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THOUGHT OF THE DAY: "Motivation is like the tide. It raises everyone up when it comes in."

~~ Bill Burch

SPECIAL MEETING OF THE HEAD START/EARLY HEAD START PARENT ADVISORY COMMITTEE

DATE: Tuesday, April 26, 2016

TIME: 9:30 a.m.

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

While the SETA/Head Start Policy Council welcomes and encourages participation in the Council meetings, it would be appreciated if you would limit your comments to three minutes so that everyone may be heard. Matters under jurisdiction of the SETA/Head Start Policy Council and not on the posted agenda or any off-agenda matters may be addressed by the general public following completion of the regular agenda. The SETA/Head Start Policy Council limits testimony on matters not on the agenda to three minutes per person and not more than ten minutes for a particular subject. Meeting facilities are accessible to persons with disabilities. Requests for Assisted Listening Devices or other considerations should be made through the Clerk's office at (916) 263-3827. This document and other Board meeting information may be accessed through the Internet by accessing the SETA home page: www.seta.net.

AGENDA

	<u>PAGE NUMBER</u>
I. <u>Call to Order/Roll Call/Review of Board Member Attendance</u>	1-5
➤ PAC Meeting Attendance Update	
➤ Introduction of Newly Seated Representatives	
II. <u>Consent Item</u>	
A. Approval of the Minutes of the March 15, 2016 Regular Meeting	6-12
III. <u>Action Items</u>	
A. Approval of Annual Self Assessment for 2015-2016 and Resulting Program Improvement Plan SETA-Operated Program	13-29

B.	Approval of Program Year 2016-2017 Head Start/Early Head Start Budget	30
C.	Approval of Program Year 2016-2017 Head Start/Early Head Start Refunding Application	31-48
D.	Approval of 2016-2017 Sacramento County Program Options/Grantee and Delegate Agencies	49-55
E.	Approval of Program Year 2016-2017 Head Start/Early Head Start Training/Technical Assistance Grant Application, as Aligned with Established Five-Year Goals and Objectives	56-63
F.	Approval of Program Year 2016-2017 Early Head Start-Child Care Partnership and Expansion Refunding Application	64-76
G.	Election of Parent Advisory Committee Secretary	77
IV.	<u>Information Items</u>	
A.	Standing Information Items	78-89
➤	PC/PAC Calendar of Events – Ms. Terri McMillin	
➤	Parent, Family & Community Engagement - Events and Activities – Ms. Terri McMillin	
➤	Parent/Staff Recognitions: Mr. Victor Bonanno, Ethics Training – Ms. Terri McMillin	
➤	Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D’et Saurbourne	
➤	Toastmasters Training – Ms. Terri McMillin	
➤	Child Care Center Food Menu (attached)	
➤	Community Resources – Parents/Staff: Ms. Terri McMillin	
B.	Governing Board Minutes – February 4, 2016	90-96
V.	<u>Committee Reports</u>	97-98
➤	Executive Committee Meeting Critique: Ms. Terri McMillin	
➤	Budget/Planning Committee: Ms. Terri McMillin	
➤	Personnel/Bylaws Committee: Ms. Terri McMillin	
➤	Men’s Activities Affecting Children Committee (MAACC): Ms. Terri McMillin	
➤	Social/Hospitality Committee: Ms. Terri McMillin	
➤	Parent Ambassador Report: Ms. Terri McMillin	
VI.	<u>Other Reports</u>	99-119
➤	Executive Director’s Report	
➤	Chair’s Report	

- Policy Council Report(s): Ms. Penelope Scott, Ms. Natalie Craig, Ms. Monica Reynoso, Ms. Megan Guerrero, Mr. Fabian Gonzales
- Head Start Deputy Director's Report – Ms. Denise Lee
 - ✓ Monthly Head Start Report (attached)
- Head Start Managers' Reports
 - Lisa Carr - Family Engagement, Home Base, and ERSEA Services
 - Robyn Caruso - Program Support, Quality Assurance, and EHS-CCP services
 - Martha Cisneros - Health, Nutrition and Safe Environments Services
 - Karen Gonzales - School Readiness, Special Education and Mental Health Services
 - ✓ Preschool ECERS Summary
 - ✓ Infant-Toddler ITERS Summary

VII. <u>Center Updates</u>	120
VIII. <u>Discussion</u>	120
IX. <u>Public Participation</u>	120
X. <u>Adjournment</u>	

DISTRIBUTION DATE: WEDNESDAY, APRIL 20, 2016

Parent Advisory Committee meeting hosted by:
 Terri McMillin (Chair), Kenneth Tate (Vice Chair), vacant (Secretary),
 Penelope Scott (Treasurer), Natalie Craig (Parliamentarian).

ITEM I - A – ROLL CALL

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

- ___ Vacant, Alder Grove I Head Start
- ___ Vacant, Alder Grove II Head Start
- ___ Vacant, Auberry Park Head Start
- ___ **Monica Reynoso, Bannon Creek Head Start**
- ___ Vacant, Crossroad Gardens Head Start
- ___ **Megan Guerrero, Early Head Start (Home Base)**
- ___ **Yesenia Rodriguez, Elkhorn Head Start**
- ___ Vacant, Freedom Park Head Start
- ___ Vacant, Fruitridge Head Start
- ___ **Alejandra Plascencia, Galt Head Start**
- ___ Vacant, Grizzly Hollow
- ___ Vacant, Hillsdale Head Start
- ___ **Stacey Webster, Home Based Head Start**
- ___ Vacant, Home Base
- ___ **Thelma Adams, Hopkins Park Head Start**
- ___ **Fabian Gonzales, Illa Collin Head Start**
- ___ Vacant, Job Corps Head Start
- ___ Vacant, Kennedy Estates Head Start
- ___ Vacant, LaVerne Stewart Head Start
- ___ Vacant, (Marie Cleveland's) Bright Beginning Head Start
- ___ Vacant, Marina Vista Early Learning Center
- ___ Vacant, Mather Head Start
- ___ Vacant, Nedra Court Head Start
- ___ **Laura Guzman, Norma Johnson Head Start**
- ___ **Marina Gallegos, North Avenue Head Start**
- ___ **Natalie Craig, Northview Head Start**
- ___ Vacant, Parker Head Start
- ___ Vacant, Phoenix Park Head Start
- ___ Vacant, River Oak Center for Children
- ___ **Georgina Schroeder, Sharon Neese Early Learning Center**
- ___ Vacant, Solid Foundation Head Start
- ___ Vacant, Strizek Park Head Start
- ___ Vacant, Vineland Head Start
- ___ **Rafaela Casillas, Walnut Grove Head Start**
- ___ Vacant, Foster Parent Representative
- ___ **Penelope Scott, Grandparent Rep.**
- ___ Vacant, Men's Activities Affecting Children Committee Representative
- ___ **Kenneth Tate, Past Parent/Community Representative**
- ___ **Terri McMillin, Past Parent/Community Representative**
- ___ **Jasmine Jamison, Outgoing Chair**

ITEM I-A – ROLL CALL
(Continued)

Program Year 2015-2016 - New Representatives to be seated

<input type="checkbox"/> Harmony Almaguer, Freedom Park Head Start
<input type="checkbox"/> Andrea Larry, Fruitridge Head Start
<input type="checkbox"/> Vacant, Alder Grove I Head Start
<input type="checkbox"/> Vacant, Crossroad Gardens Head Start
<input type="checkbox"/> Vacant, Grizzly Hollow Head Start
<input type="checkbox"/> Vacant, Hillsdale Head Start
<input type="checkbox"/> Vacant, Job Corps Head Start
<input type="checkbox"/> Vacant, Kennedy Estates Head Start
<input type="checkbox"/> Vacant, Marie Cleveland’s Bright Beginnings

<input type="checkbox"/> Calvin Sheppard, Men's Activities Affecting Children Committee Representative
<input type="checkbox"/> Tammy Wilkerson, River Oak Center for Children
<input type="checkbox"/> Vacant, Marina Vista Early Learning Center
<input type="checkbox"/> Vacant, Mather Head Start
<input type="checkbox"/> Vacant, Nedra Court Head Start
<input type="checkbox"/> Vacant, Parker Head Start
<input type="checkbox"/> Vacant, Phoenix Park Head Start
<input type="checkbox"/> Vacant, Solid Foundation Head Start
<input type="checkbox"/> Vacant, Strizek Park Head Start
<input type="checkbox"/> Vacant, Foster Parent Rep

ITEM I – B

PAC MEETING ATTENDANCE UPDATE

**The PAC was seated on November 17, 2015 & December 15, 2015
PARENT ADVISORY COMMITTEE MEETING ATTENDANCE PROGRAM
YEAR 2015-2016**

COMMITTEE MEMBER	CENTER	11/17	12/15		1/19	2/23 **	3/15	4/26 #	5/17	6/21	7/19	8/15	9/20	10/18	11/15
Vacant Seated	AG I														
	AG II														
Vacant Seated	AP														
Monica Reynoso Seated 11/17	BC	X	U		X		E								
Vacant Seated	CR														
Megan Guerrero Seated 3/15	EHS/HB				X		X								
Yesenia Rodriguez Seated 11/17	EL	X	AP		X		X								
Harmony Almaguer s/b/seated 1/19	FP				E		U								
Andrea Larry Seated	FT														
Alejandra Placencia s/b/s 12/15; seated 3/15	G		U		E		X								
Vacant Seated	GH														
Vacant Seated	H														
Stacey Webster Seated 11/17	HB	X	X		X		U								
Vacant Seated	HB														
Fabian Gonzales Seated 11/17	IC	X	U		E		X								
Thelma Adams Seated 3/15	HP						X								
Vacant Seated	JC														
Vacant Seated	JC														
Vacant Seated	K														
Vacant Seated	LVS														
Vacant Seated	MCBB														
Vacant Seated	MV														
Vacant Seated	AA														
Marina Gallegos Seated 3/15	NA						X								
Vacant Seated	NC														
Laura Guzman Seated 11/17	NJ	X	U		X		U								
Natalie Craig Seated 11/17	NV	X	E		X		X								
Vacant Seated	PA														
Vacant Seated	PP														
Tammy Wilkerson Seated	RO														
Vacant	SF														

COMMITTEE MEMBER	CENTER	11/17	12/15		1/19	2/23 **	3/15	4/26 #	5/17	6/21	7/19	8/15	9/20	10/18	11/15
Georgina Schroeder Seated 11/17	SN	✕	✕		E		✕	R							
Vacant Seated	SP														
Vacant Seated	V														
Rafaela Casillas Seated 11/17	WG	X	X		X		X								
Vacant Seated	FPR														
Calvin Sheppard Seated	MAACC														
Jasmine Jamison Seated 11/17	OGC	X	X		U		E								
Penelope Scott Seated 11/17	GPR	X	X		X		X								
Kenneth Tate Seated 11/17	PPR	X	X		X		X								
Terri McMillin Seated 11/17	PPR	X	X		X		X								

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

1. First, call your Alternate(s) to see if they can attend in your place;
2. Second, call Head Start Social Services/Parent Involvement Coordinator, Ms. Marie Desha, at 263-4082; and
3. Third, please call the PAC Chair, Ms. Terri McMillin, at 646-6707 or 747-6224, or the Clerk of the Boards, Ms. Nancy Hogan, at 263-3827.

** Ethics training with Policy Council
Special meeting

PARENT ADVISORY COMMITTEE - MEETING ATTENDANCE UPDATE
PROGRAM YEAR 2015-2016
(Continued)

Head Start Center Abbreviations

AG I	Alder Grove Early Learning Ctr.	K:	Kennedy Estates
AG II:	Alder Grove Infant/Toddler	LVS:	LaVerne Stewart
AP:	Auberry Park	MV	Marina Vista Early Learning Center
BC:	Bannon Creek	M:	Mather
BB:	Bright Beginnings	MCBB	Marie Cleveland's Bright Beginnings
CR:	Crossroad Gardens	NJ:	Norma Johnson
EHS:	Early Head Start	NA:	North Avenue
EL:	Elkhorn	NC:	Nedra Court
FP:	Freedom Park	NA	North Avenue
FT:	Fruitridge	NV:	Northview
G:	Galt	PA:	Parker Avenue
GH:	Grizzly Hollow	PP:	Phoenix Park
H:	Hillsdale	RO:	River Oak Center for Children
HB:	Home Based	SF:	Solid Foundation
HP:	Hopkins Park	SN:	Sharon Neese
IC:	Illa Collin	SP:	Strizek Park
JC:	Job Corps	V:	Vineland
		WG:	Walnut Grove

Representative Abbreviations

FPR:	Foster Parent Representative
GPR:	Grandparent Representative
MAACC:	Men's Activities Affecting Children Committee
OGC:	Out Going Chair
PPR:	Past Parent Representative

Attendance Record Abbreviations

X:	Present
E:	Excused
AP:	Alternate Present
AE:	Alternate Excused
U:	Unexcused
PAC:	Parent Advisory Committee
PC:	PAC Board Business
R:	Resigned
S/B:	Should be, or should have been (seated)
CD:	Child Dropped.

ITEM II-A – CONSENT

APPROVAL OF MINUTES OF THE MARCH 15, 2016 PAC MEETING

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to review and approve the minutes of the March 15, 2016 PAC meeting.

RECOMMENDATION:

Approve the minutes of the March 15, 2016 PAC meeting.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

REGULAR MEETING OF THE HEAD START PARENT ADVISORY COMMITTEE

(Minutes reflect the actual progress of the meeting.)

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

Tuesday, March 15, 2016
9:00 a.m.

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

Ms. Terri McMillin called the meeting was called to order at 9:10 a.m. The pledge of allegiance was recited. Ms. McMillin read the thought of the day. Ms. Georgina Schroeder and called the roll; a quorum was established.

Members Present:

Yesenia Rodriguez
Fabian Gonzales
Natalie Craig
Georgina Schroeder
Rafaela Casillas
Kenneth Tate
Terri McMillin
Penelope Scott

Members Absent:

Monica Reynoso (excused)
Stacey Webster (unexcused)
Laura Guzman (unexcused)
Jasmine Jamison (excused)

Members seated:

Alejandra Plascencia, Galt Head Start
Thelma Adams, Hopkins Head Start
Megan Guerrero, Early Head Start (Home Base)
Marina Gallegos, North Avenue

Members to be seated but absent:

Harmony Almaguer, Freedom Park (unexcused)
Andrea Hensen, Fruitridge Head Start (excused)
Sara Reynolds, Strizek Head Start (unexcused)

II. Consent Item

A. Approval of the Minutes of the January 19, 2016 Regular Meeting

Minutes were reviewed; no questions or corrections.

Moved/Craig, second/Schroeder, to approve the January 29, 2016 minutes.

Show of hands vote:

Aye: 11 (Adams, Casillas, Craig, Gallegos, Gonzales, Guerrero, Plascencia, Rodriguez, Schroeder, Scott, Tate)

Nay: 0

Abstentions: 1 (McMillin)

III. Action Items

A. Approval of SETA Head Start/Early Head Start Written Service Plans for 2015-2016

Ms. Denise Lee reviewed the written service plans and how they are utilized in the agency. There have been no major revisions. To see the entire document, go to the Head Start website.

Moved/Scott, second/Schroeder, to approve the SETA Head Start/Early Head Start Written Service Plans for 2015-2016.

Show of hands vote:

Aye: 11 (Adams, Casillas, Craig, Gallegos, Gonzales, Guerrero, Plascencia, Rodriguez, Schroeder, Scott, Tate)

Nay: 0

Abstentions: 1 (McMillin)

B. Approval of the Parent Advisory Committee and Policy Council Joint Parent Activity

Ms. McMillin reviewed this item and urged approval of organizing an outing with the Policy Council.

Mr. Tate reported that in the past, the PAC has participated with the PC on the joint event. It has to be educational; past activities included visiting the zoo and the State capitol. The committee has no ideas yet; this board item is presented to confirm that the joint parent activity will be done.

Ms. McMillin stated that the Social/Hospitality Committee meets April 6 to start planning the activity. Ms. McMillin urged parents to attend the April 6 meeting.

Moved/Gonzales, second/Schroeder, that the Parent Advisory Committee approve a joint parent activity with the Policy Council.

Show of hands vote:

Aye: 11 (Adams, Casillas, Craig, Gallegos, Gonzales, Guerrero, Plascencia, Rodriguez, Schroeder, Scott, Tate)

Nay: 0

Abstentions: 1 (McMillin)

C. Election of Parent Advisory Committee Parliamentarian

Ms. McMillin reviewed the duties of the Parliamentarian. This officer is part of the Bylaws Committee and the Executive Committee.

Mr. Tate stated that he is a former Parliamentarian and said that he received training on how to do the job and offered assistance to the new Parliamentarian.

Ms. McMillin asked for potential nominees. Ms. Natalie Craig expressed interest in serving in this position.

Moved/Tate, second/Guerrero, to elect Ms. Natalie Craig to serve as Parliamentarian.

Show of hands vote:

Aye: 11 (Adams, Casillas, Craig, Gallegos, Gonzales, Guerrero, Plascencia, Rodriguez, Schroeder, Scott, Tate)

Nay: 0

Abstentions: 1 (McMillin)

D. Election of SETA-Operated Representatives and Alternates to the Policy Council

Ms. McMillin reviewed the duties of SOP representatives and alternates.

Moved/Tate, second/Craig, to suspend the rules to choose three candidates instead of two for the Policy Council.

Show of hands vote:

Aye: 11 (Adams, Casillas, Craig, Gallegos, Gonzales, Guerrero, Plascencia, Rodriguez, Schroeder, Scott, Tate)

Nay: 0

Abstentions: 1 (McMillin)

Ms. McMillin inquired whether anyone was interested in serving on the Policy Council. Ms. Megan Guerrero nominated herself to serve as a representative.

Mr. Gonzales requested additional information regarding the Policy Council; Mr. Tate provided information and explained the duties of the Policy Council. Mr. Gonzales expressed his interest in serving on the PC. Ms. Alejandra Plascencia expressed interest in serving as an Alternate. Ms. Thelma Adams expressed interest in serving as an alternate.

Moved/Scott, second/Gonzales, to approve Megan Guerrero and Fabian Gonzales as SOP representatives, and Thelma Adams and Alejandra Plascencia as SOP alternates.

Show of hands vote:

Aye: 11 (Adams, Casillas, Craig, Gallegos, Gonzales, Guerrero, Plascencia, Rodriguez, Schroeder, Scott, Tate)

Nay: 0

Abstentions: 1 (McMillin)

IV. Information Items

A. Standing Information Items

➤ PC/PAC Calendar of Events: Ms. McMillin reviewed the calendar of events.

- Parent/Staff Recognitions (Mr. Walter Lott, Programmer Analyst) – Ms. Terri McMillin: Ms. Denise Lee recognized a very important person to Children and Family Services. Ms. Lee expressed her appreciation for Mr. Lott’s continued support of the CFS program. Mr. Lott is celebrating his 30 years at SETA.
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D’et Saurbourne thanked the parents attending the budget planning committee; she invited parents to attend the next meeting. The Agency is under budget slightly and meeting our 25% in-kind requirement. The SOP is doing well and well below the 15% administrative max. The Child partnership grant is under budget and determining with the funds before they expire in July. The credit card report was reviewed; no questions.
- Early Learning Advocacy Day at the Capitol and National Families and Father Conference Reports: Ms. McMillin reported that some parents attended the Early Learning Advocacy Day last month. Attendees were able to listen to a couple of different human resources people on their vision of child care development. Ms. Scott stated that it was a nice experience and a lot of different agencies attending that were networking with others. Mr. Tate stated that the Advocacy Day event was great and it was interesting how the distribution of funds was discussed.

Mr. Tate reported that the National Families and Fathers Conference was wonderful; he enjoyed meeting people from other areas.

- Child Care Center Food Menu: No questions.
- Community Resources – Parents/Staff: Ms. McMillin reviewed upcoming events.

B. Governing Board Minutes: No questions.

V. Committee Reports

- Executive Committee Meeting Critique: Ms. Schroeder reviewed the meeting critique. Ms. McMillin stated that at the last PAC meeting members chose their committee membership. Ms. McMillin reminded board members to their committee meetings.
- Budget/Planning Committee: Ms. McMillin this is an interesting committee. Mr. Tate reviewed the last committee meeting. If you want to know what really goes on in the agency, this is the committee to join.
- Men’s Activities Affecting Children Committee (MAACC): Mr. Tate reviewed the most recent meeting; there are plans to have a fathers workshop in the near future.
- Parent Ambassadors Committee: Ms. Craig reported out on the last meeting. They talked about recruiting for Head Start and getting out the word. Any parent would be welcome to attend these meetings.

VI. Other Reports

- Chair’s Report: Ms. McMillin urged parents to recruit parents at their sites and encourage them to attend a board meeting; it is hard to recruit if they don’t know what we are doing.

- Policy Council Report(s): Mr. Tate reported on the 2/23 meeting where the PC approved items in closed session as well as went through AB 1234 (ethics) training.
- Head Start Deputy Director's Report – Ms. Denise Lee stated that the monthly reports that would normally be included in will be provided next month.

Ms. Schroeder and Mr. Gonzales left at 10:53 a.m.

- ✓ Head Start Annual Report for 2014-2015: The annual report was distributed.
- ✓ Adult Code of Conduct: Ms. Lee stated that this document is specifically for adult conduct in a classroom. SETA has very strong policies and procedures for staff and staff go through training every six months with this training. The adult code of conduct shares the of conduct for all adults in the classroom. This is also easy to post that shows the expectations. This was vetted through the Executive Committee. This document will be shared this with our delegates but they develop their own policies. This will be great to share at the parent meetings.
- Head Start Managers' Reports
 - Lisa Carr - Family Engagement, Home Base, and ERSEA Services: Ms. Carr reported that the Agency is offering a six week parenting class beginning March 29 for 25 people. Dinner will be available at 5:00 - 5:30 p.m. and the workshop is 6-7:30 p.m. Child care is available. There is no charge but those interested must sign up to ensure there is enough food available. Staff members Megan Berrige and Nicki Hill are both certified to teach Pyramid Training. This summer the Agency will be offering Parenting Practices; parents will be notified when this training is available. The centers are doing well with enrollment. The traditional centers that end by the end of May do not have to replace children if it is 60 days to the end of the year. Parents are the best way to recruit parents/families for the Head Start program.
 - Robyn Caruso - Program Support, Quality Assurance, and EHS-CCP services: Ms. Caruso reported that she is in the middle of grant planning which is due to the Office of Head Start by May 1. Staff has received all delegate and partner applications and are in the process of reviewing to ensure everything is appropriate.

Ms. Plascencia left at 11:09 a.m.

Ms. Caruso stated that the QA unit recently finished monitoring Sacramento City USD and they are now reviewing San Juan USD.

- Martha Cisneros - Health, Nutrition and Safe Environments Services: Ms. Cisneros reviewed the food services report. Currently the kitchen prepares 121 special diets and 126 medically necessary special diets. It is important to have the proper medical clearance for the special diets. Ms. Cisneros recently attended a meeting held by the Sacramento County Public Health Officer regarding blood lead level. In July the procedures will be modified. There are risk factors that are available in the centers, and a registered nurse is notified to

ensure the family receives medical care. She attended the Maternal, Child and Adolescent Health Committee meeting; we do have a representative that attends and a new member will be attending. This committee goes over immunization needs as well as dental issues for families. Mr. Tate requested additional information and Ms. Cisneros stated that once the information is released for distribution, she will have it available.

- Karen Gonzales - School Readiness, Special Education and Mental Health Services: Ms. Gonzales provided an update on observations, every year outside consultants are brought in to look at teacher interactions on emotional support and there was an overall increase in the scores. There is another training in conjunction with SCOE and the targeted training helps to raise the numbers. Staff just finished up the winter DRDP which is the classroom assessment tool.

VII. Center Updates

Ms. Guerrero asked if there were a way to figure out to talk to the educators to get the parents more involved in the socializations?

Ms. Rodriguez stated that there are families that have children ready for Head Start but they she does not know how to give the parents information on how to get their children into Head Start. She requested a pamphlet providing information on different areas where Heads Start. Ms. Lee stated that the agency has that kind of information available for distribution.

Ms. Marina Gallegos stated that the North Avenue center does not have a lot of posters or other visuals things with information; there are posters only where the children are seated. She feels like the room is really neutral and dated. She asked what can be done because the room looks a little run down. Ms. Gonzales replied that the environmental assessors look at classrooms as a whole. All teachers create a plan to increase their score to make sure the classroom is where it should be. We are moving away from posters to having things that children can touch. Ms. Gallegos urged at least a poster with the ABCs be available because she thinks children need to see the ABCs. Ms. Gonzales will talk to the program officer regarding this.

Ms. Georgina Schroeder and Mr. Fabian Gonzales excused at 10:52 a.m.
Ms. Alejandra Plascencia excused at 11:09 a.m.

VIII. Discussion: None.

IX. Public Participation: Ms. Rodriguez stated that it is important for parents to bring the shot reports when bringing their children to the doctor and to the school.

X. Adjournment: The meeting was adjourned at 11:40 a.m.

ITEM III-A - ACTION

APPROVAL OF ANNUAL SELF ASSESSMENT FOR 2015-2016
AND RESULTING PROGRAM IMPROVEMENT PLAN
SETA OPERATED PROGRAM

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to review and approve the results of the Head Start/Early Head Start Annual Self-Assessment for the base grant as well as the EHS-Child Care Partnership grants.

In January/February 2016, a team of staff and parents were assembled for the 2015-2016 self-assessment process. Teams reviewed and analyzed all service areas, including Program Governance, Planning, Communication, Record-keeping/Reporting, On-going Monitoring, Human Resources, Fiscal, Prevention/Early Intervention, Tracking/Follow-up, Disabilities, Individualization, Family Community Engagement, Eligibility/ Recruitment/Selection/Enrollment/Attendance, Safe Environments, Child Development and Education including child outcomes, curriculum and individualization. A summary report of program strengths and areas of improvement are attached.

Additionally, a Self-Assessment was also performed with the Early Head Start-Child Care Partnership (EHS-CCP) program. A summary report of program strengths, areas of improvement and resulting program improvement plan are attached.

Staff will be available to answer questions.

RECOMMENDATION:

Approve Program Year 2015-2016 Self-Assessment and resulting Program Improvement Plan for the Head Start/Early Head Start program and the EHS-Child Care Partnership program.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____



Self Assessment Summary of Results 2015-2016

Project Background:

During late 2015, 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.

To conduct the self assessment, the teams utilized the *2016 OHS Monitoring Protocols*, *OHS Health and Safety Screener*, the *Head Start Self-Assessment: Your Foundation for Building Program Excellence* tool, the *SETA Head Start/Early Head Start Monitoring and Quality Assurance Tool*, and *SETA's standard file checklist tool*. Each team developed a review plan and the team leaders trained all staff, parents and volunteers to ensure they were clear on the protocols. The teams conducted site visits in the winter. Many of the Early Learning Centers were visited and all were observed using the CLASS and CLASS Toddler observations. Team reviews included, but were not limited to the following: children's files, on-going monitoring (Quality Assurance) reports, program information reports, policies and procedures manuals, personnel and licensing files, enrollment applications, attendance reports, human resource and fiscal documents, monthly reports, *Childplus* reports, self assessment results, goals and objectives, ECERS, ITERS, and CLASS results, DRDP data, health and safe environments checklist, medication releases and care plans, 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 eight 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 in some cases. Some parents and staff may have served on more than one team. The teams were as follows:

Program Governance
Screenings
Fiscal
Human Resources

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

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

Education, Disabilities and Mental Health:

- The Home Visit packet system is effective in providing guided meetings with parents.
- IDPs are clearly linked to assessment results and parent input is evident.
- The vast majority of children's files are neat, organized, current and complete.
- Rooms well stocked and a variety of materials is present.
- School Readiness Aides are involved and able to identify quality measures in classrooms.
- MathWorks supplemental curriculum has resulted in increased Math DRDP scores.
- New Speech and Language Resource book and kit is being utilized to support all children, but especially those with speech IEPs.
- The Secondary Speech screener in both center and home based services has resulted in fewer unnecessary referrals to LEAs.
- Strong communication between Intervention Specialists and teaching staff.
- Implementation of Teaching Pyramid in preschool classrooms.
- Visual schedules and classroom expectations are evident in classrooms.
- Positive Behavior Support Plans for children are clear and provide ample guidance; teachers are able to articulate these plans.
- Home Base EHS Teaching Pyramid training for Home Visitors has provided quality strategies to support families.

Parent and Family Engagement:

- Parent meeting binders are well organized and complete.
- Parent meetings are consistently occurring at the centers and are accessible to parents.
- Most Family Partnership Agreements (FPAs) were started within the 90 day requirement and had identified individualized strengths for families.

Screenings:

- Most educational screens were completed within the required timelines.
- Health screening requirements are met and well documented per policies and procedures.
- Lead risk assessments are present in the files.
- Files are well organized and evidence of follow-up was well documented in most files.

Program Design and Management (including Governance, ERSEA, Fiscal and Human Resources):

- Strong relationships between SETA and its delegate agencies and partners.
- Good fiscal checks and balances to ensure accuracy.
- Consistently meeting and exceeding the federal in-kind requirement.
- Good interdepartmental working relationships and communication
- SETA's agency-wide wellness program continues to thrive.
- Income calculation errors have been reduced as a result of the revised income calculation worksheet
- Increased recruitment and hiring in 2015.
- Greater collaboration between the Head Start and Workforce Development programs.
- Parent internship program

- Reduction in number of worker's compensation claims in 2015.
- Good documentation of PC and PAC agendas, minutes, and training materials.
- Several training opportunities for PC and PAC members.
- Timely and useful monthly reports that contribute and support PC's decision-making.

Health, Nutrition and Safe Environments:

- Proper procedures consistently being followed for medication management, hand washing, and tooth brushing.
- Restrooms are clean, free of debris and well maintained.
- Policies and procedures for special diets are clearly followed.
- Kitchens, cabinets and food preparation areas are clean and well organized.
- Required center postings are clearly visible.
- Children are within sight of teaching staff and it is very clear that center staff is following supervision procedures and protocols.

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, Disabilities & Mental Health:

- Linkage between DRDP assessment, School Readiness Goals and individualization strategies are broad and need to be more specific.
- Class scores in Classroom Organization are at a 5.72 while national average is 5.8.
- IEP/IFSP implementation strategies in the classroom are broad and need to be more intentional.
- Intervention Specialists expressed challenges with learning new content of position in this transition year.
- Access to higher level Mental Health resources are a challenge.
- The Teaching Pyramid Benchmarks of Quality implementation tool indicates that measuring outcomes of the Teaching Pyramid is an area of needed growth.

Parent and Family Engagement:

- Many Family Partnership Agreements (FPAs) did not have timelines identified.
- Goals on FPAs were not always clear and when there are goals, strategies are not always aligned to achieve success of the goals.

Screenings:

- BMI graphs are not always completed within the required time frame, and follow-up height/weight measurements are also missing.
- Many files are missing blood level and HGB results.
- A few files are missing physicals (4) and no documentation in the family contacts indicating when the physical be would available.

Program Design and Management (including Governance, ERSEA, Fiscal and Human Resources):

- No central database for SETA vendors for services and supplies (county system is too cumbersome and restrictive).
- No written credit card policy and procedure in place.
- Timeliness of submitting manual timesheets for classroom substitutes
- Laserfiche system challenges for applicants (internal and external) to submit completed employment applications.
- Difficulty in recruiting enough qualified Teachers, Associate Teachers, Associate Teacher/Infant Toddler, and Site Supervisors.
- Some of the enrollment applications and Enrollment Verification Forms were not filled out completely or accurately.
- Attendance tracking procedure is not consistently followed.

Health, Nutrition and Safe Environments:

- There is little evidence that daily health checks are occurring routinely.
- Many of the toothbrushes are frayed and need to be replaced.
- Labels for food storage within refrigeration units are not visible so that all food types are distinguished (AM class, PM class, staff food, special diet, etc).
- There is insufficient evidence that there are diapering plans in place for children (at centers where Pull-Up diapers were seen).
- Some centers had missing electrical covers or pull cords for blinds were within a child's reach.
- Some classrooms had rugs that are worn, step stools that aren't stable, and/or classroom supply areas that are accessible to children.
- Most doors have missing and/or worn warning signage to prompt children to stop from entering/exiting. Some centers have door alarms that are unplugged or need new batteries.
- Onsite evacuation maps and posted emergency numbers need to be updated.
- Some outdoor play areas are not well-maintained.

Individual self-assessment team summary reports are on file.

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
SCHOOL READINESS/CHILD OUTCOMES				
Goal: Continue to support teacher's growth and development regarding CLASS, DRDP and data analysis				
Continue to train and coach staff to strengthen understanding of CLASS, DRDP, SR goals and strategies for implementation throughout the day, including the integration of IEP/IFSP goals	Karen Gonzales, Manager Program Officers (Ed) Education Coordinators Intervention Specialists	February 2016 and on-going	On-going coaching in individual classrooms in place. Developed individualization guide for staff. Completed CLASS observations in each classroom.	On-going Completed March 2016 Completed February 2016
Increase the number of teachers participating in coaching groups including TLC and MMCI	Karen Gonzales, Manager Nathanael Gale, Program Officer (Ed)	June 2016	An additional 20 teachers are scheduled to start in June	
Continue to strengthen Practice Based Coaching approach including the use of video	Karen Gonzales, Manager Program Officers (Ed) Education Coordinators	January 2016 and on-going	Multiple teachers are self-recording teachings sessions using GoPro cameras as well as facilitator taping teachers with iPads. Individual feedback has been invaluable.	
Begin the transition to the Ages and Stages Social/Emotional screener in preschool classrooms	Karen Gonzales, Manager Program Officers (Ed) Intervention Specialists	July 2016	Researched and planned implementation of ASE-SE rollout.	
Establish outcome and fidelity measurement system through training on the TPOT and data analysis of results	Karen Gonzales, Manager Program Officers (Ed) Education Coordinators	March 2016	Four (4) participants were trained and certified as TPOT observers.	Completed March 2016

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

<i>FAMILY AND COMMUNITY OUTCOMES</i>				
<i>Goal: Continue to strengthen family case management and internal monitoring systems to ensure high quality family outcomes is documented</i>				
Provide training and ideas for goals and strategies for FPAs based on Parent, Family and Community Engagement Framework	Lisa Carr, Manager Program Officers (SS)	April 2016		
<i>HEALTH, NUTRITION AND SAFE ENVIRONMENTS</i>				
<i>Goal: Continue to strengthen health/nutrition/safe environments systems to ensure high quality services to children and families</i>				
Provide refresher training to work with Education Staff to support the procedures in place for daily health checks by modeling and providing video examples of proper methods.	Program Officers Health Specialist Teaching Staff	June 2016		
Order replacement toothbrushes and work with Program Officers to distribute/disburse amongst sites that were identified as in need of replacements.	Program Officers Health Specialist	February 2016 April 2016	Order placed and completed	Completed March 2016
Create “Common Food Storage Labels” list to distribute to sites for guidance on how food storage should be labeled.	Health Specialist Food Services Coordinator Health, Nutrition, Safe Environments Manager	March 2016	Food Services unit purchased new storage containers, provided labels to ensure adequate quantities were kept on hand, provided procures for staff. Rolled out at the Site Supervisor meeting in February.	Completed March 2016
Coordinate standardized guidance and tools for diapering procedures to include pull ups.	Program Officers Health, Nutrition, Safe Environments Manager Education Manager	January 2016		

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

<p>Generate work order to address blind cords and electrical covers.</p> <p>Submit request of funds to replace electrical covers with self-closing covers.</p>	<p>Program Officers Facilities Staff Health, Nutrition, Safe Environments Manager Education Manager</p>	<p>February 2016</p>	<p>Funding has been identified for replacement covers. Procurement in process.</p>	<p>In process</p>
<p>Generate work order/supply order to replace worn area rugs and step stools.</p> <p>Continue to work with Program Officers to ensure that all classroom supply areas and/or other non-designated children areas remain locked while children are present.</p>	<p>Program Officers Facilities Staff Health, Nutrition, Safe Environments identified staff.</p>	<p>March 2016</p>	<p>General center maintenance has been completed.</p>	<p>Completed (various dates)</p>
<p>Provide new signage and/or templates for signage for staff to update signage on all doors in need.</p> <p>Generate work order to plug in and/or identify sites where battery replacement is needed for door alarms.</p> <p>Coordinate with Program Officers where additional support is needed to address “unplugged” door alarms.</p>	<p>Program Officers Facilities Staff Health, Nutrition, Safe Environments Identified Staff</p>	<p>March 2016 and on-going</p>		
<p>Discuss emergency procedures with Education Staff to develop a plan for continuous monitoring in addition to updating emergency contacts.</p>	<p>Program Officers Health, Nutrition, Safe Environments Manager Education Manager</p>	<p>January 2016</p>		
<p>As weather permits, generate work orders to address larger structural areas such as shade structures and storage accessibility in addition to landscaping of play areas (adding additional fibar, clearing cob webs, and etc.).</p> <p>Provide reminder to staff to put away outside play equipment that is not in use that can overtime be worn due to play and/or weathering. Additionally remind staff to replace worn outside toys.</p>	<p>Program Officers Site Supervisors Facilities Health, Nutrition, Safe Environments Manager Education Manager</p>	<p>May/June 2016</p>	<p>Contracts and Scope of Work are currently under review, timelines have been tentatively established.</p>	<p>In process</p>

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

RECORD-KEEPING AND REPORTING

Goal: Improve efficiency and effectiveness of record-keeping and reporting systems

Continue to provide annual Income Eligibility Training (including attendance tracking) to all enrollment staff to be sure everyone has the knowledge to complete and enrollment families accurately	Lisa Carr, Manager Monica Avila, Program Officer (ERSEA)	April 2016	Scheduled the week of April 18-25.	In Process
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HUMAN RESOURCES/STAFF TRAINING AND STAFF DEVELOPMENT

Goal: Provide additional staff development and training sessions to enhance quality and systems delivery

Host various recruitment events that are distinct and well-advertised to ensure ample, qualified candidates submit employment applications to SETA	HR Manager Karen Gonzales, CFS Manager	March 2016	Hosted first Teacher recruitment fair. Successfully created eligibility list of several eligible candidates.	Completed March 2016 and on-going
Assess effectiveness of recruitment outreach efforts and review screening matrices to increase the number of applicants who successfully qualify for an oral examination.	HR Manager CFS Managers	April 2016	Managers are in the process of assessing screening matrices when positions are posted/ screened. Two have been updated.	In process

FISCAL

Goal: Update Fiscal Policies and Procedures to ensure compliance with new OMB Guidelines and HS Performance Standards

Develop RFP and solicit qualified vendors to ensure goods and services are readily available for the department when needed. Create a vendor list for future procurement.	Denise Lee, Director D'et Saurbourne, Manager Managers	July 2016	SETA Management has completed it risk assessment review. Recommendations will be going forward to the board in June 2016.	
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**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

Work with Sacramento County Department of Finance to gain access to the COMPASS database of vendors.	D'et Saurbourne, Manager	May 2016		
Revise credit card policy and procedure and have it approved by the Governing Board.	Loretta Su, Chief	March 2016		
Create a substitute timesheet tracking system within the EZ Suites system.	Loretta Su, Chief	October 2016	Electronic substitute sign-in/out system is up/running. Currently in pilot test (pay period 2 of 3).	In process



Early Head Start-Child Care Partnership Self-Assessment Results 2016

The purpose of this self-assessment is to determine how the program is doing in meeting all of the Performance Standards that govern Early Head Start. Since July, the project has made important strides in implementing the Early Head Start program. In reviewing the results of this self-assessment, it is critical to keep in mind that the EHS classes have only been operational since July 2015 with new providers who have not offered center-based Early Head Start services before. Some of the findings of the self-assessment will necessitate immediate action while others are more systemic in nature and will require dedicated attention over a period of time so that compliance can be fully achieved. Cooperatively, the grantee, the partner and the provider have developed a well thought out plan to ensure staff is well trained and equipped to achieve full compliance.

Approach:

In early 2016, SETA, SCOE and KinderWorld developed a self-assessment plan that included staff and management from all three agencies in the partnership. The self-assessment process resulted in a review of the quality and compliance of the Early Head Start-Child Care Partnership (EHS-CCP) program at KinderWorld. The review took place in February 2016 and all EHS classes were reviewed.

To conduct the self-assessment, the team utilized the FY 2016 Office of Head Start Comprehensive Services & School Readiness Monitoring Protocol – Early Head Start, SETA’s Monitoring and Quality Assurance Self-Assessment Checklist, and the “SETA Early Head Start-Child Care Partnership- *Grantee, Partner and Provider Scope of Work.*” The team conducted file reviews to look at process and systems for Education, Screenings, ERSEA, Health, Nutrition, Safe Environments, Human Resources, and Parent and Family Engagement. Enrollment staff were interviewed as well as a KinderWorld parent. Team reviews included, but were not limited to the following: children’s files, policies and procedures manuals, parent handbook, personnel files, enrollment applications, attendance reports, human resource and fiscal documents, *Childplus* reports, case conferencing binder, ITERS and DRDP results, health and safety checklist, home visit and classroom observations, etc. Results from the self-assessment were analyzed which resulted in a detailed Self-Assessment Program Improvement Plan (PIP), as attached.

Program Strengths:

Education

- Children’s files, including parent contact logs, are up to date

- Children are divided into appropriate EHS size groups (max. of 8 children per group)
- Home visits have begun and interviewed parent reported that the home visit was a positive experience
- Weekly case conferencing is in place
- Development and implementation of daily lesson plans are in place
- ASQs are complete with a system is in place for continued compliance
- Staff are in the process of implementing a new research-based curriculum (Creative Curriculum)
- Children with IFSPs are receiving individualized educational services
- IDPs (Individualized Development Plans) are generated for each EHS child based on his/her strengths and needs from the DRDP 2015 collection results

ERSEA

- KinderWorld enrollment staff is trained and understands EHS Selection Criteria
- EHS signage is up on the Freeport side of the building and is fully lit

Parent and Family Engagement

- Family partnerships are in place
- Parents are receiving community resources as needed

Human Resources

- Teacher's Qualification and Education Binder is updated with a current staff development plans in place

Health, Nutrition and Safe Environments

- Secure Campus / *ProCare Management System* – All parents and guests must enter the campus through the main office. Front desk personnel register parents and individuals authorized to pick up into *ProCare*. Parents and authorized individuals use a finger or thumb print to sign the child in and out. Once signed in, the system opens the locked doors for parents to access the campus.
- Facility grounds are clean and well-maintained
- Staff use daily checklists for Health, Safety and Communication
- Consistent laundry procedures and napping mat sanitization
- Staff follow hand washing and diapering procedures
- All enrolled children received a dental screening from a visiting dentist

Program Areas for Improvement: 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

- Enrolling 10% of children with identified disabilities
- *Child Plus* tracking system not up to date

- Initial screenings were not all completed within 45 days of enrollment
- Initial home visits were not done in a timely manner
- Transition plans are not completed for children leaving EHS as well as those with IFSPs
- Limited sensory experiences/materials and gross motor activities in the classroom
- Children's files are not fully integrated with KinderWorld and SCOE documentation in one file
- The system of primary care giving is not always implemented (i.e. children remaining with their primary teacher)
- Insufficient evidence of teachers engaging children in conversations and scaffolding of children's ideas and speech
- Creative Curriculum not fully implemented yet

ERSEA

- Enrollment process between SCOE and KinderWorld not streamlined
- Attendance is not being reported to grantee monthly
- Program was under-enrolled during time of visit

Parent and Family Engagement

- Minimal evidence of family engagement and opportunities for EHS parents
- Not all FPAs were completed within required timelines

Human Resources

- Recruitment and retention of qualified staff; staff hired after 7/1/2015 are not fully qualified to meet EHS Performance Standards

Health, Nutrition and Safe Environments

- Health procedures such as daily health checks, rescue medication storage, and health care plans are not always followed as written
- Tooth brushing was not taking place in all classes
- Food preparation area was not separate from the play area
- Garbage containers in classrooms are not always covered
- Teachers do not always sit and eat with the children
- Restrooms are poorly lit and not well maintained during class times
- Classroom pods do not meet minimum square footage requirements
- Classrooms are in need of minor repair to reduce safety hazards
- Evacuation maps do not display the exit route to the meeting location or the meeting location
- Fire Extinguishers have not been inspected monthly
- Not all napping mats are spaced at least three (3) feet apart when in use
- The outdoor play yard has some areas in need of maintenance that may pose a hazard to children and staff

**Early Head Start-Child Care Partnership
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<i>EDUCATION/DISABILITIES</i>				
<i>Goal: Continue to support teacher's growth and development regarding education and disabilities services</i>				
SCOE staff will collaborate with the Infant Development Program for potential referral of children with special needs.	SCOE	May 2016		
<i>ChildPlus</i> data will be regularly entered and reports generated weekly to ensure all screenings and home visits for newly enrolled children are completed in a timely manner.	SCOE and KW	March 2016		
Purchase additional sensory toys and classroom materials to meet the environmental requirements from ITERS and <i>Creative Curriculum</i> .	KW and SCOE	March 2016		
Teaching staff will receive training and coaching on primary caregiving (including strategies for working with children with challenging behaviors).	SCOE and KW	February 2016		
Teachers will continue to receive on-going training, support and coaching to ensure full implementation of <i>Creative Curriculum</i> .	SCOE, KW and SETA	Spring 2016		
Teaching staff will receive coaching and professional development training on teacher-child interactions (including engaging conversations and scaffolding of children's ideas and speech) and classroom management skills.	SCOE, KW and SETA	Spring 2016		

**Early Head Start-Child Care Partnership
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

FAMILY AND COMMUNITY ENGAGEMENT

Goal: Strengthen service delivery systems to ensure high quality family engagement and parent participation

Provide families with more community opportunities tied to Family Partnership Agreement (FPA) goals.	SCOE	Spring 2016		
Develop and implement a tracking system that ensures FPAs are completed in a timely manner	SCOE	January 2016		
Continue to provide staff development on FPA goal setting and community resources available to support family goals	SETA	Spring 2016		

HEALTH, NUTRITION AND SAFE ENVIRONMENTS

Goal: Continue to strengthen health/nutrition/safe environments systems to ensure high quality services to children and families.

Staff will be re-trained on policies and procedures related to daily health checks, rescue medications and health care plans to ensure proper procedures are understood and practiced by all. Health care needs of children will be discussed at staff case management meetings between SCOE and KinderWorld teaching staff.	KW and SCOE	April 2016		
Designated tooth brushing times will be clearly noted on the daily schedule for each class and staff will be monitored to ensure timelines are being followed routinely.	KW	April 2016		
Teaching staff will arrange classroom areas to ensure food prep areas are not next to play areas.	KW	March 2016		
Staff will be re-trained on meal service expectations and appropriate times to leave the table to perform other activities with children..	KW and SCOE	April 2016		

**Early Head Start-Child Care Partnership
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

A daily log will be created and posted indicating designated staff for brief, routine restroom checks for cleanliness. The log will be initialed by staff to ensure checks are taking place.	KW	April 2016		
Leadership staff will review detailed findings of each classroom health/safety checklist and address all urgent health and safety concerns immediately, including any needed repairs and evacuation procedures. Staff will be re-trained as necessary. Contact the grantee for assistance as needed.	KW	April 2016		
Classroom space will be re-measured and evaluated to ensure adequate space is provided in each pod. If needed, the grantee and/or CCL can provide onsite technical assistance.	KW and SETA	May 2016		
<i>ERSEA</i>				
<i>Goal: To ensure compliance with the EHS Performance Standards in the ERSEA component.</i>				
Staff will actively recruit to ensure active waiting lists are available and vacancies are filled within 30 days. Staff will keep a Recruitment Log as evidence of recruitment activities.	SCOE and KW	February 2016		
Collaboration meetings will take place regularly between KW and SCOE regarding enrollment, case conferencing, coordination of services, home visit scheduling, etc.	SCOE and KW	March 2016 and on-going		
Develop monthly attendance reporting system. Report attendance monthly to the grantee as well as provide a corrective action plan when average daily attendance (ADA) is less than 85%.	SCOE and KW	March 2016 and 5th of every month		

**Early Head Start-Child Care Partnership
Self-Assessment Program Improvement Plan (PIP)
2015-2016**

<i>PROGRAM DESIGN AND MANAGEMENT SYSTEMS</i>				
<i>Goal: Improve efficiency and effectiveness of monitoring, record-keeping and reporting systems</i>				
All EHS teachers who do not currently meet EHS educational requirements will remain enrolled in school and will pass all classes to be fully qualified. Any EHS staff vacancies will be filled with fully EHS qualified staff.	KW	May 2016		
All EHS staff will participate in an Individualized Staff Development Plan (ISDP). Ongoing monitoring of EHS teachers' educational plans to ensure teaching staff become fully qualified by Summer 2016.	KW	March 2016		
Staff will generate monthly <i>ChildPlus</i> reports and monitor data to ensure services, screenings and data are up to date.	SCOE	5 th of every month		
Continue to pursue the option of getting a modular unit at KW to provide office space for SCOE and KW EHS Staff	KW and SETA	February 2016		

ITEM III-B – ACTION

APPROVAL OF PROGRAM YEAR 2016-2017
HEAD START/EARLY HEAD START BUDGET

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to approve the Head Start/Early Head Start Budget for Program Year 2016-2017 in the amount of \$51,057,991, which includes Basic and Training and Technical Assistance funds.

Budget details are as follows:

Head Start Basic (serves 4,660 children)	\$42,611,113
Head Start Training and Technical Assistance	\$ 377,644
Early Head Start Basic (serves 681 children)	\$ 7,872,423
Early Head Start Training and Technical Assistance	<u>\$ 196,811</u>
TOTAL	\$51,057,991

The Budget/Planning Committee met during February and March, including Head Start parents, the Deputy Director/Children and Family Services, Head Start Managers, and the Governance/Social Services/Parent Involvement Coordinator to provide input on the budget and program design.

A copy of the 2016-2017 Head Start/Early Head Start Budget will be sent under separate cover.

RECOMMENDATION:

Approve the Program Year 2016-2017 Head Start/Early Head Start Budget in the amount of \$51,057,991 for Basic and Training/Technical Assistance.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

ITEM III-C – ACTION

APPROVAL OF PROGRAM YEAR 2016-2017
HEAD START/EARLY HEAD START REFUNDING APPLICATION

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to approve the Program Year 2016-2017 Head Start/Early Head Start Refunding Application.

A copy of the Program Year 2016-2017 Head Start/Early Head Start Refunding Application will be sent under separate cover. As part of the refunding application, a listing of SETA-Operated Program and delegate agency center locations is attached for review.

RECOMMENDATION:

Approve the Program Year 2016-2017 Head Start/Early Head Start Refunding Application.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____



**Sacramento Employment and Training Agency
Head Start/Early Head Start Abbreviated Program Narrative
2016-2017**

The Sacramento Employment and Training Agency (SETA) serves as the grantee for Sacramento County and operates its own program, the SETA Operated Program (SOP). Assisting the grantee in the delivery of Head Start comprehensive services are five delegate agencies: Elk Grove Unified School District (EGUSD), Sacramento City Unified School District (SCUSD), San Juan Unified School District (SJUSD), Twin Rivers Unified School District (TRUSD) and the Women’s Civic Improvement Club (WCIC). Early Head Start (EHS) comprehensive services are provided by the SETA Operated Program, Sacramento City Unified School District, San Juan Unified School District and two partners, Sacramento County Office of Education and River Oak Center for Children.

Long Range Goals, Objectives and Program Impacts

Program Impacts

Overall, the county is making excellent progress on meeting its anticipated program goals and objectives. Countywide goals, which are based on the community assessment data, allow the SETA Operated Program (SOP) and its delegate agencies to work towards a common focus that benefits the entire program and its community.

School Readiness - For the county’s school readiness goal, teachers have received additional professional development, incorporated new strategies into their lesson plans and have participated in various group and individual coaching projects. Parents are learning specific strategies they can do at home with their child to support school readiness and strengthen the relationship between home and school. In some programs, there has been an increase in these home activities as evidenced by in-kind hours. Combined, these approaches have positive impacts on school readiness for children. In the grantee program, there has been new resource development in both math and language. Through these targeted curricula and activities, children’s scores in Math and Literacy increased significantly from previous years as evidenced in outcome data results. Additionally, some programs have seen an increase in assessment scores such as CLASS and ECERs.

Mental Health/Social Services - As a result of the work that has been done on the mental health goal more teaching staff have received training in CSEFEL, CSEFEL strategies are being implemented in classrooms, and positive interactions between children and their peers are evident in classrooms. Additionally, new collaborations with social service agencies have been formed. SETA has developed a database of active community partnerships. There have been 10 community partner presentations at SETA for countywide content meetings or trainings which build stronger partnerships and alliances for future work.

Enrollment/Recruitment - Progress on the enrollment/recruitment goal has resulted in a more robust waiting list, more drop-in clients seeking HS/EHS services, increased community contacts, and more referrals from outside community agencies. Most importantly, full enrollment countywide has been maintained thus far in the 2015-2016 program year despite the increase in service options for 4 year old children in the community, such as State preschool and transitional kindergarten.

At this point in the program cycle, the county is on target to meet its goals at the end of the 5 year project period. Short term objectives and expected outcomes will be revisited frequently to assess if modifications are needed. If so, these adjustments will be reported in future grant refunding applications.

School Readiness Goals

With the changes to both the state assessment tool and the Head Start Early Learning Framework, SETA has modified the countywide School Readiness Goals to reflect the 7 domains for preschool. These school readiness goals have been established countywide. The changes are as follows:

Goal: Approaches to Learning - Children will demonstrate persistence, flexibility, curiosity and take initiative as well as creatively express themselves.

Goal: Social and Emotional - Children will develop a healthy sense of identity and belonging, manage emotions and engage in secure relationships with peers and adults.

Goal: Language and Communication - Children will exhibit the ability to communicate and use language with understanding and a varied vocabulary.

Goal: Perceptual, Motor & Physical - Children will exemplify physical health by practicing safe and healthy habits and engaging in both fine and gross motor skill activities.

Goal: Literacy (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.

Goal: Mathematics (Preschool only) - Children will understand that numbers represent quantities and demonstrate the ability to count, measure, use algebraic functions and recognize geometric/spatial properties.

Goal: Scientific Reasoning (Preschool only) - Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions using scientific inquiry.

Goal: Cognition (EHS only) – Children will explore and discover using memory, imitation, reasoning and problem solving.

The modifications to the school readiness goals were taken to the Parent Advisory Committee

(PAC) and the Policy Council (PC) for parent input and feedback as well as presented as part of site parent meetings. Information about the changes in School Readiness was presented to the Governing Board in August 2015. Monthly reports to all grantee boards reflect updates to the implementation of School Readiness approaches.

Service Delivery

Needs of Children and Families

There are no significant changes to the needs of the children and families served by SETA Head Start with the exception of the large influx of Iraqi/Afghani refugees. Over the last five years Sacramento has gained over 2,700 new Iraqi refugees in the Arden Arcade area within the San Juan Unified School District boundary. SJUSD HS/EHS is currently serving 25% more Arabic speaking families than it did in the 2014-2015 program year; there are currently 61 Arabic speaking families. The majority of the Arabic speaking families in HS are at the following centers: Cottage, General Davie, Howe Avenue and Marvin Marshall. The SJUSD administration is working on ways to meet the specific needs of these families, including plans to use the proposed COLA funds to hire an Arabic speaking Bilingual Instructional Aide.

Justification of Proposed Funded Enrollment and Program Options

SETA and its delegate agencies will continue to offer a variety of program options to meet the needs of children and families in Sacramento County, including the following Head Start program options:

Center-based (4,533 slots)

- CB, Part-day, part-year (1,933 slots)
- CB, Part-day, full-year (1,140 slots)
- CB, Full-day, part-year (635 slots)
- CB, Full-day, full-year (825 slots)

Home-based (127 slots)

The grantee, SCUSD, and SJUSD will continue to offer year-round Early Head Start services in a home-based model, a full-day center-based model and/or a full-day combination model. The following year-round program options will be offered: Center-based (210 slots), Combination (16 slots) and Home-based (455 slots). Due to federal regulation clarification, SJUSD has adjusted its 1 day per week combination option to meet center-based minimum days of service per week and expanded their home based option with more children. The combination option being offered by SJUSD in the current 2015-2016 program year will not be continued in 2016-2017. These slots will be moved to the home-based model. There are no changes to how pregnant women will be served in the Early Head Start program countywide.

The SCUSD combination model (16 slots) will continue in the upcoming 2016-2017 program year

at Capital City, an alternative high school that serves pregnant and parenting teens. This model targets teen parents who are in an independent study program on the high school campus. Children will attend class one day per week, either on Tuesday or Thursday while their parent attends school to meet with their high school teacher and complete homework assignments. Children will attend 37 classes during the school year and will receive 23 home visits during the school year. The EHS teacher will also conduct bi-weekly home-visits for 1.5 hours, thus connecting the home to the classroom and providing additional comprehensive supports to the family. Because Capital City is closed during the summer months, EHS services will be offered in a home-based model, offering 11 weekly home visits which will be 1.5 hours in length.

Slot Conversion Request

SETA is requesting to convert 40 part-day Head Start enrollment slots to 8 Early Head Start enrollment slots in the grantee operated program for the upcoming 2016-2017 program year due to the following high priority reasons:

- To meet the community's under-served needs for infant/toddler care in the 95838 zip code area.
- To alleviate preschool enrollment challenges due to expanded services for children ages 3 to 5 years old.

Proposal - Forty (40) Head Start (HS) enrollment slots will be converted to 8 Early Head Start (EHS) enrollment slots in the following manner:

Convert 40 Head Start enrollment slots to 8 Early Head Start enrollment slots at the North Avenue Early Learning Center, which currently offers 120 part-day, year-round Head Start slots. An additional component of this proposal is to relocate 20 of the enrollment slots at North Avenue to another SETA Operated center (Walnut Grove) so the Head Start classroom can offer full-day services for EHS children transitioning to preschool. The movement of 20 enrollment slots from North Avenue ELC to Walnut Grove ELC will also support a collaboration effort with First 5 Sacramento as they face upcoming fiscal reductions that will reduce services to this community. With these changes, North Avenue would then offer year-round Head Start (40 part-day slots at 4 hours/day and 20 full-day slots at 8 hours/day) and year-round Early Head Start services (8 full-day slots at 8 hours/day).

Meeting the Needs of the Community - As SETA reviewed community assessment data, it recognized the need to reconfigure service options at North Avenue. Historically, SETA has had very little challenges meeting full enrollment with an ample waiting list of interested families throughout the county. However, with the rise of preschool services offered by State preschool and Transitional Kindergarten (TK), SETA has experienced various center-specific challenges with enrollment. Within a two mile radius of North Avenue, there are 765 Head Start, State preschool and Transitional Kindergarten enrollment slots, representing 23% over-served for the need. This over-saturation of service has had a negative effect on Head Start enrollment for the North Avenue ELC and its surrounding Head Start centers which are operated by Twin Rivers Unified School District, a SETA delegate agency.

At the same time, infant/toddlers remain under-served in many parts of Sacramento County. The conversion will also address a highly under-served infant/toddler population in the 95838 zip code. Demand for infant/toddler center-based services remains high in Sacramento County with an overall unmet need of 94.2% (Source: Local Child Care Planning and Development Council (LPC) and AIR Report 2012). Specifically in the North Highlands area (95838) of Sacramento, there is an under-served need of 92.8% (3,465 families), ranking Priority 1 by the LPC.

Transitioning Children/Families - Upon ACF/OHS approval of this conversion request, SETA will begin EHS services at North Avenue ELC on August 1, 2016, pending final licensing clearances. Since North Avenue currently serves 120 part-day preschool children, fall enrollment would be prioritized to returning 4 year old children from the same location. Currently, there are 71 age eligible children to return to North Avenue in the fall 2016. SETA does not anticipate all 71 children will return in fall as natural attrition usually takes place during the summer months when families move to other service areas and/or children transition to TK upon age eligibility.

In accordance with HS Performance Standards, SETA would not back-fill dropped enrollment slots beginning 60 days prior to the end of the program term (July 31, 2016). This would ensure SETA does not over-enroll for the remaining part-day slots at North Avenue. If there are more children eligible to return to North Avenue than there are available slots, SETA will work with families to voluntarily choose alternate nearby locations and/or serve the child in the full day class for part-time hours until natural attrition has been achieved. As an alternate solution, SETA may also request a special circumstance class-size waiver for the duration of enrollment through natural attrition. Hence, there are several options to ensure no family/child is displaced during this programmatic change. Services to currently enrolled Head Start children and families will be uninterrupted as a result of the conversion.

SETA is seeking to transfer \$225,000 from the Head Start Basic budget and \$5,625 from the Head Start Training and Technical Assistance (TTA) budget to the Early Head Start Basic and TTA budgets respectively. Budgets are as follows:

	Current 2015-2016		Proposed 2016-2017	
	Basic	TTA	Basic	TTA
Head Start	\$42,836,113	\$383,269	\$42,611,113	\$377,644
Early Head Start	\$7,647,423	\$191,186	\$7,872,423	\$196,811
Cost per Child Head Start	\$9,114		\$9,144	
Cost per Child Early Head Start	\$11,363		\$11,560	

Funds have been transferred from the Head Start budget to the Early Head Start budget in this grant application to show new funding levels for Basic and TTA cost categories. See budget and budget narrative for more details.

Centers and Facilities

For the upcoming program year, there will be no new centers opening or closing, with exception of the re-opening of SETA Parker Avenue ELC which has been closed for renovation during the 2015-2016 program year. Children will continue to be served at the existing centers as outlined on the Countywide Center List attached at the end of this Program Narrative. Additionally, there will be minor movement of 44 slots between existing centers at SCUSD. The TRUSD Head Start Director is currently exploring options to relocate the preschool classroom at the Oakdale site to a kindergarten classroom with a bathroom inside and closer proximity to the playground on the same campus. It is anticipated that the final decision will be made in May 2016.

Approach to School Readiness

Updates to Approach in School Readiness

Across the county program, there will be only minor changes to child assessment tools, staff-child interaction tools and curriculum. This year, all grantee and delegate programs converted from the DRDP-PS2010 to the DRDP-2015 assessment tool which allows for a continuum of growth analysis for children ages 0-5 years old. While this new tool is similar to the previous version, there are an increased number of preschool measures and a decreased number of toddler measures. Secondly, Twin Rivers Unified School District discontinued the use of the Learning Accomplishment Profile-Diagnostic (LAP-D) and Temperament and Atypical Behavioral Scale (TABS) assessments in the 2015-16 school year. Now the Ages and Stages Questionnaire (ASQ) and the Ages and Stages-Social Emotional (ASQ-SE) are being utilized to screen and assess all children for development and behavioral concerns. The SETA operated program will be making the same changes in the 2016-2017 program year. Additionally, San Juan Unified School District implemented Creative Curriculum for Preschool (5th Edition) in 6 additional classes this year. In the upcoming program year, the 5th edition of the curriculum will be expanded to include the remaining 10 classes. EGUSD moved to Creative Curriculum in the 2015-2016 program year and plans to fully implement this new curriculum in the 2016-2017 year. Finally, as SETA has delved deeper into increased fidelity in the implementation of the Teaching Pyramid, SETA has begun to use the Teaching Pyramid Observation Tool (TPOT). This will allow SETA to measure the effectiveness of strategies and supports being used in individual classrooms as well as analyze data for ongoing professional development. The TPOT will be used to validate the efficacy of the Teaching Pyramid/CSEFEL training and coaching efforts.

School Readiness Progress-Head Start

SETA Operated Program~

Based on the winter 2016 Desired Results Developmental Profile (DRDP) scores, the majority of preschoolers who are about to matriculate into kindergarten are over the score of 6. A score in the range of 6-9 is a rough indicator of School Readiness for children 48- 60 months old.

Central Domains	Developmental Averages
Approaches to Learning	7.00
Social/ Emotional Development	7.27
Language and Literacy	7.24
Cognitive Development	6.99
Perceptual, Motor and Physical Development	7.78

This mid-year data shows positive growth with additional growth expected in the remaining months of the school year. Based on assessment results, the sub-domains that are showing the highest level of development are in the area of Perceptual, Motor and Physical Development and Language and Communication. The specific strengths in these sub-domains are Fine Motor Skills and Vocabulary. The sub-domains that present as areas for focused intervention are Scientific Reasoning and Approaches to Learning. Specifically, Reasoning and Problem Solving and Initiative and Curiosity are the sub-domains scoring in the lower ranges. However, the domains of Math and Literacy show the highest percentage of positive change between fall and winter. This growth is likely attributable to the development of targeted resources to support math and speech and language and the correlated training that the SETA teachers participated in.

Elk Grove Unified School District~

A comparison of the data from the fall and winter DRDP assessments indicates that students in Elk Grove Unified School District demonstrated progress in each of the five domains. Under the domain:

Domain	Fall 2015 Assessment Results (as children enter the program)		Winter 2016 Assessment Results (mid-year progress)	
	% of children <i>Unable Responding Exploring</i>	% of children <i>Building Integrating</i> (indicators of school readiness for children 48-60 months)	% of children <i>Unable Responding Exploring</i>	% of children <i>Building Integrating</i> (indicators of school readiness for children 48-60 months)
Physical Development and Health	18%	82%	8%	92%
Social Emotional Development	33%	67%	12%	87%
Language and Literacy Development	34%	66%	15%	85%
Cognition and General Knowledge	35%	65%	13%	87%
Approaches to Learning	30%	70%	12%	86%

The EGUSD School Readiness assessment given in September indicates that PreK students recognized an average of 5 letters in the alphabet, 2 out of 5 shapes, 5 out of 9 colors, 3 out of 11 numbers and counted to 9. The abbreviated School Readiness assessment given in November indicates that students had made growth in every area assessed. Students recognized an average of 9 letters in the alphabet, 3 out of 5 shapes, 7 out of 9 colors, 5 out of 11 numbers and counted to 14.

Sacramento City Unified School District~

A comparison of fall 2015 and winter 2016 DRDP assessment data shows students are making progress in all of the five domains. In the Approaches to Learning domain, DRDP data shows that students are making progress in Self-Regulation as more than 56% of 3-4 year olds are in the “Building and Integrating” stages of development, while it was only 37% in the fall. Additionally, 77% of 4-5 year olds were in the Building or Integrating in winter as compared to 71% in the fall. These improvements speak to the successful implementation of CSEFEL Teaching Pyramid. For Social Emotional Development, the winter data shows that 57% of 3-4 year olds are in the Building or Integrating stages of development, while it was only 39% of children in the fall. Further, 90% of 4-5 year olds were in Building or Integrating and only 77% were in the fall. These improvements speak to the successful implementation of CSEFEL Teaching Pyramid. In Language and Literacy Development, the DRDP data indicates 87% of the 4-5 year olds are in the Building and Integrating stages and are ready for kindergarten; only 75% were in the fall. This improvement is contributed to the continuity of staff development for the past three years focused on Balanced Literacy and the consistent support and coaching of resource teachers. For Cognition, the DRDP data indicates 82% of 4-5 year olds are in the Building or Integrating stages, while only 68% were in the fall. This improvement can be contributed to the continuity of staff development for the past three years that has focused on Early Numeracy and the consistent support and coaching of resource teachers. Finally, students are making consistent progress in the area of

Physical Development. Growth is attributed to the I'm Moving & I'm Learning Physical Development, Health Nutrition curriculum. Nurses play an important role in the consistency of student support.
San Juan Unified School District~

Overall, HS students showed incredible gains in many of the DRDP measures from fall to winter as indicated by the data. It is anticipated that spring data will capture the curricular areas emphasized during the next three months including a focus on math, literacy, science, and the cognitive domains.

In Approaches to Learning domain, Head Start children demonstrated exceptional gains in categories linked directly to the introduction of classroom activities around Visual Arts and Dance. Children increased in Building from 1% to 71% in Visual Arts reflective of a 70% growth in 3 months of classroom participation and from 1% to 82% in Dance indicative of an 81% gain. HS classrooms include daily activities around dance and movement. Additionally, teachers will be participating in a music professional development session in the spring to continue to promote the visual arts.

For Social and Emotional Development domain, students were found to be 50% at the Exploring level in the fall and moved to 88% Building/Integrating for relationships and social emotional interactions with peers, a prerequisite for Kindergarten success. In Conflict Negotiation, children scored 32% in Responding and 64% in Exploring in the fall and progressed to 78% Building in the winter. In addition to the Second Step Curriculum, teachers incorporate CSEFEL practices offered at two introductory Professional Development (PD) sessions this year. CLASS data and CLASS alignment with DRDP action planning is used to support a focus on positive climate and regard for student perspectives to promote independence and social skill development.

Progress was made in the Interest in Literacy measure under the Language and Literacy domain. Combined fall percentages for Building/Integrating was 37%; in the winter there was a 47 % point gain reflected in the 84% of children in Building/Integrating. The majority of teachers have added the fall field trip to the library where families receive library cards. Classrooms have lending libraries in the classroom for the families. Several teachers are participating in a book study around nurturing writers and concepts about print. PD is targeting the importance of composition and making picture books.

In the English Language Development (ELD) domain, comprehension and self-expression of English measures, students demonstrated gains from 26% in the fall in Building and 16 and 15 % respectively in Integrating to 36% in Comprehension and 33% in Self-expression at the Building level and 15% and 23% respectively at the Integrating level indicating moderate growth in the acquisition of English language proficiency. The Bilingual assistants provide in-classroom support for English language development. Additionally, teachers are receiving professional development in the spring 2016 around Guided Language Acquisition Design (GLAD) strategies adopted by the district to enhance ELD strategies for the classroom.

In the Cognition domain, scores reflected growth in all areas of Mathematics development as follows: Spatial Relationships, 23% to 83% Building; classification, 45% to 82% Building; number

sense and quantity, 44% to 73% Building. Measurement, patterning and shapes went from 60-70% Exploring to 70-80% Building. The scores are expected to move again in the spring after further introduction of Creative Curriculum activities centered on math concepts. Additionally, a San Juan team of four teachers and Teachers on Special Assignment (TOSAs) attended a countywide math initiative to increase PD focus for next year in Math initiatives.

Similarly, Science gains were noted in all measures from Exploring to Building. For example, cause and effect showed a growth from Exploring to Building 38% Building- Fall to 80% Building winter. In the area of inquiry through observation, students moved from 70% Exploring/24% Building to 22% Exploring/73% Building indicating a 50% growth. Classrooms have emphasized the development of science centers rich in explorative materials and problem solving activities around weights, magnets, and magnifying objects, among others.

Finally, scores in the Perceptual Motor and Physical Development section reflected overall growth from the Exploring to the Building and Building to Integrating categories in all measures. On average, students moved from Exploring to Building in the fall to Building/Integrating by the winter data collection period. On the new measure, perceptual-motor skills and movement concepts, 46% of children scored in Exploring and 50% in Building. By winter, 82% of children scored in Building and 8% in Integrating showing a 40% increase in skill development. For Safety, students in the fall were at 40% Exploring and 56% Building and moved to 80% Building and 9% Integrating which reflects San Juan’s emphasis on school and classroom safety.

Twin Rivers Unified School District~

A comparison of DRDP assessment scores from the fall to winter assessment period for kindergarten-bound students shows significant progress as evidenced by the percentage of children who score in the Building level. The table below outlines a comparison of this data.

Domain	Fall 2015 Building scores	Spring 2016 Building scores	Difference
Approaches to Learning	28.57%	85.29%	+56.72%
Social-Emotional Development	28.71%	86.53%	+57.82%
Language and Literacy Development	25.81%	86.63%	+60.82%
English Language Development	31.55%	43.92%	+12.37%
Cognition, Math and Science	16.20%	87.22%	+71.02%
Physical Development	40.08%	83.96%	+43.88%
History-Social Science	.16%	86.93%	+86.77%
Visual and Performing Arts	0%	86.63%	+86.63%

Based on the two assessment periods, students have shown great improvement in all domains with the highest increase in the History-Social Science domain and the lowest increase in the English Language Development domain. All teaching staff will continue to focus on implementing the appropriate curriculum to ensure students are academically and socially ready for kindergarten. WCIC~

A comparison of DRDP assessment scores from the fall 2015 to winter 2016 assessment periods for kindergarten-bound students shows progress as evidenced by the percentage of children who score in the Building level.

Domain	Fall 2015 Building scores	Winter 2016 Building scores	Difference
Approaches to Learning	64.17%	69.08%	+4.91%
Social-Emotional Development	71.92%	79.45%	+7.53%
Language and Communication	72.12%	78.78%	+6.66%
Literacy	66.21%	77.50%	+11.29%
Mathematics Development	63.48%	69.59%	+6.11%
Scientific Reasoning	66.31%	76.70%	+10.39 %
Perceptual, Motor and Physical Development	76.67%	84.92%	+8.25%

The Head Start children are making strides in school readiness as evidenced in the above comparison chart for fall 2015 and winter 2016 Desired Results Developmental Profile data. Teachers will use the results from the assessments to drive the lesson planning for individual students and the classrooms. The program will use information gathered to determine professional development and support for individual teachers so that children are ready for kindergarten.

School Readiness Progress-Early Head Start

SETA Operated Program~

Based on the winter 2016 Desired Results Developmental Profile (DRDP) scores, children 18 -36 months old are scoring in the highest level of the Infant/Toddler view of the DRDP (Building Earlier) at the following rates:

Central Domains	Developmental Averages
Approaches to Learning	21.30%
Social/ Emotional Development	25.71%
Language and Literacy	28.38%
Cognitive Development	24.95%
Perceptual, Motor and Physical Development	39.76%

Since this is mid-year data, more growth is expected in the remaining months of the program year. However, based on the assessment results to date, the sub-domains that are showing the highest level of development are in the areas of Perceptual, Motor and Physical Development and Language and Communication. The specific strengths in these sub-domains are Gross Motor Skills and Literacy. The domain that presents an opportunity for focused intervention is Approaches to Learning. Specifically, Cognition- Self-Regulation is the sub-domain with less children scoring in

the “Building Earlier” range. The addition of Teaching Pyramid-Toddler will include strategies and tools for teachers to support this area for children.

Sacramento City Unified School District~

The DRDP data indicates there was a significant improvement from fall to winter in the areas of Perceptual, Motor and Physical Development and a moderate increase in Cognition for children across the board. Although there was improvement in these areas the children continue to need support in the areas of self-regulation and social emotional development. SCUSD will address this need with CSEFEL training for classroom staff and home-visitors. Staff will start the first cohort of CSEFEL training in the summer of 2016. The resource teacher will attend CSEFEL training “going deeper” to support and coach teachers and home visitors in their classrooms and home visits. Additionally, to address the DRDP scores in number sense, specialized training and technical assistance will be provided to teachers and home visitors in the areas of STEM (science, technology, engineering, and math).

San Juan Unified School District~

In Early Head Start the emphasis over the last two years has been on social emotional development as evidenced by the introduction and implementation of CSEFEL practices. EHS continues to implement Partners for Infant Toddler Caregivers (PITC) and Resources for Infant Educators (RIE). The following data summarizes results from the five domains for school readiness.

In the Approaches to Learning-Self Regulation Domain, 56% of children were at Exploring in the fall, while 72% were at Exploring later in the winter. In Social-Emotional Development, 49% scored at Building in the fall and 63% in the winter. For language and literacy, fall scores revealed 16% scored in Building earlier (the highest measurement for infant/toddlers) and 37% in the winter. Cognition, including math and science, demonstrated gains from fall to winter with fall data showing 25% in Exploring and 38% Exploring in the winter. For the Physical Development and Health domain, 58% of the children received a score at Exploring in the fall, while 66% were at Exploring in winter. Teachers will continue to focus on personal care routines to support self-reliance and physical development.

Program Improvements

Improvements to the program across the county have been made as a result of the analysis of child assessment and other data. For example, CLASS observations demonstrated a need for a greater focus on Instructional Support. As a result, there have been additional efforts to provide more individualized coaching to teaching staff. WCIC’s teaching staff will participate in additional literacy and math trainings to enhance their proficiency and effectiveness in the classroom. Teaching staff from many of the delegate agencies participate in the Teaching Pyramid training. In SJUSD, the Raising Quality Together Initiative has provided funds to support enhanced classroom materials in several HS and EHS classes. So far, 7 sites have received funding and another 4 are awaiting funding.

In the grantee operated program, SETA will be changing lesson planning processes and forms to

more effectively demonstrate that classroom activities build on children's strengths and interests while supporting areas needing growth. A committee of teachers and education support staff will be gathered to develop best practices for improving and documenting instructional decisions that are responsive to data. The program will provide training and coaching to teaching staff to increase their ability to ensure that lesson planning is directly aligned with goals identified in assessment results for children individually as well as the group data. Additionally, coaching efforts will be intensified to increase the number of teachers participating in the different coaching models, including: *TLC*, *MMCI*, *Teaching Pyramid* and *My Teachstone* remote coaching. This variety of modalities and approaches will effectively meet individual teacher needs in both preschool and EHS. Coaching will be aligned with efforts to increase effective teaching practices as identified by the CLASS tool. Finally, the program will continue to prioritize children's social and emotional development as an essential identifier of school readiness. Two grantee staff cohorts and one additional countywide cohort will be offered to teaching staff as well as the Infant/Toddler modules for EHS staff. Coaching for participants will be a critical piece of the approach to ensure sustainability of fidelity as identified by the Teaching Pyramid Inventory of Practice.

Parent, Family, and Community Engagement (PFCE)

Data Sources

Over the past year the SETA Operated Program piloted a new data tool: *the Family and Provider/Teacher Relationship Quality Questionnaire* which examines the relationship between families and the family services workers. Specifically, this parent questionnaire measures the frequency in which staff encourages families to be involved in all aspects of their child's care, gives them information on parenting, and works with them to develop strategies to support their child's learning and development. Additionally, the questionnaire assesses if the family service worker has increased parent's confidence in accomplishing their individual goals. Analysis of the pilot data has shown that the questionnaire is a valuable assessment that gives the program important information to help evaluate PFCE goals and objectives. As a result, the questionnaire will be used throughout the SETA Operated Program (SOP) in the upcoming program year. The delegate agencies are not using any new data sources at this time.

Program Data on Family Progress

SETA and its delegate agencies utilize a pre and post parent questionnaire that is based on the PFCE framework to examine the relationship between PFCE goals and children's school readiness. The questionnaire provides important data on the needs of parents, identifies ways that staff can help parents achieve their own goals as well as information parents may need to better support their child's school readiness goals. The questionnaire is given again toward the end of the program year to determine if parents feel like the Head Start/Early Head Start program has helped them move toward their goals; this is valuable program feedback.

Communication of Program Progress to Families

Program progress toward PFCE goals and objectives is communicated to families in a variety of ways, including: Policy Council/Committee (PC) meetings, monthly parent meetings, parent

communication boards, and parent-teacher conferences. Each PC representative takes the information back to their individual site and shares at the parent classroom meeting. Additionally, results are also shared with classroom staff in an effort for them to help parents make the connection between moving toward their own goals and how that improves their children's school readiness. Further, in an effort to increase parent-child school readiness activities, all SOP classrooms receive data monthly on the amount of volunteer hours families have contributed in the classroom as well as how many hours families have engaged in math and literacy activities at home with their child.

Governance, Organizational and Management Structures, and Ongoing Oversight

Staff Qualifications

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 expertise in early childhood education and other related content services. While it has been a very challenging year to fill vacancies in the teaching arena, recruitment/outreach efforts have been significantly increased to attract talent in a high-demand, yet shrinking workforce. Specifically, SETA and its delegates have hosted several recruitment fairs on the weekends and outreached to community colleges and local agencies to increase the potential candidate pool. Each event has been successful, however quickly thereafter candidates are offered alternate positions at other child development entities, often with competing wages and benefit packages. The shortage of applicants has put a significant burden on staffing and program support staff. As the minimum wage increases in California, SETA does not anticipate this trend to get any better over the next several years.

In Head Start, Child Development staff exceeds National Bachelor of Arts (BA) degree requirements with 12% holding an Advanced degree in ECE or a related field; 63% holding a Bachelor's degree in ECE/related field; and 24% holding Associate's degrees in ECE/related field. In addition to BA degrees, the Elk Grove USD Head Start Teachers hold an elementary education credential. Additionally, teacher assistants have been working diligently to obtain the required CDA equivalency (Child Development Associate Teacher permit). For preschool, 15% of teacher assistants hold a Bachelor's degree in ECE/related field; and 27% hold Associate's degrees in ECE/related field, while 57% hold a Permit as awarded by the California Commission on Teacher Credentialing.

In Early Head Start, 4% of teachers hold an Advanced degree in ECE or a related field; 71% hold a Bachelor's degree in ECE/related field; and 8% hold an Associate's degrees in ECE/related field. All EHS teachers possess at least a Child Development Associate Teacher permit or higher as awarded by the California Commission on Teacher Credentialing and continue to work toward an Associate's degree. For teacher assistants in EHS, 2% hold an Advanced degree in ECE or a related field; 27% hold a Bachelor's degree in ECE/related field; and 27% hold an Associate's degrees in ECE/related field, while 44% possess an Associate Teacher permit. EHS teachers and teacher assistants continue to work toward higher education and are supported with funds to assist with tuition/book expenses.

Management Systems

There have been some changes in management systems in the grantee to support a re-organization in the department which provides a countywide focus on program support services to delegate agencies and partners. Rather than having a dedicated unit to provide all support services to delegates/partners, management units have been divided by content area. Each content area unit within the grantee now provides countywide services to both SOP as well as the delegate agencies. This more streamlined approach facilitates greater consistency countywide and sparks cross-agency idea and resource sharing. As part of the change in how program support services are provided countywide, the grantee expanded its management team by one manager. There has also been an expansion of the grantee's school readiness team with an enhanced focus on countywide school readiness data. Further, with the shift in grant cycles, all planning processes have been realigned from a 3 year grant cycle to a 5 year cycle.

San Juan USD (SJUSD) is the only delegate agency that has made changes to its management systems. Beginning the 2015-16 school year, the San Juan USD ECE department has begun to engage in a unique opportunity to align and coordinate resources and support with the larger TK-12 system within the school district. The charge from the school board was to develop a redesign of the department's work to ensure fiscal health and reduce contributions from the general fund. While the impetus for the redesign was initially based on fiscal needs, the resulting prototype plan is based on research and good for children and families as it is designed to fully integrate the ECE classes and programs into the life and culture of the schools where they exist.

For the 2016-17 program year, the integration prototype model will continue to be implemented. Year 1 was focused on developing processes and systems to support the beginning of the integration work in the western region. In 2015-16, 11 content leads and two teachers on special assignment (TOSA) provided content expertise and classroom support across the program. The two TOSA were assigned to the Western Region prototype where preschool programs are being integrated onto school campuses. Year 2 will focus on a second year of integration and capacity building for the western region and the central region will begin their first year of work. The model will continue to be implemented in 2016-17 with two additional TOSAs assigned to implement the concept in the central region. Eight current content lead positions will be eliminated and 3 will remain. Five new content specialist positions will be advertised and filled to meet HS/EHS content needs. Centralized staffing and support (at a reduced level) will remain indefinitely to manage and support county, state, and federal mandates and regulations.

SETA OPERATED HEAD START PROGRAM
Funded Enrollment:
1,988

Administrative Office:
 925 Del Paso Blvd.,
 Suite 100
 Sacramento, CA 95815

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

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

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

Fruitridge
 5746 40th Street
 Sacramento, CA 95824

Galt
 615 2nd Street
 Galt, CA 95632

Grizzly Hollow
 805 Elk Hills Drive
 Galt, CA 95632

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

Hopkins Park
 2317 Matson 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 Early Learning Center
 3265 Norwood Avenue
 Sacramento, CA 95838

North Avenue Elem. School
 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 Early Learning Center
 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

Vineland
 6450 20th Street
 Rio Linda, CA 95673

Walnut Grove
 14181 Grove Street
 Walnut Grove, CA 95690

SETA Home Base Program (103)

ELK GROVE UNIFIED SCHOOL DISTRICT 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

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 UNIFIED SCHOOL DISTRICT HEAD START
Funded Enrollment:
1,211

Administrative Office:
 Serna Center
 5735 47th Ave.
 Sacramento, CA 95824

Abraham Lincoln Children's Center
 3324 Glenmoor 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

Bret Harte Children's Center
 2761 9th Avenue
 Sacramento, CA 95818

Capital City
 7220 24th Street
 Sacramento, CA 95822

Charles A. Jones Skills Children's Center
 5451 Lemon Hill Ave.
 Sacramento, CA 95824

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

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

Freeport
 2118 Meadowview Drive
 Sacramento, CA 95832

Fruit Ridge Elementary
 4625 44th Street
 Sacramento, CA 95820

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

Hollywood Park
 4915 Harte Way
 Sacramento, CA 95822

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

Leataata Floyd
401 McClatchy Way
Sacramento, CA 95818

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

Marian Anderson
2850 49th Street
Sacramento, CA 95817

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

Rosa Parks Elementary
2250 68th Avenue
Sacramento, CA 95822

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

Washington Elementary
520 18th Street
Sacramento, CA 95814

Woodbine
2500 52nd Ave.
Sacramento, CA 95822

SCUSD Home Base (24)

**SAN JUAN UNIFIED
SCHOOL DISTRICT HEAD
START
Funded Enrollment:
668**

Administrative Office:
5309 Kenneth Avenue
Carmichael, CA 95608

Coleman Elementary
6545 Beech Avenue
Orangevale, CA 95662

Cottage Elementary
2221 Morse Avenue
Sacramento, CA 95825

Dyer Kelly
2236 Edison Avenue
Sacramento, CA 95821

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

Encina
1400 Bell Street
Sacramento, CA 95825

Garfield
3700 Garfield Avenue
Carmichael, CA 95608

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

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
ECD CENTER
HEAD START
Funded Enrollment:
233**

Morey Avenue
155 Morey Avenue
Sacramento, CA 95838

Oakdale Preschool Center
3708 Myrtle Avenue
North Highlands, CA 95660

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

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

Administrative Office:
W.C.I.C./Playmate #2
3555 3rd Avenue
Sacramento, CA 95817

Playmate
3930 8th Avenue
Sacramento, CA 95817

**SETA OPERATED EARLY
HEAD START
Funded enrollment:
377**

SETA Early Head Start Administrative Office:
925 Del Paso Blvd.,
Suite 100
Sacramento, CA 95815

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

Crossroad Gardens
7322 Florinwood Dr.
Sacramento, CA 95823

Elkhorn
5249 Elkhorn Blvd.
Sacramento, CA 95660

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

Northview
2401 Northview
Sacramento, CA 95833

North Avenue Elem. School
1281 North Avenue
Sacramento, CA 95838

Phoenix Park
4400 Shining Star Dr.
Sacramento, CA 95823

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

SETA/Partners EHS Home Base (255)

**SACRAMENTO CITY USD
EARLY HEAD START
Funded Enrollment:
144**

Sacramento City USD Administrative Office
Hiram Johnson Family Education Center
3535 65th Street
Sacramento, CA 95820

Capital City
7220 24th Street
Sacramento, CA 95822

SCUSD EHS Home Base (120)

**SAN JUAN USD EARLY
HEAD START
Funded Enrollment:
160**

San Juan Unified School District EHS Admin Office
5309 Kenneth Avenue
Carmichael, CA 95608

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 (80)

ITEM III-D – ACTION

APPROVAL OF 2016-2017 SACRAMENTO COUNTY PROGRAM
OPTIONS/GRANTEE AND DELEGATE AGENCIES

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to approve 2016-2017 Sacramento County Program Options for the Grantee and Delegate Agencies.

RECOMMENDATION:

Approve 2016-2017 Sacramento County Program Options for the Grantee and Delegate Agencies.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

HEAD START – Page 1 of 2

SACRAMENTO COUNTY HEAD START PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES FY 2016-2017

AGENCY	Total Funded Enrollment*	OPTION 1 (CB) Full-Day Collab. 5 days/week 6 hrs/day 45/49 weeks	OPTION 2 (CB) Full-Day Collab 5 days/week 6.5 hrs/day 36/44 weeks	OPTION 3 (CB) Full Day Collab. 5 days/week 8 hrs/day 35-49 weeks	OPTION 4 (CB) Full Day Collab 5 days/week 9 hrs/day 45/49 weeks	OPTION 5 (CB) Full Day Collab 5 days/week 10 hrs/day 47/49 weeks	OPTION 6 (CB) Part-Day 4 days/week 3.5/4 hrs/day 32-36 weeks	OPTION 7 (CB) Part-Day/DS** 4 days/week 3.5 hrs/day 32/33 weeks
SETA	1,988	33		196	132	44	340	
Elk Grove	440						440	
Sac. City	1,211		503	184		72	340	88
San Juan	668		276				18	374
Twin Rivers	233			20				213
WCIC	120						120	
TOTALS	4,660	33	779	400	132	116	1,258	675
Comments *Funded enrollment includes a proposed HS-EHS conversion of 40 HS enrollment slots **DS = Double Session (same teacher teaches the AM and the PM class)								

Please refer to individual Program Approach forms for specific detail of the above options.

HEAD START – Page 2 of 2

SACRAMENTO COUNTY HEAD START PROGRAM OPTIONS /GRANTEE & DELEGATE AGENCIES FY 2016-2017

AGENCY	Total Funded Enrollment*	<u>OPTION 8</u> (CB) Part-Day 5 days/week 4 hrs/day 45 weeks	<u>OPTION 9</u> (HB) Home Base 48 weeks					
SETA	1,988	1,140	103					
Elk Grove	440							
Sac. City	1,211		24					
San Juan	668							
Twin Rivers	233							
WCIC	120							
TOTALS	4,660	1,140	127					

Comments

* Funded enrollment includes a proposed HS-EHS conversion of 40 HS enrollment slots

**DS = Double Session (same teacher teaches the AM and the PM class)

Please refer to individual Program Approach forms for specific detail of the above options.

I. ENROLLMENT BY PROGRAM OPTION - Page 1 of 2

Head Start

This section should be filled out and submitted for each grantee and delegate agency.

Early Head Start

1. Funded child enrollment by program option:

Center-based enrollment 1,885
 Home-based enrollment 103
 Combination option enrollment
 Family child care enrollment
 Other option enrollment

2. Number of pregnant women enrolled for EHS: N/A

Total child enrollment 1,988 (This includes 40 less HS enrollment slots due to a HS-EHS conversion request in this grant application)

II. PROGRAM SCHEDULE

This section should be filled out for *each group of children served for different hours of service each year.*

Complete #1-3 for all groups of children

1. Program schedule number	1	2	3	4	5	6	7	8
2. Program option identification	CB/FD	CB/FD	CB/FD	CB/FD	CB/FD	CB/FD	CB/FD	CB/PD
3. Funded enrollment	13	20	108	88	88	44	44	1,140

Complete #4-9 for center-based, family child care, combination, and other options

4a. Number of classes								
4b. Double session, enter D	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5. Number of hours of classes per day	6	6	8	8	9	9	10	4
6. Number of days of classes per week	5	5	5	5	5	5	5	5
7. Number of days of classes per year	223	246	223	246	223	246	246	223
8. Number of home visits per child, per year	2	2	2	2	2	2	2	2
9. Number of hours per home visit	1	1.	1	1	1	1	1	1

Complete #10-13 for home-based options

10. Number of home visits per child, per year								
11. Number of hours per home visit								
12. Number of hours per home-based socialization experience								
13. Number of home-based socialization experiences per child, per year								

Comment:

- 1) Center-based/full-day (CB/FD) options are collaborations between HS and CSPP. Classes enroll up to 22 children with an approved class-size wavier on file.
- 2) Enrollment reflects 40 less HS enrollment slots due to a HS-EHS conversion request in this grant application

I. ENROLLMENT BY PROGRAM OPTION - Page 2 of 2

Head Start

This section should be filled out and submitted for each grantee and delegate agency.

Early Head Start

1. Funded child enrollment by program option:	2. Number of pregnant women enrolled for EHS: N/A
Center-based enrollment <u>1,885</u>	
Home-based enrollment <u>103</u>	
Combination option enrollment	
Family child care enrollment	
Other option enrollment	
Total child enrollment <u>1,988</u>	

II. PROGRAM SCHEDULE

This section should be filled out for *each group of children served for different hours of service each year.*

Complete #1-3 for all groups of children

1. Program schedule number	9	10						
2. Program option identification	CB/PD	HB						
3. Funded enrollment	340	103						

Complete #4-9 for center-based, family child care, combination, and other options

4a. Number of classes								
4b. Double session, enter D	N/A							
5. Number of hours of classes per day	3.5							
6. Number of days of classes per week	4							
7. Number of days of classes per year	142							
8. Number of home visits per child, per year	2							
9. Number of hours per home visit	1	.						

Complete #10-13 for home-based options

10. Number of home visits per child, per year		48						
11. Number of hours per home visit		1.5						
12. Number of hours per home-based socialization experience		3						
13. Number of home-based socialization experiences per child, per year		24						

Comment:

- 1) Center-based/full-day (CB/FD) options are collaborations between HS and CSPP. Classes enroll up to 22 children with an approved class-size waiver on file.
- 2) Enrollment reflects 40 less HS enrollment slots due to a HS-EHS conversion request in this grant application

EARLY HEAD START

SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES

FY 2016-2017

PROGRAM OPTIONS							
AGENCY	Total Funded Enrollment *	OPTION 1 (CO) 1 day/week 6.5 hrs/day 49 weeks	OPTION 2 (CB) Full Day 5 days/week 7.5 hrs/day 49 weeks	OPTION 3 (CB) Full Day 5 days/week 8 hrs/day 49 weeks	OPTION 4 (CB) Full Day 5 days/week 8 hrs/day 49 weeks	OPTION 5 (CB) Full Day 5 days/week 9 hrs/day 49 weeks	OPTION 6 (HB) 48 weeks
SETA	377			75		47	255
Sacramento City	144	16 ¹		8			120
San Juan	160		24 ²	24 ²	32 ³		80
TOTALS	681	16	24	107	32	47	455
Comments		<p>¹ This is a high school teen independent study program. It offers 37 center-based days (one per week) during the school year along with bi-weekly home visits. Then, during the summer the program converts to 11 weekly home visits when high school is out of session.</p> <p>² For this option, 215 center-based service days are offered during the school year along with home visits during the weeks when district school campuses are closed for holidays (such as Thanksgiving, Winter break, Spring break, etc.)</p> <p>³ For this option, 174 center-based services days are offered during the school year along with home visits during the weeks when district school campuses are closed for holidays (such as Thanksgiving, Winter break, Spring break, etc.)</p> <p>*Funded enrollment includes a proposed HS-EHS conversion of 8 enrollment slots</p>					

Please refer to individual Program Approach forms for specific detail on the above options.

I. ENROLLMENT BY PROGRAM OPTION _____ Head Start
 Early Head Start
 This section should be filled out and submitted for each grantee and delegate agency.

1. Funded child enrollment by program option: 2. Number of pregnant women enrolled for EHS: Varies (#'s included in home base)

Center-based enrollment	122	
Home-based enrollment	255	
Combination option enrollment		
Family child care enrollment		
Other option enrollment		
Total child enrollment <u>377</u> (This includes 8 additional EHS enrollment slots due to HS-EHS conversion request in this grant application)		

II. PROGRAM SCHEDULE
 This section should be filled out for *each group of children served for different hours of service each year.*

Complete #1-3 for all groups of children

1. Program schedule number	1	2	3	4	5
2. Program option identification	CB/FD	CB/FD	HB		
3. Funded enrollment	75	47	255		

Complete #4-9 for center-based, family child care, combination, and other options

4a. Number of classes					
4b. Double session, enter D	N/A	N/A			
5. Number of hours of classes, per day	8	9			
6. Number of days of classes, per week	5	5			
7. Number of days of classes, per year	246	246			
8. Number of home visits per child, per year	2	2			
9. Number of hours per home visit	1	1			

Complete #10-13 for home-based options

10. Number of home visits per child, per year			48		
11. Number of hours per home visit			1.5		
12. Number of hours per home-based socialization experience			3		
13. Number of home-based socialization experiences per child, per year			24		

Comments:
 1) Enrollment reflects an additional 8 EHS slots due to a HS-EHS conversion request in this grant application

ITEM III-E – ACTION

APPROVAL OF PROGRAM YEAR 2016-2017 HEAD START/EARLY HEAD START TRAINING/TECHNICAL ASSISTANCE GRANT APPLICATION, AS ALIGNED WITH ESTABLISHED FIVE-YEAR GOALS AND OBJECTIVES

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to approve the Fiscal Year 2016-2017 Head Start/Early Head Start Training/Technical Assistance Plan in the amount of \$377,644 for Head Start, and \$191,811 for Early Head Start. The Budget/Planning Committee met several times, including Head Start parent, Deputy Director/Children and Family Services, Head Start Managers, and the Governance/Social Services/Parent Involvement Coordinator to provide input on the plan and correlating budget.

The Training and Technical Assistance Plan and Summary of Five-year Goals is attached for review.

RECOMMENDATION:

Approve the Program Year 2016-2017 Head Start/Early Head Start Training/Technical grant application as aligned with established five-year goals and objectives.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____



Summary of 5-Year Goals Countywide

- Goal 1** **School Readiness:** Increase school readiness outcomes by engaging families and staff in implementing effective, research-based strategies that support the Five Essential Domains of the Early Learning Framework to ensure a high quality learning experience.
- Goal 2** **Mental health/Social Services:** Assist families, children and staff with accessing mental health and social services through communication, advocacy, and education.
- Goal 3** **Enrollment/Recruitment:** Create innovative marketing/recruitment strategies to ensure full enrollment by increasing the community's awareness of the value of early education programs and Head Start comprehensive services.

TRAINING AND TECHNICAL ASSISTANCE PLAN 2016-2017

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 an exacting strategic planning process to identify and accomplish the training, professional development and coaching needs of Head Start staff, parents, delegate agencies and partners. This process results in a T/TA Plan which carefully incorporates needs identified through PIR, OHS Monitoring Protocols, Self-Assessment, Community Assessment, on-going Quality Assurance results, Desired Results and child outcomes, as well as analysis of embedded program and operational reporting systems such as enrollment and attendance reports, disabilities reports, food services reports, and established countywide goals. Ultimately, under the direction of SETA's strong parent boards (PC/PAC), specific dollars are allocated to these prioritized needs to ensure staff, parents, delegate agencies and partners receive the necessary training and professional development to move SETA's organization forward.

Participants in the T/TA planning process 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. 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 service 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, delegate agencies and partners. The plan was adjusted to align with The Five Year Goals and Objectives, and the Self-Assessment Program Improvement Plan (PIP). Items which were modified on the current T/TA Plan to support specific PIP goals are denoted with an asterisk *.

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.

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2016-2017**

[NOTES LEGEND: M=Mandated; GO= 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		Notes
					T/TA Budget Source	HS EHS	
Child Services and Consultants							
A. Consultants							
Assistance to pregnant woman and new mothers on issues ranging from feeding to self-care. On-call consultants are also used to develop training for EHS staff on a variety of topics.	EHS Parents and EHS Staff	Consultants	Depending on the consultants used and the audience, the expected outcomes range from increased knowledge on how to care for a newborn, or self-care techniques for the new parent. For staff, the expected outcomes include increased knowledge around topics important to EHS and how to provide quality services.	Consultants will be scheduled as needed in the program year 16/17		\$4,519	PIP
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 SETA Workforce Job Coaches	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.	August 2016-July 2017	\$30,000		BP
B. Family Literacy Involvement Project							
Parents will be provided books and other school readiness activities to do at home with their child(ren) 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	August 2016-July 2017	\$13,000		PIP

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2016-2017**

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source HS	EHS	
			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.				
Training or Staff Development							
Teaching Pyramid Center-based training	Grantee and Delegate Staff	Certified Teaching Pyramid Trainers	Consultants will be used to provide 4-full-day training of all modules of the Teaching Pyramid.	Oct 2016-March 2017	\$5,000		GO
Curriculum Training	Grantee and Delegate Staff	Teaching Solutions	Teaching Strategies will be contracted to provide in-service workshops for staff in the area of Creative Curriculum for Preschool. The expected outcome is for staff to have increased confidence in their ability to implement this curriculum in their classroom.	To be determined	\$10,000		BP
TLC Coaching (Teacher's Learning Collaborative)	Grantee and Delegate Staff	Education Coordinators and other identified trainers	Staff will work in a group format which provided support to teachers and aims to improve teaching practices and child outcomes.	To be determined	Costs covered under Mentor/Coaching line item		BP GO
Career Incentive Plan Funds	HS/EHS Staff	Community College and	Staff will have the opportunity to be reimbursed	August 2016-July 2017	\$26,905	\$2,000	BP

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2016-2017**

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source HS	EHS	
		Universities and Teacher Credentialing	a set amount of money annually to continue their education and to keep up required teaching credentials.				
Workforce/Head Start Parent Tuition Reimbursement	HS/EHS Parents	Community College and Universities and Accredited Training Institutes	Parents who have a child enrolled in the SETA operated program may qualify for tuition reimbursement if the parents are enrolled in an approved program through SETA's Workforce Development Department.	August 2016- July 2017	\$20,000		BP
CLASS Reliability Observer Training	Grantee and Delegate Staff	Education Coordinators	Three CLASS Reliability Observer Training sessions for program staff. This cost will include Teachstone registration, materials, and CLASS Trainer Fees.	TBA	\$10,000		GO
CLASS Observation Assessment	Grantee and Delegate Staff	Consultants	Consultants will be hired in order to meet the countywide goal of 100% of Head Start classrooms to have received at least one CLASS Observation each year.	Through out Program year	\$3,000		GO
Practice Based Coaching One-on-one assigned coaches for staff in HS/EHS classrooms	HS/EHS Staff	Mentor Coaches	Coaches will work individually with teachers in a practice based coaching model to improve curriculum implementation resulting in increased CLASS scores. This also includes a remote option.	October 2016-July 2017	\$20,000	\$2,500	PIP
Reflective Practice	Education	Consultants	Staff will have the	TBA	\$2,000	\$1,000	PIP

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2016-2017**

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source HS	EHS	
	Coordinators		opportunity to be trained in implementation of Reflective Practice. This will give teaching staff the opportunity to participate in learning mental health strategies for families they work with.				
Out-of State Travel/ Conferences	Grantee Staff	WIPFLI, Child Plus, Zero to Three	Staff will participate in the annual conferences to learn new information about fiscal, technology tracking systems, and newest research in infant/toddler development.	Nov 2016 July 2017	\$17,500	\$10,000	
Teaching Pyramid Coaching	Grantee Staff	Head Start Trained Staff	Teaching Pyramid coaches will work with teachers using inventory of practice for T.P.O.T and results as guides for quality enhancement.	TBA	\$10,000		GO
ECERS Evaluation	Grantee and Delegates	Consultants	Consultants will provide ECERS evaluations for Head Start Class rooms in order to increase quality in environmental design.				BP
Other Conference, Training, Resources	Grantee Staff	To Be Determined	Staff and supervisors will have the opportunity to access training and resource funds throughout the program year in order to enhance and support services to children.	TBA	\$13,000	\$3,277	
EHS Teaching Pyramid For EHS Center based staff	Grantee and Delegate Home Visitors	West ED	The entire county will now be using the Teaching Pyramid model to ensure continuity practice. This will reduce the need for outside referrals for	Nov 2016- May 2017		\$20,000	GO

**TRAINING AND TECHNICAL ASSISTANCE PLAN
2016-2017**

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source HS	EHS	
			mental health services, and better outcomes for children transitioning to preschool services.				
Family Service Worker Credential	Grantee and Delegate Staff	Consultants	Family Service Workers will be given the opportunity to earn their Family Service Worker Credential. This will increase quality services to parents enrolled on the program	Sept 2016-August 2017	\$40,000		BP
Delegate/Partner Support Services							
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.	November 2016	\$3,200		BP

ITEM III-F – ACTION

APPROVAL OF PROGRAM YEAR 2016-2017 EARLY HEAD START-CHILD CARE PARTNERSHIP AND EXPANSION REFUNDING APPLICATION

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to approve the Early Head Start–Child Care Partnership and Expansion (EHS-CCP) refunding application for Program Year 2016-2017 in the amount of \$1,506,725, which includes Basic and Training and Technical Assistance funds. Budget details are as follows:

EHS-CCP Basic (serves 80 children)	\$1,469,976
EHS-CCP Training and Technical Assistance	<u>\$ 36,749</u>
TOTAL	\$1,506,725

The Budget/Planning Committee met during February and March, including Head Start parents, the Deputy Director/Children and Family Services, Head Start Managers, and the Governance/Social Services/Parent Involvement Coordinator to provide input on the budget and program design.

A copy of the 2016-2017 EHS-CCP refunding application is attached for review, including the Program Narrative, Program Approach, Training and Technical Assistance Plan, and center roster. The Budget and Budget Narrative will be sent under separate cover.

RECOMMENDATION:

Approve the Program Year 2016-2017 Early Head Start-Child Care Partnership and Expansion refunding application in the amount of \$1,506,725 for Basic and Training/Technical Assistance.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____



Early Head Start – Child Care Partnership Abbreviated Program Narrative 2016-2017

The Sacramento Employment and Training Agency (SETA) serves as the grantee for Sacramento County and operates its own program, the SETA Operated Program (SOP). Assisting the grantee in the delivery of Early Head Start-Child Care Partnership/Expansion services are one delegate agency, Sacramento City Unified School District (SCUSD), one partner, Sacramento County Office of Education (SCOE), and one child care provider, KinderWorld.

Long Range Goals, Objectives and Program Impacts

Program Impacts

The Early Head Start-Child Care Partnership classes have been up and running since July 2015. Both EHS providers, Sacramento City Unified School District (SCUSD) and KinderWorld, have largely stayed fully enrolled each month since the EHS classes were opened.

Sacramento City Unified School District (SCUSD)

SCUSD is one of SETA's original EHS delegate agencies that has been providing Early Head Start services since the county was first awarded the EHS grant in 1995. As such, SCUSD is an experienced EHS provider who has 144 EHS slots as part of SETA's regular base grant. These additional funds enabled SCUSD to open 5 EHS classes (40 slots) at the following school campuses: Elder Creek, American Legion, and Hiram Johnson. Prior to the EHS-CCP grant, Elder Creek did not have any EHS classes while the other two school sites were providing EHS classes. The grantee has provided ongoing support to SCUSD as needed with these additional EHS classrooms. Because SCUSD has been providing EHS services for so long, the amount of technical assistance needed for staff has been minimal.

All 5 EHS - CCP classrooms are licensed and fully operational. Classroom teachers have all been hired and are receiving training on the Creative Curriculum, meaningful observations for DRSP assessments, and brain development. This spring, SCUSD is planning to start the first Cohort of CSEFEL teaching pyramid for these new teachers. It has been challenging to find fully qualified EHS associate teachers with the required infant/toddler units. Two of the associate teachers were hired with the condition of completing the 6 units within a year of their hire date; they are anticipated to have completed the classes by June 2016. Start-up funds were used to purchase classroom materials and make minor classroom repairs to meet licensing standards. An ITERS review was also completed on all 5 classrooms to assess the classroom environments and determine

if additional materials or training/technical assistance was required. Action plans were created and additional materials were purchased to ensure all classrooms pass with a score of 5 or higher. Additional professional development and training will also be provided to those staff needing additional support.

As part of the grant, start-up funds were awarded for a toddler playground at Elder Creek. Unfortunately, this project was delayed as a result of unforeseen required ADA compliance measures. Because this is on a school district campus, the Division of the State Architect (DSA) was retained to provide oversight in the project. The final drawings for the playground are complete and have been checked by DSA. There will be a 10 day bid process following the DSA plan check (scheduled for March 15) for the equipment with contracts to be granted shortly thereafter. Construction should begin the second week of April with an anticipated completion date of June 1, 2016. Temporary gross motor and outdoor play equipment have been provided for children in absence of a permanent play structure, pending this process.

SETA's Quality Assurance Unit conducted a formal monitoring of the new EHS classes. Overall, the EHS classes are running smoothly and it is clear that SCUSD is experienced with providing EHS services. The monitoring report highlighted very good record-keeping in the children's files regarding education. There was ample evidence showing on-going communication with parents in the parent contact logs as well as strong evidence of Family Partnership goal-setting and follow-up. Additionally, the classrooms and restrooms are well maintained and clean. The monitoring report highlighted a few areas which necessitate greater attention, including such things as: classroom clutter, outdated classroom evacuation maps, outdated daily/monthly health and safety environments checks, inconsistent home visits, and unkempt playground areas. A corrective action plan was submitted and the Quality Assurance Unit will follow-up to verify corrections, provide any needed technical assistance, and close out the report.

The additional EHS-CCP classes were part of SCUSD's larger self-assessment of its entire HS/EHS program. This was submitted to the grantee with their grant and is currently being reviewed.

KinderWorld/SCOE

This project is a three-way partnership between the grantee, KinderWorld as the child care provider, and Sacramento County Office of Education (SCOE) as the partner who provides direct comprehensive services to the 36 EHS children and families at KinderWorld. KinderWorld is new to the world of EHS, while SCOE partners with SETA as a provider of EHS home-based services as part of SETA's base grant. That being said, both KinderWorld and SCOE have been learning the complexities of center-based EHS services. Given this, SETA has provided a significant amount of training and direct technical assistance to both KinderWorld and SCOE since this grant was awarded in early 2015.

The EHS Performance Standards have required that KinderWorld change many of their internal systems. Both grantee and SCOE staff have worked intensively with the KinderWorld

management to facilitate this transition. KinderWorld management and staff have received training on the following topics: blood borne pathogens, mandated child abuse reporting, diapering and gloving, daily health checks, primary care safety and supervision, effective lesson planning for infants and toddlers, time management, home visiting, *ChildPlus* file maintenance, family contacts observations, lesson planning and IFSP goals, EHS DRDPs, individualization and individual development plans, hand washing and sanitation, tooth brushing, and napping. The KinderWorld teaching staff has received training in Creative Curriculum, an evidenced-based curriculum, which is now being utilized in the EHS classes. This is an impressive under-taking by KinderWorld in the first year of this intensive collaboration project. Their desire to make such changes, demonstrates KinderWorld's commitment to excellence for children and families. To ensure staff feel most comfortable with the significant changes, staff have been receiving individualized coaching from an outside consultant, who has expertise in EHS and Creative Curriculum. The recent self-assessment that was done at KinderWorld showed that the program has made significant strides in implementation of EHS services; most of all, children and families are receiving the comprehensive services that are offered as part of partnership. Additionally, data-driven individual development plans have been developed for all EHS children. The center is clean and well maintained. Family Partnership Agreements are in place. Some areas which need more attention include the following: *ChildPlus* tracking system, timely completion of screenings, and daily health checks. One of the main challenges has been finding fully qualified EHS teaching staff. The field of Early Childhood Education is currently experiencing a staffing shortage. Current KinderWorld teaching staff are working towards their required classes and are eligible to access the grantee's Career Incentive Program, which offers reimbursement for tuition and books as well as an educational incentive for those in school.

SETA Operated Program/Job Corp

Due to significant challenges securing additional providers who meet the rigors of this project, SETA proposed and was approved by OHS/ACF to convert the partnership slots to expansion slots and provide services at the grantee. Four infant/toddler enrollment slots were added to the Job Corp Early Learning Center beginning April 2016. These expanded slots are in operation with no interruptions to current services being provided to children and families.

Service Delivery

Justification of Proposed Funded Enrollment and Program Options

The grantee, SCUSD, and KinderWorld/SCOE will continue to offer year-round Early Head Start services in a full-day center-based model, serving 80 infants and toddlers. The 80 funded enrollment slots reflect an approved Change of Scope, reducing the funded enrollment from 84 to 80 enrollment slots for this grant. Of the 80 slots, 36 are EHS expansion and 44 are partnership slots layered with alternate funding sources. All classes will continue to operate at least 8 hours per day, 5 days per week, for a minimum of 240 days per year (48 weeks). All children will receive two home visits during the year. There are no proposed changes to funded enrollment or

program options for 2016-2017.

Approach to School Readiness

Updates to Approach in School Readiness

This year, SETA converted from the DRDP-PS2010 to the DRDP-2015 assessment tool which allows for a continuum of growth analysis for children ages 0-5 years old. While this new tool is similar to the previous version, there are an increased number of preschool measures and a decreased number of toddler measures. Additionally, as SETA has delved deeper into increased fidelity in the implementation of the Teaching Pyramid, SETA has begun to use the Teaching Pyramid Observation Tool (TPOT). This will allow SETA to measure the effectiveness of strategies and supports being used in individual classrooms as well as analyze data for ongoing professional development. The TPOT will be used to validate the efficacy of the Teaching Pyramid/CSEFEL training and coaching efforts.

With the changes to both the state assessment tool (DRDP 2015) and the Head Start Early Learning Framework, SETA has modified the countywide School Readiness Goals to reflect the 5 domains for infants/toddlers. These school readiness goals have been established countywide. The changes that apply to EHS are as follows:

Goal: Approaches to Learning - Children will demonstrate persistence, flexibility, curiosity and take initiative as well as creatively express themselves.

Goal: Social & Emotional - Children will develop a healthy sense of identity and belonging, manage emotions and engage in secure relationships with peers and adults.

Goal: Language & Communication - Children will exhibit the ability to communicate and use language with understanding and a varied vocabulary.

Goal: Perceptual, Motor & Physical - Children will exemplify physical health by practicing safe and healthy habits and engaging in both fine and gross motor skill activities.

Goal: Cognition – Children will explore and discover using memory, imitation, reasoning and problem solving.

The modifications to the school readiness goals were taken to the Parent Advisory Committee (PAC) and the Policy Council (PC) for parent input and feedback as well as presented as part of site parent meetings. Information about the changes in School Readiness was presented to the Governing Board in August 2015. Monthly reports to all grantee boards reflect updates to the implementation of School Readiness approaches.

School Readiness Progress

SETA Operated Program~

Based on the winter 2016 Desired Results Developmental Profile (DRDP) scores, children 18 -36 months old are scoring in the highest level of the Infant/Toddler version of the DRDP (Building Earlier) at the following rates:

Central Domains	Developmental Averages
Approaches to Learning	21.30%
Social/ Emotional Development	25.71%
Language and Literacy	28.38%
Cognitive Development	24.95%
Perceptual, Motor and Physical Development	39.76%

Since this is mid-year data, more growth is expected in the remaining months of the program year. However, based on the assessment results to date, the sub-domains that are showing the highest level of development are in the areas of Perceptual, Motor and Physical Development and Language and Communication. The specific strengths in these sub-domains are Gross Motor Skills and Literacy. The domain that presents an opportunity for focused intervention is Approaches to Learning. Specifically, Cognition- Self-Regulation is the sub-domain with less children scoring in the “Building Earlier” range. The addition of Teaching Pyramid-Toddler will include strategies and tools for teachers to support this area for children. This data includes all of SOP’s EHS program and not just EHS-CCP.

Sacramento City Unified School District~

The DRDP data indicates there was a significant improvement from fall to winter in the areas of Perceptual, Motor and Physical Development and a moderate increase in Cognition for children across the board. Although there was improvement in these areas the children continue to need support in the areas of self-regulation and social emotional development. SCUSD will address this need with CSEFEL training for classroom staff and home-visitors. Staff will start the first cohort of CSEFEL training in the summer of 2016. The resource teacher will attend CSEFEL training “going deeper” to support and coach teachers and home visitors in this their classrooms and home visits. Additionally, to address the DRDP scores in number sense, specialized training and technical assistance will be provided to teachers and home visitors in the areas of STEM (science, technology, engineering, and math).

KinderWorld/SCOE~

KinderWorld, a provider of CCTR funded programs, was already using the DRDP 2015 assessment tool to ensure outcomes for children. This resulted in less training needed for staff than if the assessment tools needed to be consolidated and/or aligned to meet Head Start standards. That being

said, KinderWorld staff simply needed to be exposed to SETA's countywide school readiness goals, the Head Start Early Learning Framework and the alignment with DRDP 2015.

Program Improvements

As a result of the analysis of child assessment and other data, SETA will be changing lesson planning processes and forms to more effectively demonstrate that classroom activities build on children's strengths and interests while supporting areas needing growth. A committee of teachers and education support staff will be gathered to develop best practices for improving and documenting instructional decisions that are responsive to data. The program will provide training and coaching to teaching staff to increase their ability to ensure that lesson planning is directly aligned with goals identified in assessment results for children individually as well as the group data. Additionally, coaching efforts will be intensified to increase the number of teachers participating in the different coaching models, including: *TLC*, *MMCI*, *Teaching Pyramid* and *My Teachstone* remote coaching. This variety of modalities and approaches will effectively meet individual teacher needs. Finally, the program will continue to prioritize children's social and emotional development as an essential identifier of school readiness. Two grantee staff cohorts and one additional countywide cohort will be offered to teaching staff as well as the Infant/Toddler modules for EHS staff. Coaching for participants will be a critical piece of the approach to ensure sustainability of fidelity as identified by the Teaching Pyramid Inventory of Practice.

In SCUSD, DRDP scores continue to demonstrate a need for continued focus on professional learning and classroom support with social emotional learning. An increased focus will be on social emotional learning in the upcoming program year. In addition to instructional changes, additional management staff was added to further support teaching and learning.

Parent, Family, and Community Engagement

Data Sources

Over the past year the SETA Operated Program piloted a new data tool: the Family and Provider/Teacher Relationship Quality Questionnaire which examines the relationship between families and the family service workers. Specifically, this parent questionnaire measures the frequency in which staff encourages families to be involved in all aspects of their child's care, gives them information on parenting, and works with them to develop strategies to support their child's learning and development. Additionally, the questionnaire assesses if the family service worker has increased parent's confidence in accomplishing their individual goals. Analysis of the pilot data has shown that the questionnaire is a valuable assessment that gives the program important information to help evaluate PFCE goals and objectives. As a result, the questionnaire will be used throughout SETA Operated Program (SOP) in the upcoming program year. In the upcoming year, SETA will explore the feasibility of using this tool at the KinderWorld site. SCUSD is not using any new data sources at this time.

Program Data on Family Progress

SETA and its delegate agencies utilize a pre and post parent questionnaire that is based on the PFCE framework to examine the relationship between PFCE goals and children's school readiness. The questionnaire provides important data on the needs of parents, identifies ways that staff can help parents achieve their own goals as well as information parents may need to better support their child's school readiness goals. The questionnaire is given again toward the end of the program year to determine if parents feel like the Early Head Start program has helped them move toward their goals; this is valuable program feedback.

Communication of Program Progress to Families

Program progress toward PFCE goals and objectives is communicated to families in a variety of ways, including: Policy Council/Committee meetings, monthly parent meetings, parent communication boards, and parent-teacher conferences, and home visits. The grantee's Parent Advisory Committee (PAC) has been expanded to include parent representation from the partners and providers. This ensures parents of each center are receiving important information and training opportunities that can be shared with all center families. Each PAC representative takes the information back to their individual site and shares at the parent classroom meeting. Additionally, results are also shared with classroom staff in an effort for them to help parents make the connection between moving toward their own goals and how that improves their children's school readiness.

Governance, Organizational and Management Structures, and Ongoing Oversight

Staff Qualifications

SETA, along with its delegate agency and partners, recruits for and hires only those applicants who can show evidence of specialized education, training, skills, knowledge and expertise in early childhood education, infant/toddler development and other related content services. While it has been a very tough year to fill vacancies in the infant/toddler teaching arena, recruitment and outreach efforts have been significantly increased to attract talent in a high-demand, yet shrinking workforce. Specifically, SETA and its delegates have hosted several recruitment fairs on the weekends and outreached to community colleges and local agencies to increase the potential candidate pool. Each event has been successful, however quickly thereafter candidates are offered alternate positions at other child development entities, often with competing wages and benefit packages. It has put a real burden on staffing and program support staff. As the minimum wage increases in California, we do not anticipate this to trend to get any better in the next several years.

Partner staff has worked diligently to obtain the required permit and/or units required with the new partnership. They have participated in infant/toddler college coursework during the evenings as offered by the grantee. This means putting in an 8-hour of work and then attending school in evenings, along with completing homework assignments and attending to home life. It has been a

true dedication for staff. Each staff has an Individualized Staff development Plan outlining additional training he/she would like to receive and college coursework to be scheduled in the upcoming semesters. Funds have been set aside to assist staff in the educational attainment.

Staff continues to work toward meeting the EHS staff qualifications. Degree/permit attainment is as follows:

	Total Number*	CDA Equivalent (Permit)	Associate's Degree	Bachelor's Degree
SETA Operated Program/Job Corp				
Teacher	1		1	
Teacher Assistants	2	2		
Sacramento City USD				
Teachers	6		3	3
Teachers Assistants	4	1	2	1
KinderWorld				
Teachers	5	4		
Teacher Assistants	4			
TOTAL	22	7 (32%)	6 (27%)	4 (18%)

*Where staff totals do not match degree totals, substitutes are being used and/or staff is working toward permits

I. Enrollment by Program Option					Head Start			
This section should be filled out and submitted for each grantee and delegate agency					X Early Head Start-Child Care Partnership/Exp.			
1. Funded enrollment by program option: Center-based enrollment <u>80</u> Home-based enrollment _____ Combination option enrollment _____ Family child care enrollment _____ Other option enrollment _____ Total enrollment <u>80</u>					2. Number of pregnant women enrolled for EHS: _____			
II. Program Schedule								
This section should be filled out for <i>each group of children served for different hours of service each year.</i>								
Complete #1-3 for all groups of children								
1. Program schedule number	SETA Operated Program	SCOE/ Kinder World	Sacramento City USD	Sacramento City USD	5	6	7	8
2. Program option identification	CB Expansion	CB Partnership	CB Expansion	CB Partnership				
3. Funded enrollment	4	36	32	8				
Complete #4-9 for all groups of children								
4a. Number of classes per child care settings	1	5	4	1				
4b. Double session, enter D								
5. Number of hours of classes per child, per day	8	10*	8	8				
6. Number of days of classes per child, per week	5	5	5	5				
7. Number of days of classes per child, per year	246	240	241	241				
8. Number of home visits per child, per year	2	2	2	2				
9. Number of hours per home visit	1	1	1	1				
Complete #10-13 for home-based options								
10. Number of home visits per child, per year								
11. Number of hours per home visit								
12. Number of hours per home-based socialization experience								
13. Number of home-based socialization experiences per child, per year								
Comments: *For the purposes of core curriculum planning, EHS services must be offered between the hours of 8:45 and 2:45 daily (6 hours/day).								

SETA Head Start
 Early Head Start – Child Care Partnership (EHS-CCP)
TRAINING AND TECHNICAL ASSISTANCE PLAN
 2016-2017

Ongoing training and technical assistance ensures that all Partner and Provider staff are knowledgeable about the Early Head Start philosophy, infant/toddler development, goals and objectives, mission, values and Performance Standards of the Head Start and Early Head Start programs.

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/T & TA Budget Source EHS
Training & Staff Development					
Provider Training	Provider (KinderWorld) EHS Staff	SETA Staff	EHS-CCP staff will continue to be trained monthly on a variety of topics (i.e. EHS 101, comprehensive services, lesson planning, individualization, self assessment, etc).	Monthly Aug 2016- July 2017	\$249
Practice-Based Coaching	Provider (KinderWorld) EHS Staff	Consultants	EHS provider staff will receive individualized coaching to improve teaching practices and child outcomes. Coaching will also be provided to newly hired provider staff to ensure high quality infant/toddler care-giving.	On-going Aug 2016- July 2017	\$9,000
Career Incentive Program	Provider (KinderWorld) EHS Staff	Community Colleges, Universities and Teacher Credentialing Entities	EHS-CCP staff will have the opportunity to be reimbursed for educational expenses incurred to meet the educational requirements of EHS, including: permit costs, tuition, books and materials. Funds will also be used to incentivize staff to return to college to earn their Associate or Bachelor degree.	Summer, Fall, Winter and Spring semesters Aug 2016- July 2017	\$2,000
California Head Start Association (CHSA) Conference	1 Grantee staff and 1 Provider or Partner staff	CHSA	Project staff will have an opportunity to attend the EHS conference strand at CHSA which	Feb 2017	\$4,000

SETA Head Start
 Early Head Start – Child Care Partnership (EHS-CCP)
TRAINING AND TECHNICAL ASSISTANCE PLAN
 2016-2017

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/T & TA Budget Source EHS
			will result in knowledge gained and a better understanding of best practices in EHS and networking with other grantees across the state.		
Conferences and Trainings	Grantee, Provider and Partner Staff	To Be Determined	Staff will have the opportunity to access training and resource funds throughout the program year in order to enhance and support services to children. Funds will be set aside for local, state or federal training and conferences, which have yet to be identified.	Aug 2016- July 2017	\$4,000

EXHIBIT E - IDENTIFICATION OF
EARLY CHILD CARE-PARTNERSHIP AND EXPANSION CENTERS

Agency: Sacramento Employment and Training Agency

Length of Operating Year (must agree with Program Calendar):
First Day of Class: August 1, 2016 Last Day of Class: July 31, 2017

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children per class	Name & Address of Kitchen (School) Site Providing Food Service
Sacramento City Unified School District – Partnership and Expansion					
American Legion Infant/Toddler Center	3801 Broadway Sacramento, CA 95817	Monday-Friday 8:00-4:00	1	8	American Legion 3801 Broadway
Elder Creek Infant/Toddler Center	7934 Lemon Hill Avenue Sacramento, CA 95824	Monday-Friday 8:00-4:00	1	8	Elder Creek 7934 Lemon Hill Avenue
Hiram Johnson Infant/Toddler Center	3535 65 th Street Sacramento, CA 95820	Monday-Friday 7:30-4:30	3	24	Hiram Johnson 6879 14 th Avenue
KinderWorld – Partnership					
KinderWorld EHS-CCP	6565 Belleau Wood Lane Sacramento, CA 95822	Monday – Friday 7:30 – 5:30	5	36	Kinderworld 6565 Belleau Wood Lane
SETA Operated Program - Expansion					
Job Corp Early Learning Center	3100 Meadowview Road Sacramento, CA 95832	Monday-Friday 8:00 – 4:00	1	4	WCIC Kitchen 3555 – 3 rd Avenue Sacramento, CA 95817

Sites: 5

Classes: 11

ITEM III-G – ACTION

ELECTION OF PARENT ADVISORY COMMITTEE SECRETARY

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee (PAC) to elect a Secretary to serve the remainder of Program Year 2015-2016. The duties of PAC officers shall be as prescribed in the Bylaws and shall also include such other duties as may be established by the PAC that are not in conflict with these Bylaws, Article V – Officers, Section 2B: All PAC members are eligible to run for an Office/Officer position except members holding a seat. The Executive Committee must have at least three members who are parents of child/children currently enrolled in the HS/EHS, Home Base Option.

SECTION 3: Duties of Officers

The duties of PAC officers shall be as prescribed in these Bylaws and shall include such other duties as may be established by the PAC that are not in conflict with these Bylaws.

- C. The Secretary shall keep a record of the current and preceding minutes at each meeting, record resolutions or motions adapted, as may be necessary to expedite the PAC's business. The Secretary shall oversee the Social/Hospitality Committee, and shall be a member of the Parent Ambassador Committee.

RECOMMENDATION:

That the Parent Advisory Committee elect a Secretary to serve the remainder of Program Year 2015-2016.

Secretary:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

ITEM IV- A – INFORMATION

STANDING INFORMATION

BACKGROUND:

- A. Standing Information Items
 - PC/PAC Calendar of Events – Ms. Terri McMillin
 - Parent, Family & Community Engagement - Events and Activities – Ms. Terri McMillin
 - Parent/Staff Recognitions: Mr. Victor Bonanno, Ethics Training – Ms. Terri McMillin
 - Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D'et Saurbourne
 - Toastmasters Training – Ms. Terri McMillin
 - Child Care Center Food Menu (attached)
 - Community Resources – Parents/Staff: Ms. Terri McMillin

NOTES:

CALENDAR OF EVENTS

<u>EVENT</u>	<u>DATE</u>
PC/PAC Social/Hospitality Committee	Wednesday, April 27, 2016 1:00 – 2:30 p.m. Olympus Room
PC/PAC Executive Committee	Thursday, April 28, 2016 9:00 a.m. – 10:00 a.m. Oak Room
PC/PAC Social/Hospitality Committee	Wednesday, May 4, 2016 1:00 – 2:30 p.m. Olympus Room
PC/PAC Toastmasters Training	Friday, May 6, 2016 11:30 a.m. Redwood Room
PC/PAC Budget/Planning Committee	Tuesday, May 10, 2016 1:00 p.m. Oak Room
PC/PAC Job Success Workshop, presented by Workforce Development staff	Wednesday, May 11, 2016 9:00 a.m. – 11:00 a.m. Board Room Registration: 8:30 a.m. (see attached flyer)
PC/PAC Personnel/Bylaws Committee	Thursday, May 12, 2016 9:00 a.m. Redwood Room
PC/PAC Parent Ambassador Committee	Friday, May 13, 2016 1:00 p.m. Olympus Room
MAACC Series of Trainings	See attached flyer.

CALENDAR OF EVENTS

Parent Leadership Institute	To Be Announced.
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PC/PAC Job Success Workshop

Join us for an informative and inspiring workshop about achieving job success!

Presented by:

**Workforce Development Professionals
Keni Addison, Wanda Thomas-Johnson, & Lin Morgan**

Topics covered:

- **Overview of the Sacramento Works Job Centers**
- **Dressing for Success (What does that really mean?)**
 - **Effective Interviewing Techniques**

TEAMWORK
MOTIVATION
INSPIRATION
LEADERSHIP
VISION
+ INNOVATION

SUCCESS



Wed., May 11, 2016
***9:00 am – 11:00 am**
Board Room

***Registration starts at 8:30 am**

All parents are welcome to attend; however attending the workshop is not reimbursable.



*Sponsored By
Men's Activities
Affecting Children
MAAC*



*COUNTY-WIDE
TRAINING*

WHERE: SETA Head Start Main office

925 Del Paso Blvd suite 100, Sacramento CA 95815 (Across from Globe Lite Rail Station)

(All are welcome to attend) (6-8 pm)

OVERCOMING OBSTACLES TO FATHERHOOD SERIES

Title	Date	Description
Roles of Fathers in the 21st Century Presenter: Kenneth Tate Policy Council Chair	April 28 th (Thursday) Sequoia Room	<ul style="list-style-type: none"> • Exploring roles of Dads • Strategies to be a better role model for your child.
Employment & Training Services in Sacramento County Presenters: John Allen, SETA HR Chief Victor Bonanno, Workforce Development Analyst Supervisor	May 26 th (Thursday) Shasta Room	<ul style="list-style-type: none"> • Sacramento County Employment Services • Rights in the workplace
Fatherhood Services in Sacramento County Presenter: Terry Moore Director of Adult Services Center for Fathers and Families	June 23 rd (Thursday) Sequoia Room	<ul style="list-style-type: none"> • Resources/Services for Fathers in Sacramento County
Child Custody/Support For Dads Presenter: TBA	July 28 th (Thursday) Sequoia Room	<ul style="list-style-type: none"> • Sacramento County Child Support Services
Be The Dad You Want To Be Presenter: TBA	August 25 th (Thursday) Sequoia Room	<ul style="list-style-type: none"> • Strategies on how to develop into the father you want to be for your child

- Dinner will be provided between 5:30-6:00pm
- Childcare available for children 2-12 years of age
- To Reserve a spot please contact Robert Silva at @916-263-3809 or Robert.Silva@seta.net

SETA HEAD START MENU

April 2016

Monday

Tuesday

Wednesday

Thursday

Friday

4 Breakfast Week 4
Milk
Cantaloupe, fresh
Brown Rice Krispies Cereal
Lunch
Milk
Beef, Hamburger
Corn
Oranges, fresh
Whole Wheat Bun
Snack
Crackers, Cheese-It
Peaches

5 Breakfast
Milk
Pineapple, tidbits
Whole Wheat Bagel
Lunch
Milk
Apricots
Beans Refried
Broccoli, fresh
Tortilla, Whole Wheat
Snack
Milk
Cheerios, Whole Grain Cereal

6 Breakfast
Milk
Banana, fresh
Oatmeal Cereal
Lunch
Milk
Cheese Enchilada with Sauce
Oranges, fresh
Romaine Lettuce Salad
Snack
Hummus
Vegetable Stick Melody

7 Breakfast
Milk
Apricots
French Toast Sticks
Lunch
Milk
Coleslaw Salad
Mangoes
Tortilla, Whole Wheat
Turkey & Cheese Roll Up
Snack
Banana, fresh
Yogurt, Strawberry

1 Breakfast
Milk
Muffin, Banana
Oranges, fresh
Lunch
Milk
Apricots
Swiss American Cheese
Tortilla, Whole Wheat
Zucchini sticks
Snack
Milk
Crackers, Lemon Dinosaur

8 Breakfast
Milk
Apple, fresh
Muffin, Blueberry
Lunch
Milk
Cantaloupe, fresh
Carrot, fresh
Crackers, Wheat Thins
Tuna Salad
Snack
Milk
Crackers, Goldfish

11 Breakfast Week 5
Milk
Pancakes
Pears
Lunch
Milk
Apricots
Chicken Patty
Coleslaw Salad
Whole Wheat Bun
Snack
Pineapple, tidbits
Yogurt, Raspberry

11 Breakfast
Milk
Apple, fresh
Cheerios, Whole Grain Cereal
Lunch
Milk
Refried Beans
Strawberries, fresh or
Tangerine, fresh or
Tomato Salsa
Tortilla, Whole Wheat
Snack
Milk
Multi Grain Flakes Cereal

13 Breakfast
Milk
Whole Wheat Bisquit
Peaches
Lunch
Milk
Cantaloupe, fresh
Whole Grain Buns
Potato Salad
Turkey Sliced
Snack
Banana, fresh
Crackers, Lemon Dinosaur

14 Breakfast
Milk
Oatmeal Cereal
Pineapple, tidbits
Raisins
Lunch
Milk
Apricots
Romaine Lettuce Salad
Spaghetti Casserole
Snack
Bean Dip
Tortilla, Whole Wheat

15 Breakfast
Milk
Muffin, Dreamy Orange
Oranges, fresh
Lunch
Milk
Banana, fresh
Whole Wheat Bread
Broccoli, fresh
Chicken Salad
Snack
Apple, fresh
Cheese Sticks

18 Breakfast Week 1
Milk
Pancakes
Pears
Lunch
Milk
Cauliflower, fresh
Lemon Pepper Chicken
Oranges, fresh
Tortilla, Whole Wheat
Snack
Cottage Cheese
Crackers, Cheese-It

19 Breakfast
Milk
Cantaloupe, fresh
Cheerios, Whole Grain Cereal
Lunch
Milk
Apple, fresh
Whole Wheat Bread
American Cheese
Potato Salad
Watermelon, fresh or
Snack
Milk
Crackers, Lemon Dinosaur

20 Breakfast
Milk
Whole Wheat Bisquit
Peaches
Lunch
Milk
Burrito
Cheddar Cheese
Refried Beans
Romaine Lettuce
Strawberries, fresh or
Tangerine, fresh or
Tomato, diced
Tortilla, Whole Wheat
Snack
Banana, fresh
Strawberry Yogurt

21 Breakfast
Milk
Pineapple, tidbits
Whole Wheat Bagel
Lunch
Milk
Corn
Oranges, Mandarin
Spanish Rice, Chicken & Corn
Snack
Apple, fresh
Sun Butter

22 Breakfast
Milk
Banana, fresh
Muffin, Blueberry
Lunch
Milk
Whole Wheat Bread
Cantaloupe, fresh
Carrot, fresh
Turkey Sliced
Snack
Bean Dip
Tortilla, Whole Wheat

25 Breakfast Week 2
Milk
Apple, fresh
Multi Grain Flakes Cereal
Lunch
Milk
BBQ Beef Burger
Cantaloupe, fresh
Mixed Vegetables
Whole Wheat Bun
Snack
Cheese Sticks
Peaches

26 Breakfast
Milk
French Toast Sticks
Pears
Lunch
Milk
Apple, fresh
Chicken Drumsticks
Macaroni Salad
Tomato, fresh
Watermelon, fresh or
Snack
Milk
Brown Rice Krispies Cereal

27 Breakfast
Milk
Oatmeal Cereal
Pineapple, tidbits
Raisins
Lunch
Milk
Beans Refried
Coleslaw Salad
Strawberries, fresh or
Tangerine, fresh or
Whole Wheat Bun
Snack
String Cheese
Peaches

28 Breakfast
Milk
Banana, fresh
Crispix Cereal
Lunch
Milk
Whole Wheat Bread
Carrot, fresh
Egg Salad
Oranges, fresh
Snack
Milk
Crackers, Goldfish

29 Breakfast
Milk
Apple, fresh
Muffin, Dreamy Orange
Lunch
Milk
Whole Wheat Bread
Broccoli, fresh
Cantaloupe, fresh
Turkey Sliced
Snack
Cheese Quesadilla

SETA HEAD START MENU

Abril 2016

Lunes

Martes

Miércoles

Jueves

Viernes

Type! Desayuno Week 4
 Leche
 Melón
 Cereal Integral Rice Krispies
Comida
 Leche
 Hamburguesa de Res
 Elote
 Naranja
 Pan de Trigo Integral
Bocadillo
 Galletas Cheese-It
 Durazno

Type! Desayuno
 Leche
 Piña Machacada
 Bagel de Trigo Integral
Comida
 Leche
 Chabacano
 Frijoles Refritos
 Brócoli
 Tortilla de Trigo Integral
Bocadillo
 Leche
 Cereal Cheerios de Grano Integ

6 Desayuno
 Leche
 Plátano Fresco
 Avena
Comida
 Leche
 Enchilada de Queso con Salsa
 Naranja
 Ensalada de Lechuga Romana
Bocadillo
 Puré de Garbanzo
 Varitas de Verduras Melody

7 Desayuno
 Leche
 Chabacano
 Baritas de Pan Francés Tostado
Comida
 Leche
 Ensalada de Col
 Mango
 Tortilla de Trigo Integral
 Rollo de Pavo y Queso
Bocadillo
 Plátano Fresco
 Yogur de Fresa

8 Desayuno
 Leche
 Manzana
 Mollete con Arándanos Azules
Comida
 Leche
 Melón
 Zanahoria
 Galletas de Trigo Integral
 Ensalada de Atún
Bocadillo
 Leche
 Pescados Dorados de Galleta

11 Desayuno Week 5
 Leche
 Jotqueis
 Pera
Comida
 Leche
 Chabacano
 Torta de Pollo
 Ensalada de Col
 Pan de Trigo Integral
Bocadillo
 Piña Machacada
 Yogur de Frambuesa

12 Desayuno
 Milk
 Apples, fresh Breakfast
 Cereal, Cheerios Whole Grain
Comida
 Milk
 Refried Beans
 Strawberries, fresh OR
 Tangerine, fresh OR
 Tomato Salsa
 Tortilla, Whole Wheat
Bocadillo
 Milk
 Cereal, Multi Grain Flakes

13 Desayuno
 Leche
 Bizcocho de Trigo Integral
 Durazno
Comida
 Leche
 Melón
 Pan de Grano Integral
 Ensalada de Papa
 Rebanada de Pavo
Bocadillo
 Plátano Fresco
 Dinosaurios de Galleta de Limón

14 Desayuno
 Leche
 Avena
 Piña Machacada
 Pasas
Comida
 Leche
 Chabacano
 Ensalada de Lechuga Romana
 Espagueti Horneado
Bocadillo
 Puré de Frijoles
 Tortilla de Trigo Integral

15 Desayuno
 Leche
 Mollete Dreamy Orange
 Naranja
Comida
 Leche
 Plátano Fresco
 Pan de Trigo Integral
 Brócoli
 Ensalada de Pollo
Bocadillo
 Manzana
 Barita de Queso

18 Desayuno Week 1
 Leche
 Jotqueis
 Pera
Comida
 Leche
 Coliflor
 Pollo con Limón y Pimienta
 Naranja
 Tortilla de Trigo Integral
Bocadillo
 Requesón
 Galletas Cheese-It

19 Desayuno
 Leche
 Melón
 Cereal Cheerios de Grano Integ
Comida
 Leche
 Manzana
 Pan de Trigo Integral
 Queso Americano
 Ensalada de Papa
 Sandía Fresca o
Bocadillo
 Leche
 Dinosaurios de Galleta de Limón

20 Desayuno
 Leche
 Bizcocho de Trigo Integral
 Durazno
Comida
 Leche
 Burrito
 Queso Cheddar
 Frijoles Refritos
 Lechuga Romana
 Fresa
 Tanjarina o
 Jitomate Picado
 Tortilla de Trigo Integral
Bocadillo
 Plátano Fresco
 Yogur de Fresa

21 Desayuno
 Leche
 Piña Machacada
 Bagel de Trigo Integral
Comida
 Leche
 Elote
 Mandarina
 Arroz Español con Pollo y Elote
Bocadillo
 Manzana
 Mantequilla de Semilla de Girasol

22 Desayuno
 Leche
 Plátano Fresco
 Mollete con Arándanos Azules
Comida
 Leche
 Pan de Trigo Integral
 Melón
 Zanahoria
 Rebanada de Pavo
Bocadillo
 Puré de Frijoles
 Tortilla de Trigo Integral

25 Desayuno Week 2
 Leche
 Manzana
 Ojuelas de Cereal Multigrano
Comida
 Leche
 Hamburguesa de Res
 Melón
 Verduras Mixtas
 Pan de Trigo Integral
Bocadillo
 Barita de Queso
 Durazno

26 Desayuno
 Leche
 Baritas de Pan Francés Tostado
 Pera
Comida
 Leche
 Manzana
 Pierna de Pollo
 Ensalada de Macarrón
 Jitomate Fresco
 Sandía Fresca o
Bocadillo
 Leche
 Cereal Integral Rice Krispies

27 Desayuno
 Leche
 Avena
 Piña Machacada
 Pasas
Comida
 Leche
 Frijoles Refritos
 Ensalada de Col
 Fresa
 Tanjarina o
 Pan de Trigo Integral
Bocadillo
 Hilos de Queso
 Durazno

28 Desayuno
 Leche
 Plátano Fresco
 Cereal Crispix
Comida
 Leche
 Pan de Trigo Integral
 Zanahoria
 Ensalada de Huevo
 Naranja
Bocadillo
 Leche
 Pescados Dorados de Galleta

29 Desayuno
 Leche
 Manzana
 Mollete Dreamy Orange
Comida
 Leche
 Pan de Trigo Integral
 Brócoli
 Melón
 Rebanada de Pavo
Bocadillo
 Quesadilla

ITEM IV-B - INFORMATION

GOVERNING BOARD MINUTES

BACKGROUND:

This agenda item provides an opportunity for the Parent Advisory Committee to review the attached Governing Board minutes of the February 4, 2016 meeting.

NOTES:

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

Minutes/Synopsis

(Minutes reflect the actual progression of the meeting.)

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

Thursday, February 4, 2016
10:00 a.m.

- I. **Call to Order/Roll Call/Pledge of Allegiance:** Ms. Scherman called the meeting to order at 10:04 a.m.

Members Present:

Sophia Scherman, Chair, Governing Board; Public Representative
Patrick Kennedy, Member, Board of Supervisors
Don Nottoli, Member, Board of Supervisors

Members Absent:

Jay Schenirer, Vice Chair, Governing Board; Councilmember, City of Sacramento
Allen Warren, Councilmember, City of Sacramento

➔ Recognition of long-term employees:

Dettie MacCracken, Head Start Education Specialist (Supervisor) (25 years):
Ms. Heather Brandusa McClellan congratulated Ms. MacCracken on her 25 years at SETA.

Marie Desha, Head Start Coordinator (Social Services/Parent Involvement) (25 years): Ms. Denise Lee congratulated Ms. Desha on her 25 years at SETA. Ms. Desha was a former Head Start parent.

Robert Silva, Head Start Social Services/Parent Involvement (25 years): Ms. Desha congratulated Mr. Silva on his 25 years at SETA.

Walter Lott, Programmer Analyst (30 years): Will be recognized next month.

- II. **CLOSED SESSION: CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
Pursuant to Government Code Section 54956.8. The Governing Board may discuss negotiations concerning the following property(ies) and person(s):

Address: 925 Del Paso Boulevard, Sacramento

Agency Negotiator: Kathy Kossick

Negotiating Party: McCuen Acoma Street Investors, LP

Under Negotiation: Price and Terms of Payment for Extension of Existing Lease

The board went into closed session at 10:26 a.m. The board returned to session at 11:12 a.m.; there was no report out of closed session.

III. Consent Items

- A. Minutes of the January 7, 2016 Regular Board Meeting
- B. Approval of Claims and Warrants
- C. Approval of Selection Criteria for Enrollment in Head Start or Early Head Start Programs
- D. Approval to Submit an Application for Specialized American Job Center Services to Offenders and Authorize the Executive Director to Sign the Agreement and any Required Documents Pertaining to the Agreement
- E. Approval of Out of State Travel to attend the Customer Centered Design Learning Exchange

Mr. Nottoli pointed out corrections to the minutes; these modifications were noted by the clerk.

Moved/Kennedy, second/Nottoli, to approve the consent items as follows:

- A. Approve the minutes of the January 7, 2016 meeting with corrections noted by Mr. Nottoli.
- B. Approve the claims and warrants for the period 12/22/15 through 1/28/16.
- C. Approve the Early Head Start Enrollment Selection Criteria and the Head Start Enrollment Selection Criteria for Sacramento County as attached.
- D. Approve the submission of an application for up to \$500,000 to DOL for a Specialized American Job Center at the RCCC, and authorize the Executive Director to sign the agreement and any required documents pertaining to the agreement.
- E. Approve out-of-state travel for two staff to attend the Customer-Centered Design Learning Exchange in Washington, DC on February 16, 2016 at an approximate cost of \$2,000.

Roll call vote:

Aye: 3 (Kennedy, Nottoli, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Schenirer and Warren)

IV. Action Items

A. GENERAL ADMINISTRATION/SETA

- 1. Approval to Release a Request for Proposals for Administrative Office Space – Headquarters Building

Ms. Kossick reviewed this item that requests the release of an RFP to secure administrative office space. The current lease expires in December and staff is

working with real estate brokers exploring the possibility of securing additional space; we are also having conversations with the current landlord. Ms. Kossick reviewed the RFP which includes several redesign exhibits of spacing needs. It is expected that the RFP will be released tomorrow with a 30 day due date. Two offerors' conferences will be held. Staff will report back to board at the April 7 meeting.

The board was asked to discuss and consider a provision utilized in other RFPs permitting SETA to terminate the lease if there is a funding decrease. This allows SETA to terminate the lease based on funding.

Mr. Thatch stated that the language was utilized to protect SETA and it has been in use throughout SETA's history. It does not exist for this building and the board can weigh pros and cons of it. The negative impact is that it impedes landowners/property owners from getting loans. The real estate broker strongly advises the clause not be included in the RFP.

Mr. Kennedy stated that it is crucial that the building be accessible to public transportation for clientele and employees; this is a prime factor of the RFP. Ms. Kossick stated that staff reached out to Regional Transit to craft the language.

Moved/Kennedy, second/Nottoli to omit language regarding the reduction of funding and approve the release of a Request for Proposals for Administrative Office Space for the SETA Headquarters Building.

Roll call vote:

Aye: 3 (Kennedy, Nottoli, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Schenirer and Warren)

2. Approval of Size, Composition and Bylaw Amendment to the Sacramento Works Workforce Development Board

Ms. Kossick stated that this item continues action taken in compliance for the Workforce Innovation and Opportunity Act. This modifies the structure of the local workforce board; the requirements have changed based on the new law. Staff is recommending a 25-member board. The bylaws provide for a range of in the size of the board and the Governing Board can change the number as necessary in the future.

Ms. Kossick encouraged board members to recruit new members and that the applications are requested to be in by 2/12 in order to have legal counsel review them. The only required partners are EDD and Voc Rehab. Mr. Nottoli inquired whether farm worker and veterans could be added.

Mr. Thatch stated that the board has complete discretion to increase or add different categories. Ms. Kossick stated that we have to follow the law and have a functioning board by March 31 and fully implemented by July 1. The board can change anything today to make it larger. This board item requests approval of the composition as well as the bylaws. The bylaws provide for a board up to 30. Staff will continue recruiting for veterans representatives and hopefully some applications will come forward.

Moved/Kennedy, second/Nottoli, to approve the composition and size of the new Sacramento Works Workforce Development Board, and the amendments to the Sacramento Works Bylaws that require the consent of the Governing Board.

Roll call vote:

Aye: 3 (Kennedy, Nottoli, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Schenirer and Warren)

3. **TIMED ITEM: 10:00 A.M. AND PUBLIC HEARING:** Approval of Revised Salary Schedules for Head Start Parent Intern, Head Start Substitute Assistant, Head Start Childcare Teacher Assistant, Head Start Student Intern, and Bilingual Aide

Mr. Nottoli opened a public hearing.

Mr. John Allen stated that this item will bring the agency into compliance with the minimum wage requirement. Every time the minimum wage is changed, these positions would go up as well.

After a great deal of discussion, the board decided to continue the item to the next meeting with an additional report back from staff.

Moved/Nottoli, second/Kennedy, to continue this item to the March 3 agenda.

Roll call vote:

Aye: 3 (Kennedy, Nottoli, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Schenirer and Warren)

4. Approve the Acceptance of Additional Proposition 39 Funding from the California Workforce Development Board (CWDB), Authorize the Executive Director to Execute the Funding Agreement, Modifications, or other Documents Required by the Funding Source, and Allocate Funding to Subrecipients

No questions or comments.

Moved/Nottoli, second/Kennedy, to approve the acceptance of additional Proposition 39 funding from the CWDB in the amount of \$400,000 and authorize the Executive Director to execute the funding agreement, any modifications, or other documents required by the funding source, and enter into subcontracts with partnering organizations.

Roll call vote:

Aye: 3 (Kennedy, Nottoli, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Schenirer and Warren)

B. WORKFORCE DEVELOPMENT DEPARTMENT

Refugee Services: None.

Community Services Block Grant: None.

One Stop Services: None.

C. CHILDREN AND FAMILY SERVICES:

1. Approval of Budget Modification for Head Start Fiscal Year 2015-2016

Ms. Denise Lee reviewed this budget modification request from Elk Grove Unified School District's Head Start program. The modification will provide funds for two shade structures and modifications to playground equipment.

Moved/Nottoli, second/Kennedy, to approve a budget modification in the amount of \$60,000 from Personnel and Fringe Benefits to Equipment for the Elk Grove Unified School District, a SETA delegate agency for the 2015-2016 Head Start fiscal year.

Roll call vote:

Aye: 3 (Kennedy, Nottoli, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Schenirer and Warren)

2. Approval to Renew the Lease for Warehouse/Office Space for SETA Facilities Operations

There were no questions or comments.

Moved/Kennedy, second/Scherman, to approve renewal of the current lease for warehouse, workshop and office space for the SETA Children and Families Services warehouse for an additional five-year term with the new monthly rate of \$5,900.00.

Roll call vote:

Aye: 3 (Kennedy, Nottoli, Scherman)

Nay: 0

Abstentions: 0
Absent: 2 (Schenirer and Warren)

V. Information Items

- A. Sacramento Works Performance Report: No questions.
- B. Fiscal Monitoring Reports: No questions.
- C. Employer Success Stories and Activity Report: No questions.
- D. Dislocated Worker Update: Mr. Kennedy inquired whether Home Depot utilizes SETA during their recruitment. Mr. Walker replied that Home Depot has a kiosk where people apply for jobs. However, notification of the jobs will be sent out to people in our system.
- E. Unemployment Update/Press Release from the Employment Development Department: No questions.
- F. Head Start Reports: Ms. Lee introduced Mr. Kenneth Tate, the new Policy Council chairperson.

VI. Reports to the Board

- A. Chair: No report.
- B. Executive Director: No report.
- C. Deputy Directors: Mr. Roy Kim reported that SETA finally submitted a regional Slingshot regional compact to the State. Staff expects to come forward at the March meeting with an implementation plan, an RFP, or other types of action. In addition, the adult/dislocated worker RFP will be presented at the March meeting.
- D. Counsel: No report.
- E. Members of the Board: No report.
- F. Public: No comments.

VII. Adjournment: The meeting was adjourned at 11:36 a.m.

ITEM V – COMMITTEE REPORTS

COMMITTEE REPORTS

➤ Executive Committee

Critique of the March 15, 2016 Parent Advisory Committee meeting.

GOOD!!!
Congratulations Ms. Natalie Craig on your new officer position as Parliamentarian.
Congratulations to Ms. Megan Guerrero and Mr. Fabian Gonzales, the new SOP representatives, and Ms. Alejandra Plascencia and Ms. Thelma Adams as the SOP alternates.
Thank you Ms. Terri McMillin, Chair, for a well-facilitated meeting.
NEEDS IMPROVEMENT
Attendance. Please make every effort to attend board meetings and committee meetings.
REMINDERS
Please be on time and be seated by 8:50 a.m.
Please turn off <u>all</u> electronic devices.
No eating in the Board room.
Please be recognized by the Chair before leaving your seat.
If you will be late or will not attend the PAC board meetings, please call or e-mail Terri McMillin, Chair, Marie Desha, or Nancy Hogan.

➤ Budget/Planning Committee

➤ Personnel/Bylaws Committee

ITEM V – COMMITTEE REPORTS (continued)
Page 2

➤ Men's Activities Affecting Children Committee

➤ Social/Hospitality Committee

➤ Parent Ambassadors Committee

ITEM VI

OTHER REPORTS

BACKGROUND:

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

- Executive Director
- Chair's Report
- Policy Council Report(s): Ms. Penelope Scott, Ms. Natalie Craig, Ms. Monica Reynoso, and Ms. Georgina Schroeder
- Head Start Deputy Director's Report – Ms. Denise Lee
- Head Start Managers' Reports
 - Lisa Carr - Family Engagement, Home Base, and ERSEA Services
 - Robyn Caruso - Program Support, Quality Assurance, and EHS-CCP services
 - Martha Cisneros - Health, Nutrition and Safe Environments Services
 - Karen Gonzales - School Readiness, Special Education and Mental Health Services

NOTES:



Head Start Monthly Report April 2016

SETA-Operated Program

Family Engagement

Our Family Engagement content meeting has focused on two topics: attendance and the Family Service Worker Credential. SETA will kick off the new program year in August with an intense yearlong focus on attendance and the importance of bringing children to school every day, and how attendance is linked to school success and achievement.

SETA will be partnering with California Head Start Association to bring a 15 week professional growth opportunity to Family Service Workers. At the end of the 15 weeks, staff will have had intense training on topics like communication, goal setting, working with families, and other topics they need in their capacity as Family Service Workers. The feedback from other grantee staff that has completed the program is that it has reenergized and revolutionized how they do their jobs, and enhanced the services they offer to families. We are very excited to start this program.

Staff has been busy at recruitment events and enrolling families for the upcoming school year. We will be participating at a big recruitment event at the Louise Perez Community Center, in hopes of filling some of the anticipated openings we have in the south area.

Governance

Toastmaster's training for parents is offered again at SETA! Toastmasters training series continues to be a favorite for PC/PAC members. Ms. Jackie Bates (Distinguished Toastmaster, DTM) facilitates Toastmaster's trainings for parents. The training course workbook is titled *Speaking with Confidence*, and was created by Ms. Bates. The course is eight (8) weeks and held once a month for 1.5 hours. Some parents are returning parents who want to continue to improve their public speaking skills as leaders and in everyday life. Ms. Bates is excited about working with new and returning parents. Ms. Bates recently shared "It's a joy and blessing to share my gifts with others. Seeing and hearing how parents have gained confidence makes everything worthwhile."

The California Early Learning Advocacy Day at the Capitol was held Wednesday, February 3. Six (6) PC/PAC officers attended the event: Mr. Kenneth Tate, (PC Chair), Ms. Linda Litka (PC Vice Chair), Ms. Amanda Self (PC Secretary), Mr. Reginald Castex (PC Treasurer), Ms. Terri McMillin (PAC Chair) and Ms. Penelope Scott (PAC Treasurer). Parents had an opportunity to hear The Governor's Early Childhood Budget Proposal for 2016-2017 (\$1.6 billion). Parents, community members and agency concerns included:

- Access and quality child care services and resources for all children
- Child care funding for all children (0-5)
- Wrap-around child care funding for parents who work or go to school
- Allocation of the block grant
- Equal pay for child care educators
- How can non-LEA program providers be involved in providing services?
- Child care reimbursement rates

All in attendance were encouraged to have a unified voice, to have a consensus on requests for child care funding; example: increased funding for quality and access. This is the best way to bring the message up the chain and possibly receive funding.

Parents from SETA were the only parents present. In sharing their concerns about early child care funding, they demonstrated public speaking skills they learned in Toastmasters and were AWESOME in their delivery! Many photos were taken of parents in action. Parents did a PC role play meeting in the Senate Committee Room that captured all in the audience. The PC (role play) took action on Early Child Care Funding for 2016-2017. There was much discussion and item was unanimously approved.

Parents had an opportunity to meet with Mr. Bryan C. Singh, Legislative Director, to share their individual concerns about early child care funding. Mr. Kevin McCarty, Assembly Member, Seventh District, was not available to meet. Parents enjoyed the event and were grateful to SETA for an amazing opportunity and experience.

Mr. Victor Bonanno provided the PC/PAC Joint Ethics Training AB 1234 on Tuesday, February 23 in the SETA Board Room. Victor is an excellent and engaging trainer. He created a receptive atmosphere that made parents feel comfortable to ask questions and to provide input. Thank you, Victor, for another AWESOME training! The Governance Parent and Family Support Services team have been busy planning PC/PAC presenters for upcoming meetings, workshops and trainings. Flyers coming soon!

Program Operations

SETA Head Start has adopted the California Teaching Pyramid as its social and emotional curriculum. In support of that mission, the program operation team is excited at the development and implementation of SETA's first internal Teaching Pyramid Cohort. Teaching Pyramid is the California adaptation of CSEFEL and TACESI by WestEd San Marcos. The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior. The goal of the internal cohort is to provide SETA Operated classroom teaching teams with in-depth training and coaching to support effective implementation of the framework. As a team, Program Officers Nikki Hill, Megan Berridge, Nathaniel Gale, along with Education Coordinator Denise Gale, are training and coaching 14 SETA operated classrooms. Each classroom engages in four 8 hour sessions that focus on a specific module of the framework. Each module is followed up with a coaching session with one of the trainers that are geared toward supporting classrooms' individualized goals and needs. The Cohort began in February and is scheduled to have its last training in May.

Health, Nutrition, and Safe Environments

Our Health, Nutrition, and Safe Environments (HNS) staff have been steadily following up on over 150 routings and referrals ranging from assisting families with dental concerns to providing staff training to sites with children with high medical needs. The HNS unit also followed up with sending English and Spanish postings regarding the Zika virus to further assist in providing more information to the sites, home visitors and other educators for their families/communities.

On April 12th and 13th the HNS unit, along with other staff from SETA, partners and delegate agencies, attended the California Head Start Association Health Institute. Staff was able to attend workshops such as "Wait, I'm Not a Nurse...How to Safely Give Medications in Head Start Programs" and "Food Service Health and Safety." HNS staff is eager to recap the training to begin applying new things learned and reinforcing current practice to stay compliant.

- Access and quality child care services and resources for all children
- Child care funding for all children (0-5)
- Wrap-around child care funding for parents who work or go to school
- Allocation of the block grant
- Equal pay for child care educators
- How can non-LEA program providers be involved in providing services?
- Child care reimbursement rates

All in attendance were encouraged to have a unified voice, to have a consensus on requests for child care funding; example: increased funding for quality and access. This is the best way to bring the message up the chain and possibly receive funding.

Parents from SETA were the only parents present. In sharing their concerns about early child care funding, they demonstrated public speaking skills they learned in Toastmasters and were AWESOME in their delivery! Many photos were taken of parents in action. Parents did a PC role play meeting in the Senate Committee Room that captured all in the audience. The PC (role play) took action on Early Child Care Funding for 2016-2017. There was much discussion and item was unanimously approved.

Parents had an opportunity to meet with Mr. Bryan C. Singh, Legislative Director, to share their individual concerns about early child care funding. Mr. Kevin McCarty, Assembly Member, Seventh District, was not available to meet. Parents enjoyed the event and were grateful to SETA for an amazing opportunity and experience.

Mr. Victor Bonanno provided the PC/PAC Joint Ethics Training AB 1234 on Tuesday, February 23 in the SETA Board Room. Victor is an excellent and engaging trainer. He created a receptive atmosphere that made parents feel comfortable to ask questions and to provide input. Thank you, Victor, for another AWESOME training! The Governance Parent and Family Support Services team have been busy planning PC/PAC presenters for upcoming meetings, workshops and trainings. Flyers coming soon!

Program Operations

SETA Head Start has adopted the California Teaching Pyramid as its social and emotional curriculum. In support of that mission, the program operation team is excited at the development and implementation of SETA's first internal Teaching Pyramid Cohort. Teaching Pyramid is the California adaptation of CSEFEL and TACESI by WestEd San Marcos. The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior. The goal of the internal cohort is to provide SETA Operated classroom teaching teams with in-depth training and coaching to support effective implementation of the framework. As a team, Program Officers Nikki Hill, Megan Berridge, Nathaniel Gale, along with Education Coordinator Denise Gale, are training and coaching 14 SETA operated classrooms. Each classroom engages in four 8 hour sessions that focus on a specific module of the framework. Each module is followed up with a coaching session with one of the trainers that are geared toward supporting classrooms' individualized goals and needs. The Cohort began in February and is scheduled to have its last training in May.

Health, Nutrition, and Safe Environments

Our Health, Nutrition, and Safe Environments (HNS) staff have been steadily following up on over 150 routings and referrals ranging from assisting families with dental concerns to providing staff training to sites with children with high medical needs. The HNS unit also followed up with sending English and Spanish postings regarding the Zika virus to further assist in providing more information to the sites, home visitors and other educators for their families/communities.

On April 12th and 13th the HNS unit, along with other staff from SETA, partners and delegate agencies, attended the California Head Start Association Health Institute. Staff was able to attend workshops such as "Wait, I'm Not a Nurse...How to Safely Give Medications in Head Start Programs" and "Food Service Health and Safety." HNS staff is eager to recap the training to begin applying new things learned and reinforcing current practice to stay compliant.

Elk Grove Unified School District

Education Services Update

Antoinette Taylor from Teaching Strategies returned to facilitate a more in-depth look into how to use The Creative Curriculum for Preschool which the PreK department will be fully implementing as their language arts curriculum next school year. She walked teachers through the *Teaching Guide Featuring the Boxes Study* and demonstrated how to use mighty minutes, intentional teaching cards, and the question of the day, each of which are integral components of the program. She showed teachers how The Creative Curriculum for Preschool aligns with the Desired Results Developmental Profile assessment and where they can access resources and information on-line. Teachers were given the opportunity to ask questions and share ideas regarding how to implement the new curriculum.

Enrollment

The Elk Grove Unified School District is funded to serve 440 students and is fully enrolled. The average daily attendance (ADA) in March was 85%.

Disabilities Services and Mental Health Services Update

Our program educators and clerks have worked closely with Kate Barbero, PreK social worker, and with Alicia Valero-Kerrick, PreK psychologist, to place students with an active IEP into the Head Start program. There are 50 students with active IEPs being served, which is eleven percent (11%) of our Head Start student population.

Health Services Update

Program Educators are monitoring files and providing additional support to ensure that children in need of further dental treatment receive those services.

USDA Meals/Snacks

Head Start students were served 8,302 meals during the month of March.

Family and Community Partnerships Update

Family education opportunities are offered in conjunction with the School Readiness grant funded by First 5 California. Class offerings are dictated, in part, by the desires and needs of families expressed in a yearly survey and, in part, by the School Readiness grant. Every opportunity is utilized to inform parents of upcoming parent meetings and to encourage their attendance. Parents are informed of education opportunities during monthly classroom parent meetings, by publication of a monthly parent calendar, by their child's classroom teacher, and by the Academic Program Coordinator on their school site.

The following classes or workshops were held in March:

A "Supporting Positive Behavior" workshop was held on March 2, at David Reese Elementary School. This workshop provides information and support to families to promote their child's social/emotional development. Fifteen (15) parents attended this workshop.

Proper car seat installation and use is important to keep children safe. On March 17, a "Car Seat Safety" workshop was held at David Reese Elementary School. Parents were taught the proper way to install a car seat and were provided information on the laws and requirements regarding car seat usage. Thirty-six (36) parents took advantage of this wonderful learning opportunity. The workshop is presented in collaboration with the Valley Hi Resource Center. Ten (10) car seats were donated to Pre-K from the Valley Hi Resource Center and raffled off at the end of the workshop.

Recruitment

Individual registrations are taking place and twenty-two (22) students are on the wait list for the Head Start program.

An internal office calendar with registration dates for January through June has been created to ensure sufficient time is allotted to have full enrollment by the end of June for the 2016 -2017 school year.

Sacramento City Unified School District

Health and Nutrition

On March 2nd, EHS/HS Nurses, Health/Nutrition Coordinator, Registration Supervisor and Health Clerks met with May Song, Data Specialist, to review Child Plus entry issues for Health. Several entry inconsistencies were identified and solutions for uniform data entry were discussed. The following day, the Data Specialist met again with the EHS and HS Nurses and Health Clerks to review data entry codes. May Song, Data Specialist, gave written reference forms to assist with entering health data consistently.

The Health, Nutrition and Safe Environment (HNSE) Committee attended the SETA QA exit meeting on March 4, 2016. A summary report was provided to everyone who attended and the detailed site specific reports were given to our Interim Child Development Director. Later in March, the HNSE Committee reviewed the QA findings, visited the sites where these issues were noted, and corrected any outstanding health concerns with the site staff.

Staff from Nutrition Services was invited to attend this month's Health, Nutrition and Safe Environments Committee meeting. Nutrition Services was well represented, with 6 members of their staff attending. Upcoming menus were discussed, along with the Holiday Break and Summer Schedule logistics and food item concerns from teachers and/or nurses were discussed. This meeting, once again, reflected the outstanding collaborative relationship Child Development has with the Nutrition Services Department.

On March 15, Nurse Lisa Stevens, Nurse Victoria Benson and Health/Nutrition Coordinator Tammy Sanchez met together to draft the Corrective Action Plan addressing SETA's QA findings in the area of Health. Since there were several questions raised as to the nature of the QA findings, members of the SETA QA Staff met with the Child Development Health Team on Thursday, March 17, to review the health findings and their interpretation. The QA staff is in the process of researching several questions and concerns that were presented at this meeting.

The new Policy and Procedure for transferring children with special diets or medical needs during district holiday breaks was put into practice during this past Spring Break, March 21 – 25. Children with special diets, dietary food preferences for religious reasons, medications or medical needs with Emergency Care Plans were transferred successfully from their original Children's Center to the host Children's Center during this time.

Spring Dental Varnish Clinics are continuing at our preschool sites through the district and the HS Nurses are continuing to follow-up on any dental needs identified by the Dental Hygienist during these clinics.

Education

Professional Learning focused on the topic of Balanced Literacy: Interactive read-alouds.

Balanced Literacy cohorts 3A and 3B met.

Reading is Fundamental (RIF) books were handed out to all classrooms. RIF is a federal grant which provides books to children to take home and encourage parents to read to their children.

Resource Teachers attended session 3 of the CSEFEL Teaching Pyramid Training for Trainers and Coaches.

2 Coordinators and 1 resource teacher successfully recertified their CLASS Reliability Test.

March 7th & 8th, 1 resource teacher, 1 social worker, and 1 supervisor attended CLASS reliability training at SETA.

March 8th and 9th, training was held for substitute instructional aides and child sitters.

Mental Health

Staff continues to be trained at different levels in the CSEFEL/Teaching Pyramid. A Going Deeper Training was held for participants in Cohort 4 and a Going Even Deeper Training was provided to staff from Cohorts 1-3.

SCUSD Teaching Pyramid Leadership Team met to continue progress on achieving the benchmarks of quality provided by WestEd and the Countywide Teaching Pyramid Leadership Team.

Social Work staff continues to follow up with families and teaching staff to assist with individual needs of families.

Family and Community Engagement

Evening parent workshops and family engagement night series is beginning on March 31, 2016. A 1-hour positive discipline workshop will be followed by an activity time for parents and their children to interact together.

Social workers and School Community Liaisons are in the process of following up on goals set by parents during the 2nd goal setting for the year.

Extra support or individual training is being provided to teaching staff to ensure that all goal sheets are completed clearly and correctly.

Early Head Start & Home-Based

The EHS resource staff has been working on the EHS professional development for the 2016-2017 school year. There are some great innovative and creative training topics lined up and are excited to share these new professional learning opportunities with the teachers. One training that has us most excited is the Movement and Mindfulness Training that basis their concepts on Yoga Principles. This is a holistic approach to implementing movement and self-regulation in our classrooms.

Our new teacher, Khonesavan Vo, started working in the combination option program, and she is quickly figuring out our systems and proving that she will be a great asset to our team. She is already attending ITERS trainings and will be attending the CHSA Health and Nutrition conference.

Last month, we had 10 parents attend our monthly socialization. The parents received information on early Math concepts and School Readiness. Information was shared with families on the importance of attending school regularly, preparing children for transitions and Kindergarten.

Our Nurse is working on new ways to improve our Health data collection on well baby checks and immunizations. She is utilizing the state-wide database to retrieve this information and help to improve on our PIR percentages.

In an effort to reach our 10% of children enrolled with special needs, the resource staff in EHS has been collaborating with SCOE infant development program for referrals.

Special Education

For the 2015-16 school year to date, we have served 143 preschoolers with IEPs and 22 infant/toddlers with IFSPs. We have 3 initial IEPs and 3 initial IFSPs that are pending and will be taking place within the next couple of months.

The Special Needs Coordinator and Special Needs Resource Teacher attended a 1-day seminar on Self-Regulation and learned more about how allergies, food sensitivities and food intolerances can influence the behavior of children, especially children with special needs. There are different ways to test for these health issues.

During the seminar, we also reviewed signs and specific strategies to support children with ADHD and sensory processing disorders.

San Juan Unified School District

Education Services Update

Classrooms following the Houghton Mifflin Pre-K curriculum and Creative Curriculum studies finished a Box study during March and by the last week began the theme "Let's Move". The classrooms implementing the Creative Curriculum System for Preschool finished a study on Buildings this month and began a study on

Balls. The letter focus was on Jj, Hh, and Ii. The Second Step lessons, which have been presented weekly in all classrooms, were completed this month. Teachers will continue to review particular oral language cards as they address the needs of their class. March provided time for the math focus of matching numeral names to the number of objects in sets, as well as a general review of math concepts and operations.

Disabilities Services Update

Preschool Lead Teachers Jessica Losh and Cathy Carpenter met with the district Special Education Liaison, Dee Johnston, for a webinar this month. The team discussed ways for classroom teachers to collaborate more with resource specialists, particularly when assessing and inputting data for the DRDPs. Jessica suggested that it would be beneficial for the teachers and resource specialists to have time to meet at the beginning of the school year, after receiving their student names, so they can exchange contact information and get to know each other. The hope is that, in doing this, the collaboration between inclusion staff and classroom teachers will be more cohesive throughout the school year to help better support Special Education students and their families.

Mental Health Services Update

The Mental Health Therapist continued to participate in parent-teacher conferences to address specific social-emotional needs of identified children, as well as to provide community resources and mental health referral information. The Mental Health Therapist also provided Limit Setting workshops for parents and staff throughout program.

Health & Nutrition Services Update

The health team reviewed students' health, nutrition, and immunization status, completing and reviewing health files for those children enrolled for the 2015-16 school year. The School Nurse updated Individualized Student Health Plans for those who have health concerns, as well as wrote reports for several children with IEPs. Health is still screening children once per week. Smile Keepers started again and will be visiting school sites from March – May of 2016. Health worked on entering and checking data for PIR.

Much attention has been given to the documentation of special diets for children, which will be reviewed in the upcoming CACFP audit scheduled for the end of May. With staff patience and input, the procedures and forms now in place are clear and precise. The review is expected to be a success thanks to the professionalism of classroom staff!

Family and Community Partnerships Update

As winter transitioned into spring, so too did the EHS families begin preparing for their transition into preschool, while many current preschool families began preparing to head off to kindergarten. These milestones are what ECE is about, and give everyone a reason to celebrate! As the classrooms continued to benefit from the RQT money (which was well-earned by staff), parents were encouraged to become part of the purchasing process by connecting with the teachers.

Program Support/Staff Training Update

Professional Development this month included CPR training for teachers on March 4th, which was conducted by Nurse Lori Hansen, and continued with part two of the training series on CSEFEL (Center on the Social and Emotional Foundations for Early Learning) on March 18th, presented by Dee Johnston. This section of CSEFEL focused on strategies to help children learn how to play with other children, as well as how to build relationships with peers, through the use of social emotional skills.

Fiscal Update

March was a very busy month for the fiscal team. They completed 3rd Interim Estimated Actuals based on February's salaries and benefits. Fiscal also began meeting with administrators and working on budget development for the 2016-17 school year. The Head Start and Early Head Start grant applications were submitted. All resources were reconciled, and SETA fiscal reports were filed.

Early Head Start

This month, the Early Head Start classroom staff did Home Visits or Parent Conferences during the Spring

Break week as needed, as well as made updates to classroom environments. In addition, the program welcomed the SETA Monitoring and Quality Assurance team for annual monitoring visits to several Infant Toddler classrooms. Planning began for next year, and support staff started to look at updates to forms and procedures. They also began to plan changes to the staff and parent calendars as well as updates to parent handbooks.

Twin Rivers Unified School District

Highlights: challenges/successes, enrollment and attendance, on-going monitoring, DRDP-r, self assessment, PIR, program highlights and significant program changes, expansion updates, etc.

Events

All students celebrated Dr. Seuss Days at their respective sites. During the annual event, parents and students were delighted with a special appearance from Cat in the Hat along with the Thing 1 and Thing 2 pals. As Literacy was the focus, students were read various Dr. Seuss books including reading in Hmong and Spanish. At the Morey Avenue site, guest readers included Assemblyman Kevin McCarthy, Del Paso Heights Librarian and Darrio Gonzalez from Noralto Elementary School, as well as parents. The guest readers were given certificates and books for donating their time. After the assembly styled event, the students and parents gathered in the classrooms and participated in Dr. Seuss games/activities including make and take projects.

Professional Development

The March workshop focused on updating the action plans from the DRDP, CLASS and ECERS action plans. Several support staff and teaching staff are still participating in the Teaching Pyramid training with SETA which focuses on the social emotional development and strategies for students with the last training session on April 8th.

Components

All four Community Liaisons are continuing to meet with parents to complete the Family Partnership Agreements and beginning to follow-up on the goals. Community Liaisons also continue tracking the blood lead results, hemoglobin and lead risk. The inputting of information into Childplus also continues. New students or students absent when screenings occurred are being seen by the Health Assistant and contracted ECE Nurse for hearing and vision screenings at all three sites.

Our School Social Worker/Counselor continues providing classroom support to students having challenging behaviors and difficulties adjusting to the classroom environment. Classroom observations to assist with intervention strategies and behavioral techniques for all classrooms are also being provided by the Social Worker. Our fifth case staffing occurred on March 17th to determine which students may require additional support from staff related to academic, behavioral or health concerns and parent meetings will be scheduled to further discuss any concerns. Our annual Kindergarten readiness meetings with parents will also be planned for April 1st, 7th and 11th.

The Speech and Language Pathologist (SLP) continues to screen students that have come to our attention from parent referrals during enrollment/intake process and the multidisciplinary meeting. Services for students with IEPS continue on a weekly basis. As of March 2016, the program has met and exceeded the 10% service to special needs students with IEPs with 34 students currently in the program.

The Education Component Leader continues classroom observations to assist with academic strategies and teacher coaching/mentoring. Teaching staff are implementing the action plans for their classrooms based on the DRDP, CLASS and ECERS assessments.

The ERSEA Component Leaders and Community Liaisons are very busy calling families and recruiting families so the sites continue to be fully enrolled. The final date for enrollment for 2015-16 will be April 8th in anticipation of the last day of school on June 9, 2016. Enrollment for the 2016-17 school year will start on April 4th. Fliers for local business and community based agencies have been delivered for recruitment purposes. The Program Design and Management component leaders have updated the personnel files for all staff.

Policy and Parent Committees

The March meeting was held at Morey on March 10, 2016. The agenda included monthly reports from February 2016, approval of meeting minutes from February's meeting and the approval of the grant application for 2016-17. The Parent Committee meetings were held at Rio Linda on March 30th and Oakdale on March 29th. Meetings will be held at all three sites in April 2016.

Parent Trainings/Meetings

The Community Liaison facilitated parent meetings for March 2016 in collaboration with Lakeshore. Lakeshore provided art supplies for parents to engage in educational projects with their children during the meeting. The educational store representative talked to parents about ways to make learning fun as well as resources and information provided at the local store. The representative further informed parents about all of the in-store activities that occur after school and during the weekends. Parent meetings will be held at all three sites in April 2016.

Fiscal

The HS Budget Analyst completed February 2016. Fiscal reports and copies were provided to all PC and Board of Trustee members. Staff continues to order supplies and materials based on their DRDP, CLASS and ECERS assessments.

WCIC

Enrollment

During the month of March 2016, WCIC's Enrollment was maintained at 100%.

Trainings

WCIC/Playmate Head Start Program's staff received an Introduction to Orthodontist Training from Ms. Yvette Barajas, Ambassador; Virginia Lua, Orthodontist Assistant; Dr. Dan Hulme, Orthodontist; Veronica Alvarez, Treatment Coordinator; and Anthony Garcia, Lead Orthodontist Assistant from Surfside Kids Dental on March 11, 2016.

Ms. Barajas is a former WCIC/Playmate Head Start Program student/graduate. Ms. Barajas wanted to come back to the community to let people know about the company and how it offers quality dental care for all children from 0 to 18 years of age. Ms. Barajas and team shared about the quality of the practice and how it offers a calm and relaxing experience for children. Surfside Kids Dental accepts referrals and medical insurance.

Dr. Dan Hulme stated that it is very important that children get the first dental visit when children get the first tooth. Surfside Kids Dental specializes in pediatric and orthodontic. Surfside Kids Dental is different from other pediatric dentist, because it offers calm and stress free visits. When a child come into Surfside Kids Dental, a crying or scared child will be calmed down by a staff member. Children will be given tours of the office.

Surfside Kids Dental wants the child's visit/transition to be calm and become familiar with the dental office. Surfside Kids Dental accepts PPO and Liberal Dental referrals. Surfside Kids Dental offer transportation for their clients who may not have transportation to appointments. Anthony Garcia, Lead Orthodontist Assistant specializes in autistic children with dental issues.

WCIC/Playmate Head Start Program's Management Team, Board of Directors and Policy Committee Members received AB 1234, 2016 Ethics Training by Mr. Victor Bonanno, WD Analyst Supervisor from Sacramento Employment and Training Agency on Wednesday, March 16, 2016. Attendees received a proof of participation certificate.

Recent Program Instruction Memos from Administration for Children and Families (ACF)-None to report
None to report

Agency - Early Childhood Environment Rating Scale (State Funded Classrooms)

SETA Head Start

Report Starting and Ending Dates:

1/1/2016

to

3/31/2016

Total number of classroom:	13
Total number of children with a disability:	0
Average number of children in a classroom with disability:	0.0
Average number of staff present in a classroom:	2.2
Average number of children present in a classroom:	
Average observation time for a classroom:	
Average interview time for a classroom:	

I. Space and Furnishings	6.3
II. Personal Care Routines	6.3
III. Language-Reasoning	6.7
IV. Activities	6.1
V. Interactions	7.0
VI. Program Structure	7.0
VII. Parent and Staff	6.8

Agency (summary) - Infant/Toddler Environment Rating Scale

SETA Head Start

Report Starting and Ending Dates:

1/1/2016

to

3/31/2016

Total number of classroom:	11
Total number of children with a disability:	0
Average number of children in a classroom with disability:	0.0
Average number of staff present in a classroom:	2.2
Average number of children present in a classroom:	
Average observation time for a classroom:	
Average interview time for a classroom:	

I. Space and Furnishings	5.7
II. Personal Care Routines	6.2
III. Listening and Talking	6.2
IV. Activities	6.7
V. Interaction	6.5
VI. Program Structure	6.8
VII. Parents and Staff	6.7



SETA Head Start Food Service Operations Monthly Report *March 2016

- March 2nd** - Northview B Class capped at 10 children due to staff shortage.
- March 4th** - Minimum day Preschool & EHS Full Day (C) Classes.
- March 9th** - Student Volunteer Rosalina started at the Central Kitchen.
- March 14th** - Marina Vista part-day class closed due to staff shortage.
Elkhorn part-day class closed due to staff shortage.
- March 21st through 25th** - Spring Break Traditional Centers and SCOE closed.
- March 21st and 22nd** - North Avenue 1256B class closed due to staff shortage.
- March 22nd** - LaVerne Stewart closed class 12198B due to staff shortage.
- March 23rd and 24th** - North Avenue class 1256D closed due to staff shortage.
- March 24th and 25th** - Northview closed class 1224D due to staff shortage.
- March 28th** - Cesar Chavez Day Holiday.
- March 29th** - North Avenue 1256A class closed due to staff shortage.
- March 30th** - North Avenue 1256C class closed due to staff shortage.
- March 31st** - North Avenue 1256E class closed due to staff shortage.
- March 31st** - Teacher Training closed classes at Crossroad Gardens, Marina Vista, Northview, Norma Johnson, Elkhorn, Kennedy Estates, Vineland, Alder Grove and Mahter.

Meetings & Trainings:

All Food Service Staff had a Food Safety training / In-Service on Personal Hygiene and Hand Washing on March 4th.
Connie Otwell attended a CACFP Food Forward in Berkeley on Friday, March 18th.

Total Number of Meals and Snacks Prepared for All Kitchens:				
	Lunch	PM Snack	Breakfast	Field Trips
	41,112	24,420	25,360	600
Total Amount of Meals and Snacks Prepared				91,492

Purchases:	
Food	\$75,313.64
Non - Food	\$17,646.17

Building Maintenance and Repair:	\$250.00
Janitorial & Restroom Supplies:	\$0.00
Kitchen Small Wares and Equipment:	\$1,318.82
Vehicle Maintenance and Repair :	\$0.00
Vehicle Gas / Fuel:	\$1,182.32
Normal Delivery Days	22

SPECIAL EDUCATION REPORT

Sacramento County Head Start/Early Head Start

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

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

Agency	AFE (HS)	Total IEPs	% of AFE	AFE (EHS)	Total IFSPs	% AFE
SETA operated	2028	218	11%	369	100	27%
Twin Rivers USD	233	34	15%			
Elk Grove USD	440	50	11%			
Sac City USD	1211	143	12%	144	22	15%
San Juan USD	668	91	14%	160	22	13%
WCIC	120	14	11%			
EHS CCP				84	6	7%
COUNTY TOTAL	4700	527	11%	757		19%

AFE: Annual Funded Enrollment

SETA Head Start/Early Head Start

Monthly Program Enrollment Report for School Year 2015 to 2016

Period: March 2016

Part Day Classes						
			Present Only		Present/Excused	
Center Name	Funded Enrollment	Total Days	ADA	% ADA	ADA	%ADA
Alder Grove ELC	40	13	23	57%	33	83%
Auberry Park	40	14	33	83%	40	100%
Bannon Creek	80	21	57	71%	75	94%
Bright Beginnings	60	14	46	77%	56	93%
Crossroad Gardens	40	20	26	65%	34	85%
Elkhorn	80	21	61	76%	77	96%
Freedom Park	80	21	55	69%	75	94%
Fruitridge	80	21	60	75%	78	98%
Galt	120	21	93	78%	120	100%
Grizzly Hollow	40	14	34	85%	40	100%
Hillsdale	80	20	47	59%	72	90%
Hopkins Park	80	21	57	71%	79	99%
Illa Collin	40	14	28	70%	34	85%
Kennedy Estates	40	13	28	70%	32	80%
La Verne Sterwart	40	21	27	68%	33	83%
Marina Vista ELC	20	19	9	45%	19	95%
Mather	80	21	56	70%	76	95%
Nedra Court	60	21	44	73%	57	95%
Norma Johnson	40	20	29	73%	37	93%
North Avenue	120	21	77	64%	104	87%
Northview	80	21	53	66%	75	94%
Phoenix Park	40	21	29	73%	38	95%
Solid Foundation	80	21	59	74%	78	98%
Strizek Park	40	21	30	75%	40	100%
Vineland	40	13	31	78%	39	98%
Walnut Grove	20	14	16	80%	19	95%

SETA Head Start/Early Head Start

Monthly Program Enrollment Report for School Year 2015 to 2016

Period: March 2016

Full Day Classes						
			Present Only		Present/Excused	
Center Name	Funded Enrollment	Total Days	ADA	% ADA	ADA	%ADA
Crossroad Gardens	44	22	33	75%	41	93%
Elkhorn	22	21	19	86%	22	100%
Freedom Park	44	21	34	77%	42	95%
Hillsdale	44	20	32	73%	41	93%
Job Corp	22	22	16	73%	22	100%
Marina Vista ELC	44	22	32	73%	41	93%
Mather	22	22	17	77%	22	100%
Norma Johnson	22	22	17	77%	21	95%
Northview	22	21	18	82%	22	100%
Phoenix Park	22	22	16	73%	22	100%
Sharon Neese	44	22	33	75%	40	91%

SETA Head Start/Early Head Start

Monthly Program Enrollment Report for School Year 2015 to 2016

Period: March 2016

Early Head Start Classes						
			Present Only		Present/Excused	
Center Name	Funded Enrollment	Total Days	ADA	% ADA	ADA	%ADA
Alder Grove Infant/Toddler Center	16	22	12	75%	16	100%
Crossroad Gardens	8	22	5	63%	7	88%
Elkhorn	16	22	12	75%	15	94%
Job Corp	16	22	11	69%	15	94%
Marina Vista ELC	8	22	6	75%	8	100%
Mather	14	22	11	79%	13	93%
Norma Johnson	8	22	6	75%	8	100%
Northview	8	22	7	88%	8	100%
Phoenix Park	8	22	6	75%	8	100%
Sharon Neese	16	22	13	81%	16	100%

SETA Head Start/Early Head Start Enrollment Report						
(Enrollment as of the last service day of the month)						
Last Service Day of Month: 3/31/16						
Site	Loc Id	# Enrolled	# Present	# Absent	# Term W/I 30	Total
Alder Grove ELC	1247A	17	12	5	0	17
Alder Grove ELC	1247B	17	9	8	3	20
Auberry Park	1238A	20	12	8	0	20
Auberry Park	1238B	18	16	2	2	20
Bannon Creek	1200A	20	11	9	0	20
Bannon Creek	1200B	20	9	11	1	21
Bannon Creek	1200C	20	8	12	0	20
Bannon Creek	1200D	19	12	7	2	21
Bright Beginnings	1201A	20	18	2	0	20
Bright Beginnings	1201C	20	15	5	1	21
Bright Beginnings	1201D	18	16	2	0	18
Crossroad Gardens	1242A	19	12	7	1	20
Crossroad Gardens	1242B	16	9	7	6	22
Crossroad Gardens	1242R	22	18	4	2	24
Crossroad Gardens	1242X	22	20	2	1	23
Elkhorn	1255A	20	16	4	1	21
Elkhorn	1255B	20	17	3	1	21
Elkhorn	1255C	19	17	2	1	20
Elkhorn	1255D	20	17	3	0	20
Elkhorn	1255X	22	19	3	0	22
Freedom Park	1239A	20	16	4	1	21
Freedom Park	1239B	18	10	8	3	21
Freedom Park	1239C	19	13	6	2	21
Freedom Park	1239D	20	17	3	0	20
Freedom Park	1239R	22	14	8	1	23
Freedom Park	1239X	21	18	3	1	22
Fruitridge	1216A	20	14	6	0	20
Fruitridge	1216B	20	16	4	0	20
Fruitridge	1216C	20	17	3	0	20
Fruitridge	1216D	20	18	2	0	20
Galt	1234A	20	20	0	0	20
Galt	1234B	20	17	3	0	20
Galt	1234C	20	16	4	0	20
Galt	1234D	20	16	4	0	20

Galt	1234E	20	16	4	0	20
Galt	1234F	20	15	5	0	20
Grizzly Hollow	1252A	20	18	2	0	20
Grizzly Hollow	1252B	20	15	5	0	20
Hillsdale	1228A	18	15	3	2	20
Hillsdale	1228B	17	15	2	4	21
Hillsdale	1228C	18	12	6	3	21
Hillsdale	1228D	18	13	5	2	20
Hillsdale	1228R	22	17	5	0	22
Hillsdale	1228X	21	16	5	1	22
Hopkins Park	1253A	20	16	4	2	22
Hopkins Park	1253B	20	13	7	0	20
Hopkins Park	1253C	20	15	5	0	20
Hopkins Park	1253D	20	16	4	2	22
Illa Collin	1221A	19	15	4	1	20
Illa Collin	1221B	16	11	5	2	18
Job Corp	1237X	23	17	6	0	23
Kennedy Estates	1240A	17	14	3	0	17
Kennedy Estates	1240B	17	14	3	1	18
La Verne Sterwart	1219A	19	15	4	1	20
La Verne Sterwart	1219B	15	13	2	3	18
Marina Vista ELC	1246A	19	13	6	2	21
Marina Vista ELC	1246R	21	16	5	0	21
Marina Vista ELC	1246X	21	15	6	1	22
Mather	1223A	20	14	6	0	20
Mather	1223B	20	14	6	2	22
Mather	1223C	19	13	6	0	19
Mather	1223D	19	12	7	1	20
Mather	1223X	22	18	4	0	22
Nedra Court	1244A	20	20	0	0	20
Nedra Court	1244B	18	17	1	0	18
Nedra Court	1244C	20	16	4	2	22
Norma Johnson	1214A	17	11	6	5	22
Norma Johnson	1214B	21	19	2	0	21
Norma Johnson	1214X	21	19	2	2	23
North Avenue	1256A	20	14	6	0	20
North Avenue	1256B	18	15	3	5	23
North Avenue	1256C	19	15	4	4	23

North Avenue	1256D	15	10	5	7	22
North Avenue	1256E	19	11	8	1	20
North Avenue	1256F	20	18	2	2	22
Northview	1224A	18	11	7	2	20
Northview	1224B	20	19	1	0	20
Northview	1224C	20	14	6	1	21
Northview	1224D	20	13	7	0	20
Northview	1224X	22	17	5	0	22
Phoenix Park	1248A	20	16	4	0	20
Phoenix Park	1248B	20	18	2	1	21
Phoenix Park	1248X	22	20	2	0	22
Sharon Neese	1249R	21	19	2	1	22
Sharon Neese	1249X	21	16	5	4	25
Solid Foundation	1254A	19	15	4	0	19
Solid Foundation	1254B	19	19	0	1	20
Solid Foundation	1254C	20	16	4	0	20
Solid Foundation	1254D	20	18	2	0	20
Strizek Park	1225A	20	17	3	0	20
Strizek Park	1225B	20	15	5	0	20
Vineland	1211A	20	11	9	0	20
Vineland	1211B	20	16	4	1	21
Walnut Grove	1235A	19	18	1	2	21
Alder Grove Infant/Toddler Center	1212M	8	7	1	1	9
Alder Grove Infant/Toddler Center	1212U	8	7	1	0	8
Crossroad Gardens	1242U	8	8	0	2	10
Elkhorn	1255M	7	7	0	2	9
Elkhorn	1255U	8	8	0	1	9
Job Corp	1237M	8	6	2	0	8
Job Corp	1237U	7	5	2	2	9
Marina Vista ELC	1246U	8	6	2	1	9
Mather	1223M	7	7	0	1	8
Mather	1223U	6	5	1	1	7
Norma Johnson	1214U	8	7	1	1	9
Northview	1224U	8	3	5	0	8
Phoenix Park	1248U	8	7	1	0	8
Sharon Neese	1249M	8	3	5	0	8
Sharon Neese	1249U	8	7	1	1	9
TOTALS for Head Start		1954	1517	437	114	2068

HS Totals	1839	
Drops w/in 30	101	
P/S Home Base	122	
Total	2062	
EHS Totals	115	
Drops w/in 30	13	
EHS Home Base	167	
River Oaks	63	
SCOE	37	
Total	395	
GRAND TOTAL	2457	

ITEM VII – CENTER UPDATES

BACKGROUND:

This agenda item allows Parent Advisory Committee Representatives the opportunity to discuss events going on at their center.

NOTES:

ITEM VIII - DISCUSSION

BACKGROUND:

This agenda item allows Parent Advisory Committee Representatives the opportunity to discuss items not on the agenda.

NOTES:

ITEM IX – PUBLIC PARTICIPATION

BACKGROUND:

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

NOTES: