento, CA 95832

Leataata Floyd
401 McClatchy Way
Sacramento, CA 95818

Lisbon
7555 S. Land Park Dr.
Sacramento, CA 95831

Mark Twain Elementary
4914 58th Street
Sacramento, CA 95820

Martin Luther King Jr.
480 Little River Way
Sacramento, CA 95831

Nicholas Elementary
6601 Steiner Drive
Sacramento, CA 95823

Oak Ridge Elementary
4501 Martin L King Jr. Blvd.
Sacramento, CA 95820

Pacific Elementary
6201 41st Street
Sacramento, CA 95824

Parkway Elementary
4720 Forest Parkway
Sacramento, CA 95823

Peter Burnett Elementary
6032 36th Avenue
Sacramento, CA 95824

**Susan B. Anthony
Elementary**
7864 Detroit Blvd.
Sacramento, CA 95832

Woodbine
2500 52nd Ave.
Sacramento, CA 95822

Washington
520 18th Street
Sacramento, CA 95814

**SAN JUAN USD
HEAD START
Funded Enrollment:
1,044**

Administrative Office:
5309 Kenneth Avenue
Carmichael, CA 95608
(916) 971-7375

Arlington Heights
6401 Trenton Way
Citrus Heights, CA 95621

Choices Charter
4425 Laurelwood Way
Sacramento, CA 95864

Coleman Elementary
6545 Beech Avenue
Orangevale, CA 95662

Cottage Elementary
2221 Morse Avenue
Sacramento, CA 95825

Coyle
6330 Coyle Avenue
Carmichael, CA 95608

Dyer Kelly
2236 Edison Avenue
Sacramento, CA 95821

Encina
1400 Bell Street
Sacramento, CA 95825

Garfield
3700 Garfield Avenue
Carmichael, CA 95608

**General Davie Jr. Primary
Center**
1500 Dom Way
Sacramento, CA 95864

Grand Oaks
7901 Rosswood Dr.
Citrus Heights, CA 95621

Howe Elementary
2404 Howe Avenue
Sacramento, CA 95825

Kingswood Elementary
5700 Primrose Drive
Fair Oaks, CA 95610

Lichen Elementary
8319 Lichen Drive
Citrus Heights, CA 95621

Mariposa
7940 Mariposa Avenue
Citrus Heights, CA 95610
Marvin Marshall
5309 Kenneth Avenue
Carmichael, CA 95608

Pasadena Elementary
4330 Pasadena Avenue
Sacramento, CA 95821

**Ralph Richardson
Elementary**
4848 Cottage Way
Carmichael CA 95608

Skycrest Elementary
5641 Mariposa Ave.
Citrus Heights, CA 95610

Sunrise Elementary
7322 Sunrise Blvd.
Citrus Heights, CA 95610

**TWIN RIVERS USD
HEAD START
Funded Enrollment:
160**

Administrative Office:
155 Morey Avenue
Sacramento, CA 95838
(916) 566-3485

Morey Avenue
155 Morey Avenue
Sacramento, CA 95838
(916) 566-3485

Oakdale Preschool Center
3708 Myrtle Avenue
North Highlands, CA 95660

Rio Linda Preschool Center
631 L Street
Rio Linda, CA 95673

Village Preschool Center
6845 Larchmont Drive
North Highlands, CA 95660

**WOMEN'S CIVIC
IMPROVEMENT CLUB
HEAD START
Funded Enrollment:
120**

Administrative Office:
W.C.I.C./
3555 3rd Avenue
Sacramento, CA 95817
(916) 457-8661

Playmate #1
3930 8th Avenue
Sacramento, CA 95817

Playmate #2
3555 3rd Avenue
Sacramento, CA 95817

**SETA OPERATED
EARLY HEAD START
Funded enrollment:
573**

**SETA Early Head Start
Administrative Office:**
925 Del Paso Blvd.,
Suite 100
Sacramento, CA 95815
(916) 263-3804

**Alder Grove Infant/Toddler
Center**
2640 A/B Muir Way
Sacramento, CA 95818

American Legion
3801 Broadway
Sacramento, CA 95817

Bret Harte
2761 9th Avenue
Sacramento, CA 95818

Capital City
7220 24th Street
Sacramento, CA 95822

Collis P Huntington
5917 26th Street
Sacramento, CA 95822

Crossroad Gardens
7322 Florinwood Dr.
Sacramento, CA 95823

Elkhorn
5249 Elkhorn Blvd.
Sacramento, CA 95660

Freedom Park
6015 Watt Ave., S #5
North Highlands, CA 95660

Hillsdale
5665 Hillsdale Ave., Bldg. 4
Sacramento, CA 95842

Hiram Johnson
3535 65th Street
Sacramento, CA 95820

Job Corps
3100 Meadowview
Sacramento, CA 95832

Marina Vista ELC
263 Seavey Circle
Sacramento, CA 95818

Mather
10546 Peter A. McCuen Rd.
Mather, CA 95655

Norma Johnson ELC
3265 Norwood Avenue
Sacramento, CA 95838

North Avenue
1281 North Avenue
Sacramento, CA 95838

Northview
2401 Northview
Sacramento, CA 95833

Phoenix Park
4400 Shining Star Dr.
Sacramento, CA 95823

**SETA/SCOE/ROCC EHS
Home Base**

**SETA OPERATED
EHS-CCP
Funded enrollment:
80**

16th Avenue
4104 Martin Luther King Jr.
Sacramento, CA 95820

Galt
615 2nd Street
Galt, CA 95632

Grizzly Hollow
805 Elk Hills Dr.
Galt, CA 95632

Hopkins Park
2317 Matsun Drive
Sacramento, CA 95822

**Sharon Neese
Early Learning Center**
925 Del Paso Blvd., Ste. 300
Sacramento, CA 95815

**SAN JUAN USD
EARLY HEAD START
Funded Enrollment:
163**

**San Juan USD
Administrative Office:**
5309 Kenneth Avenue
Carmichael, CA 95608
(916) 971-7375

**Encina Infant/Toddler
Center**
1400 Bell Street
Sacramento, CA 95825

**Fair Oaks Infant/Toddler
Center**
10700 Fair Oaks Blvd.
Fair Oaks, CA 95628

General Davie Jr.
1500 Dom Way
Sacramento, CA 95864

**Marvin Marshall Toddler
Center**
5309 Kenneth Avenue
Carmichael, CA 95608

**San Juan Infant/Toddler
Center**
7551 Greenback Lane
Citrus Heights, CA 95610

SJUSD EHS Home Base

**TWIN RIVERS USD
EARLY HEAD START
Funded Enrollment:
56**

Administrative Office:
155 Morey Avenue
Sacramento, CA 95838
(916) 566-3485

Morey Avenue School
155 Morey Avenue
Sacramento, CA 95838

**Oakdale Early Learning
Center**
3708 Myrtle Avenue
North Highlands, CA 95660

Rio Linda Preschool Center
631 I Street
Rio Linda, CA 95673

Village Preschool Center
6845 Larchmont Drive
North Highlands, CA 95660

ITEM III-I – ACTION

APPROVAL OF 2020-2021 TRAINING/TECHNICAL ASSISTANCE PLAN FOR THE SETA HEAD START, EARLY HEAD START, AND EARLY HEAD START-CHILD CARE PARTNERSHIP PROGRAM, AS ALIGNED WITH ESTABLISHED FIVE-YEAR GOALS AND OBJECTIVES

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the Program Year 2020-2021 Head Start, Early Head Start, and Early Head Start Child Care Partnership Training/Technical Assistance Plans (TTA).

The TTA Plans were developed to ensure continued quality and improvement and to support training activities for staff and parent development.

The Training and Technical Assistance Plan and a summary of five-year goals and objectives are attached.

RECOMMENDATION:

Approve the Program Year 2020-2021 SETA Head Start, Early Head Start and Early Head Start Child Care Partnership Training/Technical Plans as aligned with established five-year goals and objectives.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

PHILOSOPHY

SETA Head Start's program philosophy is based on the premise that all families share certain basic needs and that the Head Start population, in particular, can reap even greater benefits from a comprehensive service delivery system that ensures their needs are met. SETA's program mission *is to improve the lives of low-income children by providing comprehensive child development services that are family focused, including education, health, nutrition, mental health and social services. SETA Head Start's goals are accomplished by involving parents in the complete operation and administration of the program and by supporting the growth of families and staff through the development of advocacy skills, enhanced self-esteem and empowerment.* The overall goal is to develop a greater degree of independence among families and the decisions which impact their lives. Finally, SETA Head Start has established as its vision, "*Touching Families, Making A Difference.*"

SETA continually strives to recruit, train and retain the highest quality staff. Ongoing training and technical assistance ensures that all staff are knowledgeable about the Head Start philosophy, goals and objectives, mission, values and Performance Standards of the Head Start and Early Head Start programs.

PLANNING PROCESS

SETA employs a planning process to identify and accomplish the training and professional development needs of Head Start staff, parents, and delegate agencies. This process results in a T/TA Plan which carefully incorporates needs identified through PIR, OHS Monitoring Protocol, Self Assessment, Community Assessment, on-going monitoring results, Desired Results and Child Outcomes, as well as analysis of embedded program and operational reporting systems such as ERSEA reports, ADA reports, etc., and established countywide goals. Ultimately, under the direction of SETA's strong parent organizations (PC/PAC), specific dollars are allocated to these prioritized needs (see attached budget) to ensure staff, parents and delegate agencies receive the necessary training and professional development to move SETA's organization forward.

Several T/TA planning sessions take place in late winter. Participants in the T/TA planning include the SETA Leadership team, Policy Council and Parent Advisory Committee members and delegate agency directors. Participants share information about their community assessment results, Program Self Assessment, most recent ERSEA and health and child outcomes reports, i.e., DRDP-r. Participants identify program strengths and service gaps. A number of areas are identified through these meetings as priorities for T/TA and countywide goal statements are formulated.

Sub-committees which include staff, parents and countywide content coordinators update written program area plans and modify or develop policies and procedures for key management systems.

The Training and Technical Assistance Plan was the direct result of an exhaustive and highly collaborative partnership between Head Start Grantee staff, parents, and delegate agencies.

APPROACH TO TRAINING, TECHNICAL ASSISTANCE AND PROGRAM IMPROVEMENT

Adjustments to the Training and Technical Assistance Plan (T/TA) proposed for PY 2019-2020 reflect the combined needs identified and prioritized by 1) parents on the Refunding Grant Application Planning Committee, 2) parents on the Budget/Planning Review Committee, and 3) the resulting goals established in the 2019-2020 Self-Assessment Action Plan through careful analysis of results from: PIR, Community Assessment, countywide goals, on-going monitoring, DRDP-r, and ERSEA reports.

A systematic approach was taken to ensure that the 2019-2020 Self-Assessment Action Plan, and associated budget, would reflect current needs identified through a) on-going monitoring, b) PIR results, c) committee reviews of the existing T/TA Plan, as well as the continuing Five Year Goals and Objectives.

The T/TA Plan was adjusted to align with The Five Year Goals and Objectives, and the Self-Assessment Action Plan. Items which were modified on the current T/TA to support specific PIP goals are denoted with an asterisk *.

OUTCOMES AND TIMETABLES

Outcomes and timetable attainment of the Program Improvement Plan will be tracked and measured on a monthly basis. Leadership Team and Management meetings are conducted weekly with specific agenda content. Agendas will include status reports and check-ins on a bi-weekly basis. This process will allow for careful tracking of progress as it relates to timetables and outcomes attainment in the defined priorities and sub-groups: Early Intervention and Prevention; Record Keeping and Reporting; Planning; Communication; Human Resources/Staff Development/Training; and Health and Nutrition Services.

[NOTES LEGEND: M=Mandated; GNO= Goals and Objectives; PIP= Program Improvement Plan BP=Best Practice,

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source		Notes
					HS	EHS	
1. Child Services and Consultants							
A. Consultants							
Consultants will be used as subject-area experts to ensure that HS/EHS services are aligned with Performance Standards.	HS/EHS Staff	Consultants	Depending on the consultants used, staff will utilize the services of consultants to ensure best practices and adherence to Performance Standards are met. Consultants may also be used as a training resource for staff, and provide coaching when necessary.	Consultants will be scheduled as needed in the program year 20/21	\$10,000	\$3,000	BP
2. Parent Services							
A. Parent Intern Training							
Parents will be recruited to train for a variety of apprentice type jobs, including working with facilities, office work, working in the kitchen.	HS/EHS parents	Head Start staff	HS/EHS parents will be offered the opportunity to learn skills, including soft skills that potentially may lead to permanent employment opportunities in the community.	October 2020 July 2021	\$30,000		BP
B. Family Literacy Project							
Workforce/Head Start Parent Tuition Reimbursement	HS/EHS parents	Approved vendors from Sacramento County	This reimbursement will be used for parents who request to attend a job training program and the cost is not fully covered by other providers. The expected outcome includes providing opportunities to enroll	2020-2021	\$4,000	\$2,500	

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source		Notes
					HS	EHS	
			HS/EHS parents to become job ready and to provide opportunities for increased economic mobility.				
Parents will be provided books and activities to take home monthly.	HS/EHS parents	SS/PI Specialist	Parents will be given a book monthly along with activity sheets to do monthly with their child. Activity sheets will focus on literacy and math skills that parents can easily do at home with their child. The expected outcome will be increased literacy scores in children's assessment data, and increased knowledge about the importance of parent participation in school readiness activities.	August 2020- July 2021	\$43,000	\$8,000	BP
C. Training of Staff Development							
On-going training and conference opportunities and other resources	EHS and HS staff	Trainers, conferences, and resources to be determined.	Staff will be offered the opportunity to engage in a variety of staff development activities with the expected outcome to include increased knowledge in the areas of school readiness, curriculum implementation, and improved CLASS scores.	August 2020- July 2021	\$29,007	\$26,659	M
Teaching Pyramid	HS Staff	Sacramento County Office of Education	Teaching Pyramid training will continue for HS staff in order to ensure best practices continue in the area of social/emotional support for HS children.	September 2020	\$6,000	\$2,000	BP

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source		Notes
					HS	EHS	
CLASS Observer Training/Coaching and CLASS certificates	Grantee and Delegate staff	TeachStone	Teach Stone will be contracted to provide refresher training for HS staff on the use of the CLASS tool. The expected outcome includes increased confidence and knowledge in the areas that CLASS assess. Expected outcomes also include increased scores on classroom assessment evaluations and CLASS scores.	August 2020-February 2021	\$20,000	\$4,000	BP
Learning Genie	Grantee and Delegate staff	SETA Staff	SETA staff will provide T/TA services to Delegate teachers. Allocated money will be used to buy licenses for the program. The expected outcome is a better alignment with countywide practice and more effective implementation of the DRDP for children's assessment.	August 2020	\$4,000		SA
ECERS/ITERS Observers	HS/EHS Staff	Consultants	Consultants will be used to independently assess HS/EHS classrooms using the ECERS and ITERS tool. Consultants will also provide reports to staff for continuous improvement and feedback.	August 2020- and on-going	\$8,000	\$2,000	SA
Bridges Out of Poverty Training	FSW and Home Visitors, Partners	Consultants	SETA and Partner staff will be provided three-day training on issues surrounding poverty and equity.	October 2020- July 2021	\$4,000		BP
Curriculum Focus-STEM	HS Staff	SETA Staff	Staff will be given an opportunity to participate in on-going training in the area	To be determined	\$5,000	\$3,000	BP

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source		Notes
					HS	EHS	
			of STEM practices. Money will be used to provide materials for Make and Take and to enhance curriculum activities in the classroom.				
Coaching Companion	Grantee Coordinators and TOSA'S	SETA Coordinators and First 5 staff	SETA staff will coach teachers across multiple topics using the online coaching platform. Funds will be used for training materials and consultants.	August 2020 and ongoing	\$3,000		PIP
CCEI Online Professional Development	HS/EHS Staff	CCEI	This is a subscription service that allows teaching staff to engage in on-line professional growth opportunities.	2020-2021	\$1,600	\$3,000	
ReadyRosie Parenting Curriculum	HS/EHS staff and parents	Education Coordinator	All enrolled families in the Grantee operated programs and partner programs will be sent invitations to activate a ReadyRosie account.	August 2020 and ongoing	\$25,000		
Early Childhood Education Class	HS/EHS staff and parents	Los Rios Instructor	Countywide staff and parents will be offered an on-site early childhood education class focusing on infants and toddlers. The expected outcome is a better prepared workforce and continuing professional growth opportunities. Parents who are interested in the field of ECE are encouraged to enroll in order to obtain ECE units and an opportunity to apply for AT vacancies.	August 2020-May 2020		\$15,000	

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Budget Source		Notes
					HS	EHS	
Career Incentive Plan Funds	HS/EHS Staff	Community College and Universities and Teacher Credentialing	Staff will have the opportunity to be reimbursed a set amount of money annually to continue their education and to keep up required teaching credentials.	August 2019- July 2020	\$17,870	\$5,000	BP
D. Other							
Delegate and Partner Support							
Delegate Kick-off and on-site training	Delegate Staff	Delegate Support Staff	The expected outcomes include continued support on policies and procedures and monitoring processes between the Grantee and delegate and partner agencies.	October 2020	\$10,000		BP
Staff salaries and fringe benefits to perform Training and Technical Assistance to grantee and delegate agency staff and parents. Allocated services and supplies.					\$101,421 \$ 57,151 \$ 6,390	\$72,121 \$40,659 \$ 5,751	
Staff to attend out of state conferences (NHSA/ ChildPlus Scramble and WIPFLI)					\$35,500	\$6,000	
Contractual TTA – Allocated funds for delegates and partners for training and technical assistance related costs. Refer to each delegates budget spreadsheets and narratives for more detail.					\$106,270	\$44,624	
TOTAL					\$527,209	\$243,314	



Summary of 5-Year Goals and Objectives

Goal 1 – School Readiness: Increase child outcomes by developing and strengthening social/emotional competencies, family partnerships and staff development.

Objectives:

1) Increase quality and child outcomes through high fidelity in Creative Curriculum

Objective Activities:

- Identify EHS staff to participate in small group Curriculum Training including onsite coaching;
- Curriculum Book Clubs will be started to facilitate discussion groups and written reflection activities;
- Preschool teaching staff will participate in Language & Literacy Cohorts to go deeper into the Literacy Volume of the Creative Curriculum. This will include peer coaching and video tape reflection;
- Teachers will receive coaching to participate in the Region 9 STEM Curriculum Fair using the project approach;
- Provide coaching on effective teaching practices with both individualized coaching and TLC (Teachers Learning and Collaborating) Group;
- Train School Readiness Aides (parents) on the how they will be able to support math activities during their volunteer hours;
- Provide home connection activities in the area of math. Time spent on home activities will be tracked.

Objective Expected Outcomes:

- All classrooms will score in the high fidelity range in the Environments subsection;
- All classrooms will score in the high fidelity range in the Structure subsection;
- All classrooms will score in the high fidelity range in the Interactions subsection;
- EHS resources such as Mighty Minutes and Highlights Hello are utilized with high fidelity;
- Teachers display knowledge of the scope and sequence of learning objectives;
- Teachers develop new studies using Creative Curriculum and the ELOF as their guides.

2) Create a system to implement effective Trauma Informed Care strategies for children and families

Objective Activities:

- Provide resources/ training to teaching staff so that they are able to recognize and respond to signs of trauma with empathy;
- Provide individualized mentor/coaching to Intervention Specialists to better support children with trauma and create responsive plans;
- Facilitate Teaching Pyramid for Families sessions to provide consistent school and home approaches;
- Increase staff-child ratios when needed to effectively engage with children who may need more support;
- Provide resources/ training on secondary trauma and caregiver fatigue to proactively deal with challenges that affect staffing.

Objective Expected Outcomes:

- Staff will understand the 6 principals of a Trauma Informed Care approach;
- Improvement in CLASS scores, particularly in Regard for Student Perspectives and Teacher Sensitivity;

- A crosswalk of Trauma Informed Approaches and the Teaching Pyramid Model will be used to guide responsive care;
- T-POT and Teaching Pyramid Snapshots indicate that classrooms are using intervention strategies with fidelity;
- Higher levels of staff retention with lower levels of secondary trauma stress and caregiver fatigue.

3) Strengthen systems that support best inclusion practices for children with IEP's, IFSP's and those needing additional intervention response

Objective Activities:

- Strengthen autism approach with consultant support;
- Ongoing communication and agreements with SELPA's and, Part C agencies and LEA's;
- Increase materials in the classrooms that reflect diverse and inclusive approaches;
- Provide additional training in inclusive practices- "*We are the Services*";
- Provide resources/ training on increasing sensory and OT activities in the classroom.

Objective Expected Outcomes:

- Increased scores on the Creative Curriculum Fidelity tool in regards to interactions, environments and structures that support all children;
- Staff will have a better understanding of sensory and occupational therapy strategies to support;
- Increase in ECER scores specifically in Provisions for Children with Disabilities;
- Improved communication and collaboration with SELPA's and, Part C agencies and LEA's.

4) Raise CLASS scores through small group training and individualized coaching

Objective Activities:

- Provide resources/training to Site Supervisors to increase ability to provide effective onsite coaching and supervision;
- Provide individualized mentor/coaching to teachers through the use of internal TOSA coaching and Coaching Companion;
- Facilitate language & literacy groups using the TLC (Teachers Learning and Collaborating) coaching model;
- Facilitate STEM groups using the TLC (Teachers Learning and Collaborating) coaching model;
- Increase the use of video-recording in the classroom to improve teacher feedback;
- Provide resources/ training to Associate Teachers to strengthen the overall classroom interactions and learning strategies.

Objective Expected Outcomes:

- Improvement in child assessment data, particularly in the measures that assess language, literacy, science and math skills;
- Improvement in CLASS scores, particularly in Concept Development;
- Increase in ECER scores specifically in Language- Reasoning and Activities-Math, Science;
- Teachers will demonstrate an ease with videotaped reflection and coaching.

Goal 2 – Health and Wellness: Increase the health and well-being of children birth to age 5 by improving the number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care.

Objectives:

1) Increase the amount of blood lead tests received for enrolled children by 5% each year.

Objective Activities:

- Update SETA website to include the need to a blood lead test/result;
- Have all parents sign a Release of Confidential Information during the enrollment process;
- Work with parents to access their Health Portal to ensure access to all lab work;
- Update lead information provided to parent during enrollment process;
- Work with Health/Nutrition staff to provide follow-up with families who have missing lead levels;
- Track in Child Plus those clinics/MDs who are not ordering blood lead levels;
- Work with RN consultants to provide follow up to EHS enrolled children in the home based program who are missing 12 or 24-month old blood lead level.

Objective Expected Outcomes:

- Increase in the number of blood lead test received from all enrolled children;
- Parents educated on the dangers of elevated blood lead levels and the need for a test;
- Parents able to set-up and access their own and their families' health records via a health portal;
- Increase in compliance of children complete on all age-appropriate screenings as evidenced by C.8 on the PIR report;
- In collaboration with HSAC, clinics/MDs, will recognize the importance of blood level testing for a vulnerable population.

2) Increase the amount of well-baby checks, physical exams, and immunizations in the home-based program by 5% each year.

Objective Activities:

- Educate home visitors on the importance of physicals well-baby checks and current immunizations and give them talking points when working with parents;
- Educate parents on the importance of up-to-date and age-appropriate preventative health care for their children and the correlation of health and school readiness;
- Have all parents sign a Release of Confidential Information during the enrollment process;
- Work with parents to access their Health Portal to ensure access to all lab work;
- Work with Health/Nutrition staff to provide follow-up and education to parents who are missing up-to-date health information;
- Work with RN consultants to provide follow up to EHS enrolled children in the home based program who are missing well-baby checks and immunizations;
- Conduct bi-annual medical and dental socializations with RN consultants and nursing interns to provide parents with education about the importance of up-to-date medical exams;
- Ensure that parents are aware of the transportation resources available to them through Medi-Cal and SETA if the issue is transportation.

Objective Expected Outcomes:

- Increase in the number of enrolled children in the home-based programs with up-to-date physical exams, immunizations and well-baby checks;
- Parents able to set-up and access their own and their families' health records via a health portal;
- Parents educated on the importance of up-to-date and age-appropriate medical exams and well-baby checks;
- Increase in compliance of C.8 on the PIR report;
- Home Visitors more knowledgeable and more effective in giving information to parents about the need for physical exams/well-baby checks/immunizations.

3) Work with Family Services Workers and home-based staff to improve the rate of health/dental follow-up and documentation in the ChildPlus system in order to ensure that children are getting the services they need, and PIR reports are improved.

Objective Activities:

- Professional development training will be implemented for Family Service Workers and Home-based staff on case-note writing;
- ChildPlus reports will be accessed jointly by supervisors and line staff each month to ensure that follow-up and on-going documentation is current;
- H/N staff will make monthly visits to their assigned Family Service Worker to provide hands-on training on specified Child-Plus reports and to ensure that staff training is being reinforced;
- Health Coordinator will send out monthly spread sheet for all C.8, C.11 and C.29 and other PIR reports to manager and supervisors for review and follow-up with assigned staff;
- Health/Nutrition staff will follow-up with families who have not responded to staff requests and are still missing health/dental follow-up.

Objective Expected Outcomes:

- Staff will improve their rate of follow-up on health and dental concerns;
- Staff will improve their case-note documentation in the ChildPlus system;
- There will be a coordinated and documented system for follow-up on all health/dental concerns;
- ChildPlus system will be used robustly to track and document all health/dental concerns and the story of the child will be seen;
- Staff will become more skilled at accessing pertinent ChildPlus reports and to ensure that all concerns are addressed and closed out;
- The amount of children needing follow-up services will improve and PIR numbers for Health/Dental will improve annually.

Goal 3 – Attendance: Improve the rate of attendance for children in the Head Start and Early Head Start program.

Objectives:

1) Have 85% or higher attendance in 50% of all Head Start and Early Head Start classrooms.

Objective Activities:

- At time of enrollment parents will be given a handout and enrolling staff will review the importance of attendance and the link to school readiness and beyond;
- Family Service Staff will conduct an attendance activity at their October parent meeting that illustrates the effects of absences on school readiness;
- Staff will meet with parents of children who have been identified as being at risk for missing 10% or more of school days or have a pattern of unexcused absences and will develop an Attendance Improvement Plan with them to ensure that barriers are identified and removed and that attendance is improved;
- Staff will reach out daily to parents who have not notified the school to explain why their child was not in school, parents who cannot be connected will receive a home visit and this will be documented in the child's file;
- Provide appropriate incentives to families who achieve perfect attendance for the month;
- Identify classrooms who have shown improvement with average daily attendance;
- Teaching Staff will link DRDP scores with the rate of absences on Home Visits, Parent Conferences and the IDP to show the effect on school readiness scores.

Objective Expected Outcomes:

- Parents will understand the importance of attendance on their child's ability to perform and achieve in primary school;
- Attendance rates will improve annually until all classrooms are at 85% or better;
- All staff will actively understand and encourage families to come to school daily;
- All staff will work collaboratively to support parents to create individualized Attendance Improvement plans when necessary;
- Parents and children will be encouraged to come to school daily in order achieve their perfect attendance award;
- Teachers will be recognized by management for their improved average daily attendance rates.

2) Update the Attendance Tool Kit for all staff and increase utilization rates in classrooms.

Objective Activities:

- Send out a survey to all teaching staff and family engagement staff to solicit feedback and suggestions for a revamped Attendance Toolkit;
- Form a new group with a cross-section of staff to create and update the toolkit with solicited feedback and best practices from Attendance Works and other research-based programs;
- Implement a new training for all teaching staff and family engagement staff on the new toolkit with expectations for staff to implement ideas for improved attendance among children;
- Build in the topic of attendance in the on-boarding process for appropriate staff;
- Analyze rates of improvement on classrooms who are actively using the toolkit;
- Develop a mid-year and end-of -year survey for parents and staff to identify strategies that were effective in targeting attendance

improvement;

- Share success during cluster meetings, site supervisor meetings, and through monthly newsletters.

Objective Expected Outcomes:

- A new and improved Attendance Toolkit will be created and utilized;
- All staff will be actively engaged in the rate of attendance improving and understand the importance of attendance on children's social and academic achievement;
- Attendance rates will improve in classrooms;
- Parents will be actively engaged and understand the importance of bringing their child to school daily.

3) Transition SETA sites to using the Attendance Module in ChildPlus.

Objective Activities:

- Staff will be trained using the Attendance Module in ChildPlus (training rolled out by Region);
- All teaching staff and family engagement staff will be trained on how to use the program;
- Current electronic sign-in devices will be converted to the Attendance Module and parents will be trained on how to use it;
- Teachers will have the ChildPlus attendance module loaded on to their I Pads, to ensure that children have been signed in and that at mealtimes accurate point of service counts can be collected;
- ChildPlus reports will be monitored to ensure accuracy of data input;
- Attendance will be documented through ChildPlus;
- ChildPlus reports will be used by management to further understand program needs and trends.

Objective Expected Outcomes:

- By end of each year, 25% or more of all center-based sites will be trained and utilize ChildPlus for attendance;
- Attendance trends can be uploaded to CCR Analytics for correlation of absence rates on DRDP scores;
- Improved analytics can be done on individual children's attendance, by classroom, by program options, by CLASS and DRDP scores and teacher metrics;
- Improved decision making by administrators and management to inform decisions on adaptations or changes needed to improve service to children and families;
- Improved accuracy for CCAFP program, resulting in teacher's not having to send in corrections to the program analyst due to children being counted at time of service and teacher's not having to leave group of children to record number of children at mealtime;
- Management will have real-time access to each classrooms attendance daily, weekly and monthly to inform staffing and coverage needs.

Goal 4 – Family Engagement: Improve and promote parent and family engagement that is culturally responsive, reflective, and goal-oriented in order to support families.

Objectives:

1) Implement the number of sites by 25% or more annually that are implementing the Parent Meeting Curriculum.

Objective Activities:

- Survey all family engagement staff to determine the baseline of which sites have implemented the Parent Meeting Curriculum;
- Provide training and support to family engagement staff to ensure an understanding of what, how and why activities are to be implemented at parent meeting;
- Provide continued mentoring and support to those sites implementing the parent meeting curriculum;
- Train site supervisors on how the Parent Meeting Curriculum has been aligned to the classroom curriculum and how it supports parents' engagement in their child's school readiness activities;
- Work with family engagement staff to build community around parent meetings to ensure families feel accepted, are supported and build relationships with other members of the classroom community.

Objective Expected Outcomes:

- Increase in the usage of the Parent Meeting Curriculum by Family Engagement staff;
- Increase attendance and participation of parents at the center level;
- Increase understanding of the parent's role in school readiness, and how parents can stay engaged, and support their children at home;
- Increase the level of peer-to-peer support between parents in order to feel connected and to build relationships to neighbors and the community.

2) Increase usage rate of Ready Rosie Parenting Curriculum by 5% annually.

Objective Activities:

- Train all family engagement staff and home visitors on how to send out invitations to enrolling parents;
- At the time of enrollment, staff will demonstrate the ReadyRosie parenting program to parents and actively encourage them to accept the invitation sent to them;
- Train teachers how to access and integrate ReadyRosie videos to support school readiness skills during the IDP process with parents or during a home visit for home-based staff;
- Monitor and analyze data from ReadyRosie to determine classroom analytics, which videos are popular with parents, and how many parents comment on videos;
- Analyze trends of usage to better inform future implementation.

Objective Expected Outcomes

- Increase utilization of the ReadyRosie Parenting curriculum by parents and staff;
- Analyze data to see if there is a correlation between parents who access the videos and scores on assessments;
- Determine if parents are more engaged with their children around school readiness activities and feel more supported around issues of parenting concerns.

3) Implement CCR Family Outcomes Survey to all enrolled parents with a return rate of 50% or more and an annual increase of at least 10%.

Objective Activities:

- All family engagement staff and home based teachers will be familiar with the Family Outcomes Survey and be able to explain the importance to families to return the survey;
- Explore options for families completing the survey electronically;
- Results will be analyzed with family engagement staff to determine next steps in providing and improving support to parents;
- Data will be used to inform program wide decisions around support and education for parents.

Objective Expected Outcomes

- Family Engagement staff will better be able to support parents based on data;
- Parent Engagement activities will be aligned with the PFCE Framework and effectiveness will be determined by the Family Outcomes Survey;
- Parents will be encouraged to fill out the survey and staff will use this as a starting point to discuss and develop with parents, their family goals that support the PFCE;
- Data will be used to provide resources and parent education topics for each classroom.

ITEM III-J - ACTION

APPROVAL TO SUBMIT A GRANT APPLICATION FOR FY 2020
SUPPLEMENTAL FUNDS IN RESPONSE TO THE CORONAVIRUS
DISEASE 2019 (COVID-19)

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the submission of a grant application for FY 2020 supplemental funds in response to the coronavirus disease 2019 (COVID-19) to operate a summer program. Funds shall not exceed \$500,000. Should the Shelter-in-Place order be lifted, summer programs would be offered in centers that would normally be closed, following a traditional school calendar.

On March 27, 2020, President Trump signed into law the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 [P.L. 116-136]. This legislation includes \$750 million for programs under the Head Start Act to support preventative, preparedness, and response activities related to the coronavirus. Of this amount, up to \$500 million is available for programs to operate supplemental summer programs and about \$250 million is available for one-time activities in response to COVID-19.

In mid-March, Head Start programs across Sacramento County closed to prevent the spread of COVID-19. Closures may result in months of lost learning opportunities and comprehensive services for children and their families. These losses will be compounded for children whose Head Start programs remain closed during summer months (whether in whole or in part). Research has shown that children tend to lose academic gains during the summer months; this is particularly true for children from low-income families. To offset these losses, **Sacramento City USD** and **Twin Rivers USD** are proposing to operate summer programs for a portion of their Head Start children who would otherwise not be served over the summer. Proposed services would include:

Agency	# of children to be served	Summer Session¹
Sacramento City USD	300	4 weeks July 6 th – 31 st 3.5 hours/day 4 days/week
Twin Rivers USD	100	4 weeks June 15 th – July 16 th 4.5 hours/day 4 days/week

¹ Pending approval by the local health department/other authorities to return to work

ITEM III-J – ACTION (continued)
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Summer programs will primarily focus on children transitioning to kindergarten, providing social and emotionally supportive learning environments; consistent daily routines; support for families to bring their children up to date on needed medical, dental, and other follow-up services; and transition support for children and families to the receiving schools.

Summer programs will only be offered if local and federal guidance from health departments and other authorities determine it is safe to return to do so.

Each delegate agency is still drafting their individual budgets and budget justifications. Details were not yet available at the time this board packet was prepared. More information will be available at the meeting.

RECOMMENDATION:

That the Policy Council approves the Head Start FY 2020 supplemental grant application in response to the coronavirus disease 2019 (COVID-19) in an amount not to exceed \$500,000 to operate summer programs.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

ITEM IV

OTHER REPORTS

BACKGROUND:

- A. EXECUTIVE DIRECTOR'S REPORT: This item is set aside to allow the SETA Executive Director (Ms. Kathy Kossick) an opportunity to report to the Policy Council on any items of important information or training opportunities available through the Workforce Development Department.

- B. SETA HEAD START DEPUTY DIRECTOR'S MONTHLY REPORT: This item is set aside to allow the Head Start Deputy Director (Ms. Denise Lee) to report to the Council on any items of important information or to deal with special requests which need to be addressed.

- ❖ Head Start Fiscal Report

- C. CHAIR'S REPORT: The Chair of the Head Start Policy Council, on a regular basis, receives numerous items of information concerning legislation, current programs and agency activities.

The important information from the material received and meetings attended will be shared with the entire Council, and the method proposed by the Chair is to give a verbal report at each regular meeting. It will also allow time for the Council to provide input on items that may require future action.

ITEM VI – OTHER REPORTS (continued)

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- D. OPEN DISCUSSION AND COMMENTS: This item provides an opportunity for Head Start Policy Council members to bring up topics for discussion. Members are asked to address their requests to the Chair if they wish to speak. No action is to be taken on any item that is discussed during this meeting; the board may direct staff to place agenda items on upcoming agendas for action.

- E. PUBLIC PARTICIPATION: Participation of the general public at Head Start Policy Council meetings is encouraged. Members of the audience are asked to address their requests to the Chair if they wish to speak.
