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*THOUGHT OF THE DAY: "Success is a journey, not a destination. As you walk down the path of achieving your dream, enjoy your process, for it is usually more important than the outcome."*

*Esteemed Human Development International*

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

**DATE:** Tuesday, April 23, 2019

**TIME:** 9:00 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](http://www.seta.net).

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**DISTRIBUTION DATE: WEDNESDAY, APRIL 17, 2019**

Policy Council meeting is hosted by:  
Henrietta Gutierrez (Chair), Marley Schurr (Vice Chair), Claudett Sanders (Secretary),  
Kao Yee Xiong (Treasurer), vacant (Parliamentarian).

ITEM I - CALL TO ORDER/ROLL CALL

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

- \_\_\_\_\_ Kao Yee Xiong, Elk Grove Unified School District
- \_\_\_\_\_ Adeola Adedipe, Elk Grove Unified School District
- \_\_\_\_\_ Jovita Galvin, WCIC/Playmate Child Development Center
- \_\_\_\_\_ Maria Martinez, WCIC/Playmate Child Development Center
- \_\_\_\_\_ Claudett Sanders, Sacramento City Unified School District
- \_\_\_\_\_ Yamilka Estrella, Twin Rivers Unified School District
- \_\_\_\_\_ Evangelina Barrios, SETA-Operated Program
- \_\_\_\_\_ Griselda Cisneros, SETA-Operated Program
- \_\_\_\_\_ Marley Schurr, SETA-Operated Program
- \_\_\_\_\_ Devon McCracken, Home Base Option
- \_\_\_\_\_ Sandra Olguin, Early Head Start, Sac. City Unified School Dist.
- \_\_\_\_\_ Sharon Stone Smith, Sacramento Children's Museum
- \_\_\_\_\_ Christie Hamm, Sacramento Public Library
- \_\_\_\_\_ Charles Taylor, Past Parent/Community Representative
- \_\_\_\_\_ Henrietta Gutierrez, Chair, Past Parent/Community Representative

**Seats Vacant:**

- \_\_\_\_\_ Vacant (Valenzuela), Sacramento City Unified School District
- \_\_\_\_\_ Vacant (Christian), Sacramento City Unified School District
- \_\_\_\_\_ Vacant (Cerniglia), San Juan Unified School District
- \_\_\_\_\_ Vacant (Pierce), San Juan Unified School District
- \_\_\_\_\_ Vacant (Melvin), SETA-Operated Program
- \_\_\_\_\_ Vacant (Smith), SETA-Operated Program
- \_\_\_\_\_ Vacant (Lopez), SETA-Operated Program
- \_\_\_\_\_ Vacant (Schoemig), Twin Rivers Unified School District
- \_\_\_\_\_ Vacant, Twin Rivers Unified School District
- \_\_\_\_\_ Vacant, Home Base Option
- \_\_\_\_\_ Vacant, Early Head Start, Sacramento City Unified School Dist.
- \_\_\_\_\_ Vacant (Givehchi), Early Head Start/Home Base (SOP)
- \_\_\_\_\_ Vacant (Self), Early Head Start (SETA)
- \_\_\_\_\_ Vacant (Altameemi), Early Head Start, San Juan Unified School District
- \_\_\_\_\_ Vacant, Grandparent/Community Representative
- \_\_\_\_\_ Vacant, Community Agency Representative
- \_\_\_\_\_ Vacant (Castex), Outgoing Chair

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

**POLICY COUNCIL  
BOARD MEETING ATTENDANCE  
PROGRAM YEAR 2018-2019**

The 2018-2019 Board was seated on **November 27, 2018** and  
**December 19, 2018**

BOARD MEMBER	SITE	11/27	12/19 *	1/22	2/26	3/26	4/25	5/28	6/25	7/23	8/27	9/24	10/22	11/26
A. Adedipe Seated 11/27	EG	X	X	X	X	X								
E. Barrios Seated 11/27	SOP	X	X	X	X	X								
A. Chenault Seated 11/27	CR		X/AP	X/AP										
G. Cisneros Seated 3/27 (holding)	SOP	X	U	X	E	X								
Y. Estrella Seated 1/22	TR			X	X	X								
J. Galvin Seated 2/26	WCIC				X	X								
H. Gutierrez Seated 11/27	CR	X	X	X	X	X								
C. Hamm Seated 12/19	CAR		X	X	E	X								
M. Martinez Seated 3/26	WCIC					X								
D. McCracken Seated 11/27	HB	X	X	X	X	X								
S. Olguin Seated 1/22	EHS/HB SAC			X	E	U								
C. Sanders Seated 11/27	SAC	X	X	X	X	X								
M. Schurr Seated 11/27	SOP	X	X	X	X	E								
S. Stone Smith Seated 12/19	CAR		X	X	X	E								
C. Taylor Seated 2/26	CR				X	X								
K. Xiong Seated 11/27	ELK	X	X	X	X	X								

## GLOSSARY OF ACRONYMS

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

**X:** Present

**E:** Excused

**R:** Resigned

**U:** Unexcused Absence

**S/B/S:** Should be Seated

**H:** Holiday

**AP:** Alternate Present

**E/PCB:** Excused, Policy Council Business

**E/PCB:** Excused, Policy Committee Business

**OGC:** Outgoing Chair

**RS:** Reseat

**\*:** Special Meeting

*Current a/o 4/16/2019*

ITEM II-A - CONSENT

APPROVAL OF MINUTES OF THE MARCH 26, 2019  
REGULAR POLICY COUNCIL MEETING

BACKGROUND:

Attached for the Policy Council's review are the minutes of the March 26, 2019 regular meeting.

RECOMMENDATION:

That the Policy Council approve the March 26 minutes.

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

**VOTE:** Aye: \_\_\_\_\_ Nay: \_\_\_\_\_ Abstentions: \_\_\_\_\_

## **REGULAR MEETING OF THE HEAD START POLICY COUNCIL**

*(Minutes reflect the actual progress of the meeting.)*

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

Tuesday, March 26, 2019  
9:00 a.m.

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

Ms. Henrietta Gutierrez called the meeting to order at 9:03 a.m. and read the thought of the day. The Pledge of Allegiance was recited. Ms. Claudett Sanders called the roll and confirmed that a quorum was established.

#### **Members Present:**

Adeola Adedipe, Elk Grove Unified School District  
Kao Yee Xiong, Elk Grove Unified School District  
Claudett Sanders, Sacramento City Unified School District  
Yamilka Estrella, Twin Rivers Unified School District  
Jovita Galvin, Women's Civic Improvement Club  
Evangelina Barrios, SETA-Operated Program  
Griselda Cisneros, SETA-Operated Program  
Devon McCracken, Home Base Option  
Charles Taylor, Past Parent/Community Representative  
Henrietta Gutierrez, Past Parent/Community Representative  
Christie Hamm, Sacramento Public Library (seated at 9:23 a.m.)

#### **Members Absent:**

Marley Schurr, SETA-Operated Program (excused)  
Sandra Olguin, Early Head Start/Home Base (Sac. City) (unexcused)  
Sharon Stone Smith, Sacramento Children's Museum (excused)

#### **New member to be seated:**

Maria Martinez, Women's Civic Improvement Club

### **II. Consent Item**

#### **A. Approval of the February 26, 2019 Meeting Minutes**

Minutes were reviewed; no questions or corrections.

Moved/Estrella, second/Galvin, to approve the February 26, 2019 minutes.

Show of hands vote:

Aye: 10 (Adedipe, Barrios, Cisneros, Estrella, Galvin, Martinez, McCracken, Sanders, Taylor, Xiong)

Nay: 0

Abstention: 1 (Gutierrez)



Absent: 4 (Olguin, Hamm, Schurr, Stone Smith)

### **III. Action Items**

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

The Board went into closed session at 9:07 a.m. At 9:22 a.m., Ms. Gutierrez called the meeting back to order and reported that during closed session, the Board approved the following eligible lists: Associate Teacher and Associate Teacher/Infant Toddler; Family Services Worker II; Family Services Worker III; Head Start Coordinator (Education) (Supervisory); Typist Clerk III; and Accountant I.

Ms. Christie Hamm was seated at 9:23 a.m.

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

Ms. Gutierrez reviewed the parent activity item. The parent activity must be educational in nature and is an adults-only activity. The parent activity is a way to assist in the bonding of board members.

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

Show of hands vote:

Aye: 11 (Adedipe, Barrios, Cisneros, Estrella, Galvin, Hamm, Martinez, McCracken, Sanders, Taylor, Xiong)

Nay: 0

Abstentions: 1

Absent: 3 (Olguin, Schurr, Stone Smith)

#### **C. Election of Community Representative/Alternate (Grandparent/Foster Parent)**

Ms. Gutierrez announced that no applications have been received for the Community Representative position.

### **IV. Information Items**

#### **A. Presentation on SETA's Refugee Program: Ms. Michelle O'Camb, Workforce Development Manager**

Ms. O'Camb provided an overview of the refugee services available in California. SETA has been administering a program from the Department of Human Assistance (DHA) since the early 1980s. SETA is responsible for the development and submission of a three-year plan which is submitted to the DHA.

The funds SETA administers are received on a formula basis. The overarching goal of the SETA refugee program is to assist refugees in achieving economic self-sufficiency and reduced dependency on public assistance.

**III. Action Items** (continued)

C. Election of Community Representative/Alternate (Grandparent/Foster Parent) (continued)

Ms. Gutierrez asked for a motion to table the Community Representative (Foster Parent/Grandparent).

Moved/Xiong, second/Cisneros, to table the Election of Community Representative/Alternate (Grandparent/Foster Parent).

Show of hands vote:

Aye: 11 (Adedipe, Barrios, Cisneros, Estrella, Galvin, Hamm, Martinez, McCracken, Sanders, Taylor, Xiong)

Nay: 0

Abstentions: 1

Absent: 3 (Olguin, Schurr, Stone Smith)

**IV. Information Items** (continued)

B. Standing Information Items

- PC/PAC Calendar of Events: Ms. Sanders reviewed the calendar of events.
- Parent/Staff Recognition: None.
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account: Mr. Victor Han reviewed the fiscal reports for seven months into the fiscal year. The delegates are on budget for the most part. If any of the delegates are below the 75% threshold, he will be contacting them. Staff is working to move EHS line items to more appropriate line items. The credit card statement was reviewed. SETA does pay for posting job announcements on Craigslist;
- CHSA Conference Reports: There is a written report submitted by Ms. Sanders.
- Toastmasters Training Reports: Ms. Xiong stated that it is always a good opportunity to learn tips and tricks on public speaking.
- Early Learning Advocacy Day Report: Ms. Estrella reported on the event. She thanked staff for their support throughout the day. It was an exciting learning experience. Ms. Xiong said it was a great opportunity to learn about bills going through the legislature. Ms. Xiong urged parents to participate in the next event.
- A Calling to Lead; How will you Respond (workshop) Reports: Ms. Gutierrez said it was a very good training. She has a lot of information she would be willing to share. Ms. McCracken said it was a great bonding experience.

She urged everyone to attend next time. Ms. Sanders said it was a great experience and she enjoyed the team experiences. Ms. Xiong stated that it was a good way to validate there are other types of leadership. It was a wonderful leadership activity.

- Community Resources: Mr. Robert Silva announced a Learn to Read workshop for four year olds to be held at LaRiviera Community Center and Cosumnes River College. This would be a good way to get children ready and reading. The workshops will start in June. Mr. Silva reported that the Sacramento Public Library has Ancestry.com available on their computers. The library system also has adult tutoring. Ms. McCracken used Kahn to provide tutoring services for her son.
- Community Agency Reports
  - Sacramento Children’s Museum: No report.
  - Sacramento Public Library: Ms. Hamm reported that the Sacramento Public Library offers an on-line high school, learning languages is also available. In April, 13 libraries will have Children’s Book Day with children’s fiesta dancing. There will be a ‘real live llama’ at a couple of locations. The library also has emotional therapy dogs in several libraries.

C. SETA Governing Board Minutes: January 3, 2019: No question.

D. Fiscal Monitoring Report: No questions.

## V. **Committee Reports**

- Executive Committee Meeting Critique: Ms. Sanders reviewed the critique.
- Budget/Planning Committee: Ms. Gutierrez stated that Ms. Lee will provide an expanded report during her report.
- Parent Ambassador Committee: No report.
- Social/Hospitality Committee: Ms. Gutierrez reported that the Committee came up with eight options for an educational parent activity event. The outcomes will be reported at the next board meeting. The Committee also chose the second Wednesday of the month, 9:00 -11:00 a.m., as a regular meeting date and time.
- Maternal, Child and Adolescent Health Advisory Board: No report.
- Sacramento Medi-Cal Dental Advisory Committee: Ms. McCracken stated that the first meeting will be on April 4.

## VI. **Other Reports**

- A. Executive Director’s Report: Ms. Kathy Kossick stated that a presentation on the Community Services Block Grant will be provided later in the year. Ms. Kossick gave a ‘shout out’ to Ms. Kao Yee for her excellent presentation on community building.
- B. Chair’s Report: Ms. Gutierrez distributed the human resources calendar and asked board members to consider helping out with screening. The PC/PAC reporting forms are to assist parents to go to report out at their parent meetings.

At the upcoming budget workshop at the Franklin Career Center, attendees will be given a tour of the job center and be provided lunch afterward.

- C. Head Start Deputy Director's Report: Ms. Lee followed up on the e-mail regarding Sacramento City. The Budget/Planning Committee has been very involved in the Sacramento City USD budget issues. SCUSD has decided to relinquish some of their Head Start enrollment slots and all of their Early Head and EHS-CCP Start program, and associated funds. All of the delegate agencies have stepped up to take on some of the vacant slots. SETA has been very aggressive in converting some of SCUSD's home based slots into center based slots. San Juan USD took a large portion of the relinquished Head Start enrollment slots, serving more full day services. The plan is to be up and running by August 2019 which will be challenging to get licensing done, but it is the target. Ms. Lee stated that Twin Rivers USD and Women's Civic Improvement Club accepted additional slots as well; SETA will take on the remaining slots. There has been great communication and cooperation to get the slots moved and families served uninterrupted. Ms. Lee urged board members to share the news with other parents in the community to assure everyone that Head Start services will continue. SCOE and River Oak will be expanding their EHS (infants and toddlers) services as well. Work on the Hopkins Park center was completed and staff received certification of occupancy; recruitment of children will begin very soon. Ms. Lee reviewed the Quality Assurance reports and Unannounced Safety/Supervision visits report. Every center gets eight unannounced visits during the year. Ms. Lee wished Ms. Desha a happy birthday. Ms. Sanders spoke of the confusion at the delegate level regarding the relinquishment of SCUSD enrollment slots and how people stepped up to make sure services will continue. Ms. Gutierrez thanked Ms. Lee for the coordination of the information at the Budget/Planning Committee. Ms. Lee suggested a thank you note to other organizations that sustain us as well.

D. Head Start Managers' Reports

- Lisa Carr - Family Engagement, Home Base, Health/Oral Health, and ERSEA Services: Ms. Carr was thrilled to announce that the program is fully enrolled at the county level. Ms. Carr urged all board members to bring their children to school during the summer. Ms. Carr stated that not only the refugee population is having issues finding housing, it is the number one problem with families. There is a lack of housing resources in California in general. Ms. Carr reported that she met with Sacramento City USD's home base team last week. The transition of children from Sacramento City to SETA began this week and will continue until all slots are filled. The Health Services Advisory Committee is coming up on October 10, 8:30 a.m.; additional information will be provided later in the year.
- Karen Griffith - School Readiness, Special Education and Mental Health Services: Ms. Griffith reported that in light of the ramp up of additional slots returning to SETA, the Agency is getting ready to hire teaching staff including a lot more EHS staff. In addition to the hiring push, staff is also looking at current staff that may be willing to work with toddlers.

Ms. Estrella left at 10:43 a.m.

Across the county, Head Start centers are undergoing QRIS validation. This is run through the Sacramento County Office of Education (SCOE). SCOE goes out to every center to evaluate them to make sure that the children get all of their developmental screenings. One of the screenings is to ensure that a majority of the teaching staff have Bachelor's degrees. The classrooms will be reviewed by lots of different groups over the year.

- Kaleb Call – Quality Assurance, Food Services, Save Environments, Grants, and Contracts: No report.
  - ✓ Quality Assurance Report for Sacramento City Unified School District
  - ✓ Second Quarter Unannounced Visits QA Self Monitored Report
  - ✓ Second Quarter Unannounced Visits QA Monitored Report

E. Open Discussion and Comments: None.

F. Public Participation: No comments.

**VII. Adjournment:** The meeting was adjourned at 10:45 a.m.

ITEM III-A - ACTION

CLOSED SESSION PERSONNEL- PURSUANT  
TO GOVERNMENT CODE SECTION 54957

BACKGROUND:

This item provides an opportunity for the Policy Council to take action on personnel items.

**CLOSED SESSION PERSONNEL – PURSUANT TO GOVERNMENT CODE  
SECTION 54957**

- Approval of Eligible Lists for: Associate Teacher & Associate Teacher/Infant Toddler, Program Analyst, Head Start Health/Nutrition Specialist, and CFS Quality Assurance Analyst
  - ➔ Report out of closed session

NOTES:

ITEM III-B - ACTION

**TIMED ITEM 9:00 A.M. AND PUBLIC HEARING: APPROVAL OF CHANGES TO THE SETA PERSONNEL POLICIES AND PROCEDURES HARASSMENT POLICY AND COMPLAINT PROCEDURE AND CREATION OF REASONABLE ACCOMMODATION POLICY**

**BACKGROUND**

The SETA Personnel Policies and Procedures provide direction to staff and periodically need to be updated in response to changes in laws, regulations, and the work environment.

In light of changes to the law regarding protected status groups, training requirements, and legal definitions, SETA has conducted a thorough review of its Harassment Policy and Complaint Procedure.

The policy changes include:

**Harassment Policy and Complaint Procedure (Section 11.04)**

- Change the title to Harassment, Discrimination, and Retaliation Policy and Complaint Procedure
- Update the protected classes as defined by law
- Update the training requirements as defined by law
- Update the legal definitions of harassment, discrimination, and retaliation as defined by law
- Update the complaint procedure to allow complaints to be made to Supervisors and above

In light of the legal requirement to provide a reasonable accommodation for individuals with a physical or mental disability to apply for jobs and to perform the essential functions of their jobs unless it would cause an undue hardship, the Agency has created a Reasonable Accommodation Policy and Process (Section 11.17).

The updated Section 11.04 is attached with changes red-lined and the new Section 11.17 is attached. The SETA Governing Board will take action at their April 25, 2019 meeting.

**RECOMMENDATION:**

Open a public hearing, take public testimony, and take action to close the public hearing and approve the updated Harassment Policy and Complaint Procedure and creation of a Reasonable Accommodation policy.

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

**VOTE:** Aye: \_\_\_\_\_ Nay: \_\_\_\_\_ Abstentions: \_\_\_\_\_

# **Harassment, Discrimination, and Retaliation Policy** **and Complaint Procedure**

## *Section 11.04*

It is the policy of the Sacramento Employment and Training Agency (SETA) to provide a working environment free of harassment, discrimination, and retaliation. Harassment, discrimination, or retaliation by any of SETA's employees, directors, officers, volunteers, vendors, participants or agents will not be tolerated. SETA shall act promptly, vigorously and visibly with respect to any harassment, discrimination, or retaliation complaint and shall abide by the following Harassment, Discrimination, and Retaliation -Policy and Complaint Procedure.

This Harassment, Discrimination, and Retaliation Policy may be more comprehensive than state or federal law. Conduct that violates these policies may not violate state or federal law but still could subject an employee to discipline. SETA will take preventative and corrective action, up to and including termination, to address any of the following behaviors, including but not limited to:

- Failure to follow any provision of this policy and/or for behavior that violates this policy or the rights it is designed to protect.
- Making unfounded allegations of harassment, discrimination, or retaliation.
- Purposely impeding an investigation involving harassment, discrimination, or retaliation.
- Retaliation related to the reporting or investigation of harassment or discrimination.

This policy applies to all employees. All employees shall follow the intent of this policy in a manner that reflects professional workplace standards and the best interests of the Agency and its mission.

### **Training**

All new employees shall be provided with a copy of this policy and receive training on this policy as part of their new hire orientation. All employees, including supervisory and management, shall receive mandated training in accordance with state and federal law.

### **Protected Group/Status Defined**

All SETA employees, agents, contractors, and volunteers are prohibited from harassing or discriminating against any applicant or employee in the following protected group/status under federal and state law:

Race, color, religion (includes religious dress and grooming practices), sex/gender (includes pregnancy, childbirth, breastfeeding and/or related medical conditions), gender identity, gender expression, sexual orientation, marital status, medical condition (genetic characteristics, cancer or a record or history of cancer), military or veteran status, national origin (includes language use),



ancestry, disability (mental and physical, including HIV/AIDS, cancer, and genetic characteristics), genetic information, request for family care leave, request for leave for an employee's own serious health condition, request for Pregnancy Disability Leave, and age (over 40).

**A. Harassment Prohibited:**

~~Federal and state law prohibits employers and employees from harassing others because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, political affiliation, including sexual orientation, sex or age.~~

**AB. Harassment Defined:**

Harassment, including sexual harassment, is any verbal, physical or visual conduct that creates an intimidating, offensive, or hostile working environment or that interferes with an employee's work performance. Sexual harassment is any unwelcome sexual advance, request for sexual favors and/or other verbal, visual or physical conduct of a sexual nature. Such if such conduct constitutes harassment when it is either:

- An employment condition: submission to such conduct is made either explicitly or implicitly a term or condition of employment.
- An employment consequence: submission or rejection of such conduct is used as a basis for employment decisions.
- An offensive job interference: such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Unlawful harassment takes many forms including, but not limited to, the following (when based upon an individual's protected status):

- 1. Verbal conduct such as epithets, derogatory comments, ~~provocative~~ comments about or relating to one's sex or appearance, slurs, jokes, statements, using sexually vulgar, obscene, explicit or foul language, ~~or~~ unsolicited sexual advances, invitations, comments or other conduct which does not need to be based on genuine sexual interest or desire.
- 2. Visual conduct such as leering, stalking, staring, derogatory or sexually suggestive pictures, objects, ~~derogatory~~ posters, magazines, cartoons, drawings, letters, poems, emails or gestures that are known or should be known to be unwelcome.
- 3. Physical conduct such as assault, impeding or blocking normal movement or interference with work directed at one because of his\her sex, age or other protected basis, or unwelcome touching or grabbing of any part of the body.
-

- 4. Explicit or implicit threats and/or demands to submit to sexual requests as a condition of employment (i.e. promotion, in order to keep one's job, or avoid some other loss and offers of job benefits) in return for sexual favors.
- 
- 5. Retaliation for rejection of sexual advances or having reported the harassment.

### C. Discrimination Defined

Discrimination includes, but is not limited to:

- Taking an adverse employment action (i.e. demotion, transfer, discipline, termination, recruitment, layoff, salary and benefits) against an employee based on that individual's protected group/status.
- Treating an applicant or employee differently with regard to any aspect of employment because of the individual's protected group/status.
- Taking an employment action that adversely affects the employment opportunities for members of a protected group/status.
- Basing an employment decision as to a job applicant or employee on the individual's protected group/status
- Engaging in harassment based on an individual's protected group/status.

Discrimination may include, but is not limited to, the following types of behavior relating to an individual's protected group/status:

- Making slurs or derogatory comments in any format
- Engaging in verbal or physical conduct, comments, or jokes relating to an individual's group/status
- Wearing t-shirts, clothing, or hats depicting derogatory or insulting scenes or terminology
- Distributing or displaying printed material
- Refusing or failing to hire or promote

### D. Retaliation Defined

Retaliation is treating a person differently or engaging in acts of reprisal or intimidation against the person because they engaged in protected activity including raising a concern of, filing a complaint of, participating in an investigation of, or being a witness to, harassment/discrimination. Retaliation is prohibited.

### EC. Responsibility of Supervisors and Management Department Chief's Obligations and Supervisor/Management Responsibility:

Each Department Chief/Supervisor/Manager shall do the following:

- Convey to the employees within his/her Department/Unit SETA's strong disapproval of harassment, discrimination, and retaliation.

- Continually monitor the work environment and strive to ensure that it is free from all types of unlawful harassment, including discrimination and/or retaliation.
- Take prompt, appropriate action within their work units to avoid and minimize the incidence of any form of harassment, discrimination or retaliation.
- Ensure their subordinates understand their responsibilities under this policy.
- Ensure employees who make complaints or who oppose any unlawful employment practices are protected from retaliation and that such matters are kept confidential to the extent possible.

Any supervisor or member of ~~management~~ ~~or chief~~ who is aware ~~of~~, or has reason to believe, that an employee has alleged harassment, or may be feeling harassed, has a responsibility to notify the ~~Affirmative Action~~/Equal Employment Opportunity Officer/Human Resources Chief regarding the allegation. Depending on the circumstances, the seriousness of the offense, the extent of the conduct, or the type of remedy being sought, it may be appropriate for the supervisor, manager or chief to remedy the situation. Supervisors and members of ~~managements~~ ~~or chiefs~~ should work closely with ~~the Personnel~~Human Resources Department.

It must be emphasized to all employees the importance of reporting incidents promptly to assure further incidents do not occur. The employee must also be assured that they will not be subject to any recrimination or reprisal for making a harassment complaint. Employees should also be informed that harassment may be grounds for disciplinary action, up to and including termination.

#### **FD. Complaint Procedure:**

Employees who believe they are experiencing harassment, discrimination, or retaliation are encouraged to inform the individual that their behavior is unwelcome, offensive, or inappropriate. However, this step is not required. The problem may be resolved by advising the individual of their offensive behavior. If this does not resolve the concern or if an employee feels uncomfortable, threatened or has difficulty in expressing their concern, the employee shall complain to one of the individuals listed below. If the alleged harasser is the Human Resources Chief/EEOO, the employee shall promptly inform the Executive Director.

Any employee who believes they are being harassed, discriminated against, subjected to retaliation, or who has observed harassment or discrimination, is strongly encouraged to file a complaint verbally or in writing with any of the following individuals:

- Supervisor
- Manager
- Deputy Director or Department Chief
- Human Resources
- Equal Employment Opportunity Officer (EEOO)

Anyone receiving a complaint of harassment, discrimination, or retaliation shall immediately document the complaint in writing and refer the complaint to Human Resources, who will ensure

that a timely, effective, thorough, and objective confidential investigation of the allegation(s) is undertaken.

Once an employee makes a ~~harassment~~ complaint, the Human Resources Chief/AA/EEOO or Executive Director shall engage in the following:

1. Fully Inform the Complaining Employee of his/her Rights.

The employee shall be promptly and clearly informed of his or her rights contained in this Policy and Procedure. Further, the employee shall be advised of his or her right to file a complaint with the California Department of Fair Employment and Housing Commission (FEHCD/FEH), the ~~Federal~~-U.S. Equal Employment Opportunity Commission (EEOC), the California Labor Commissioner and/or the courts.

2. Fully and effectively investigate.

The Human Resources Chief-AA/EEOO or Executive Director must immediately undertake an effective, thorough, objective and complete investigation of the situation complained of. If it is appropriate to do so, the AA Human Resources Chief/EEOO or designee shall consult with the complaining employee, the alleged ~~harasser~~subject, any witnesses to the conduct and victims of similar conduct that the AA Human Resources Chief/EEOO or Executive Director has reason to believe ~~there may exist~~be and any other person who may have relevant information. ~~The appropriate personnel files shall be reviewed to determine if there have been previous animosities between the parties, previous complaints against the alleged harasser or by the complaining employee or sudden discrepancies in the employment records of the alleged harasser and/or complaining employee. All applicable documents and records shall be reviewed as needed to ensure that the investigation is thorough.~~

All SETA employees, agents, contractors, or volunteers shall cooperate fully with all investigations, shall not retaliate against complainants or witnesses, and shall not suppress, or attempt to suppress a complaint of harassment, discrimination, or retaliation.

3. Harassment, Discrimination, or Retaliation Determination.

The investigation shall be concluded and a determination shall be made about the situation complained of as expeditiously as possible. In determining whether the alleged conduct constitutes harassment, discrimination, or retaliation, the record as a whole must be considered and the totality of the circumstances such as the nature of the conduct and the context in which the alleged incidents occurred. The determination shall be made from the facts on a case-by-case basis. A confidential written determination shall be provided to the complaining employee and ~~a copy shall be provided to the alleged harasser~~the subject. The determination by the Human Resources Chief/AA/EEOO or Executive Director constitutes the final decision of the agency.

4. Remedial Action against for the HarasserSubject.

~~If it is determined that harassment, discrimination, or retaliation has occurred, immediate and effective action against the harasser must be taken will be taken in a manner consistent with the circumstances. Discipline ranging from verbal or written warnings up to and including termination may be administered.~~

~~The level of discipline meted out for the offense shall be based on both the severity of the offense and the certainty that it occurred. Possible actions include:~~

~~a. MILD — Place no record of the complaint in the personnel file.~~

~~— b. MODERATE — Issue a warning or disciplinary notice to the harasser with a provision stating that further action will take place if subsequent harassment offenses occur or that the warning or notice will be removed if no subsequent acts — occur within a specified period of time.~~

~~c. SEVERE — Dismiss, demote, suspend (with or without pay), or transfer the harasser.~~

5. Remedial Action for the Affected Employee.

If harassment has occurred, the following actions must be taken in an effort to make the employee whole.

a. Appropriate action must be taken to remedy the employee's loss, if any, resulting from the harassment, discrimination, or retaliation. Such actions may include promotion or monetary payment and/or the restoration of the employee's employment record if it was unjustly diminished.

~~b. The employee must be informed of the punishment that was meted out to the harasser.~~

be. Action must be taken to prevent any form of retaliation against the employee for having complained, both on a managerial and a co-worker level.

cd. Action must be taken to protect the employee and other potential victims from future harassment. Such actions must not be taken as a form of retaliation against the employee for having complained.

GE. Limited Confidentiality:

To the extent ~~feasible~~permitted by law, proceedings under this Policy and Procedure and all reports and records filed and prepared shall be kept confidential. ~~to the parties involved and reasonable~~ Reasonable efforts shall be made to protect the privacy interests of the parties. Information will be given only to those who have a need to know.

# Reasonable Accommodation Policy and Process

## *Section 11.17*

The Americans with Disabilities Act (ADA) and the Fair Employment and Housing Act (FEHA) require employers to provide reasonable accommodations to individuals with disabilities at any time in their SETA career and to engage in an interactive process to discuss possible reasonable accommodations. Reasonable accommodations can also be given to applicants during the recruitment process. Good faith participation must be demonstrated by all parties in this reasonable accommodation process.

The purpose of a reasonable accommodation is to enable an eligible employee to perform his/her job's essential functions: those job duties that are so fundamental to the position that he or she cannot do the job without performing these duties. A function is "essential" if, among other things, the position exists specifically to perform that function. This does not include marginal functions that are not essential to the position.

Reasonable accommodations are changes or adjustments in the work environment or in the way work is customarily done that would enable a qualified individual with a disability to perform the essential functions of the position. Examples may include, but are not limited to: assistive devices, work schedule adjustment, equipment purchase, facility or workspace changes, or, when no other effective accommodation is feasible, reassignment. Changing the duties that do not affect the essential functions of the job may also be considered.

### **General Requirements of the Accommodation Process**

1. The reasonable accommodation process must begin when one or more of the following takes place:
  - a. The employee or employee's representative (i.e. Union representative or employee's family member) requests an accommodation orally or in writing, OR
  - b. The supervisor/manager/Human Resources becomes aware of a medical, physical, or mental condition that impacts the employee's/candidate's ability to perform one or more essential functions of the job by either:
    - i. Observation,
    - ii. Communication from the employee, or
    - iii. Receipt of medical documentation.
2. The supervisor, manager, and/or employee informs the Human Resources Department regarding the impact of the condition on the employee's ability to perform the essential functions of his/her position.
3. The Human Resources Department shall provide the Reasonable Accommodation Request packet and document the forms being sent to the employee. The employee may also obtain this packet on SETA's Staff Resources web page or shared K drive.
4. The employee submits the following completed forms directly to the Human Resources Department:

- a. Reasonable Accommodation Request, indicating what accommodation is requested (completed and signed by the employee), and
  - b. Medical Verification for Reasonable Accommodation, which must be completed and signed by the employee's appropriate health care provider.
5. Human Resources will contact the employee/candidate to begin the interactive process by scheduling a meeting with the relevant parties as soon as possible. At no time should the employee/candidate be subjected to harassment, discrimination, or retaliation for participating in this process. The employee's/candidate's failure to cooperate with the process may end SETA's accommodation obligation under ADA/FEHA.
6. During the interactive meeting/process, the employee's disability or medical condition **SHALL NOT BE DISCUSSED**. The participants shall focus the discussion on the following:
  - a. The employee's medical restrictions/limitations
  - b. The essential functions of the job
  - c. The impact of the employee's restrictions/limitations on his/her ability to perform the job's essential functions
  - d. The employee's requested accommodation(s)
  - e. Any other accommodations to be considered
  - f. The determination of accommodation to be provided
7. The interactive process may include multiple meetings to ensure all relevant information has been gathered.
8. Additional medical verification may be needed to determine an appropriate accommodation.
9. An interim accommodation may be implemented as a temporary solution during the interactive process until a final decision has been made.
10. A written determination will be prepared by Human Resources as soon as possible after the conclusion of the interactive process.

ITEM III-C - ACTION

**TIMED ITEM 9:00 A.M. AND PUBLIC HEARING: APPROVAL OF  
REVISION TO THE JOB SPECIFICATION FOR HEAD START  
COORDINATOR (EDUCATION) (SUPERVISORY)**

**BACKGROUND:**

The Agency is in the process of reviewing all job specifications to ensure that all positions accurately reflect the work assigned; that current methodologies are in compliance with current federal and state regulations; and that the updates enable the Agency to hire the best candidates.

The Head Start Coordinator (Education) (Supervisory) job classification has a current requirement of a Bachelor's degree related to child development plus a Site Supervisor permit, which is higher than Head Start regulations and has limited internal staff from applying for promotional opportunities. As a result, SETA has changed the requirement to a Bachelor's degree in *any* field plus a Site Supervisor permit.

The classification's job duties have also been clarified based on the location of the position, whether it be in the Center-Based or Home-Based programs.

The Agency updated the job specification with input and approval from management and the Union. Attached is a red-lined version of the job specification and a clean version. The SETA Governing Board will take action at their April 25, 2019 meeting.

**RECOMMENDATION:**

Open a Public Hearing, receive input, and take action to close the public hearing and approve the revised job specification for Head Start Coordinator (Education) (Supervisory).

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

**VOTE:** Aye: \_\_\_\_\_ Nay: \_\_\_\_\_ Abstentions: \_\_\_\_\_



## HEAD START COORDINATOR (EDUCATION) (SUPERVISORY)

### ORGANIZATIONAL RESPONSIBILITY

The Head Start Coordinator (Education) (Supervisory) is responsible to the Deputy Director, Children and Family Services (CFS) Department or Designee. There are two distinct areas this position could be assigned: 1) in the center-based program or 2) in the home-based program.

### DEFINITION

Under general direction, ~~to develop and insure~~ the Head Start Coordinator (Education) (Supervisory) oversees, manages, organizes and monitors the proper delivery of educational services to the Head Start and Early Head Start (EHS) education programs and options; prepares and updates policies and procedures; monitors and ensures compliance with local, state, and federal regulations and standards, and Head Start/EHS service area plans; children and their families throughout the area served by the Sacramento Employment and Training Agency; to provide ~~develops and implements required training and technical assistance~~ education to Head Start/EHS Program staff; to monitor and evaluate educational services provided by the Sacramento County Head Start Programs; to supervise assigned staff; to prepare annual assessments of the Educational component of Head Start Programs in Sacramento County ~~represents~~ Head Start and EHS education programs in interactions with other SETA departments and staff, governmental and private agencies, consultants, parents, and other outside organizations; and to perform ~~related work duties~~ as assign ~~required.~~

### INTERPERSONAL SKILLS EXPECTATIONS

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

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

## **DISTINGUISHING CHARACTERISTICS**

This is a specialized classification for positions assigned to the development and evaluation of educational services provided by Head Start (preschool) and Early Head Start (infants/toddlers) programs in the area served by the Sacramento Employment and Training Agency. Responsibilities include supervision, program development, training, monitoring, and evaluation in the center-based or in the home-based program.

## **EXAMPLES OF ESSENTIAL DUTIES**

The following duties are normal for this position classification whether the employee is assigned to the center-based program or the home-based program. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

### **GENERAL DUTIES:**

- Plans and coordinates an effective child development program to meet the physical, social, emotional and intellectual needs of children ages birth to five. This should be done based on the goals and general curriculum plan of the SETA Head Start/Early Head Start program;
  - Provides leadership and works with staff to develop and maintain a high performance, customer service-oriented work environment that supports achieving SETA's and Head Start's mission, strategic goals, and core values;
  - Integrates educational program operations with Head Start/Early Head Start support services, including health, social services, disabilities and mental health;
  - Provides technical assistance to center-based or home-based programs and/or other programs as assigned;
  - Provides technical support and assistance in monitoring and ensuring compliance with federal performance standards and Head Start/EHS service area plans;
  - Provides information on cross-curriculum and cross-component planning;
  - Conducts parent workshops and discussion groups on child growth and development;
  - Attends and participates as needed in staff and parent meetings;
  - Reports monitoring findings to management;
  - Stays current with federal, state, and local laws and regulations including: New initiatives, policy clarifications, Office of Head Start (OHS) frameworks, and all special education laws (IDEA, PL 94-142, PL 99-459) and civil rights laws (Section 504 and Americans with Disabilities Act), Caring for our children Safety regulations, Community Care Licensing Division(CCLD) Regulations;
  - Assists Head Start/Early Head Start staff in obtaining a CDA Credential/or a permit as issued by the Commission on Teacher Credentialing;
  - Conducts training courses for Head Start and Early Head Start teaching staff;
- ~~1. Plans, organizes, coordinates and supervises the work of designated staff;~~
  - ~~2. Insures the proper development and monitoring of educational services for Head Start programs within the area served by the Sacramento Employment and Training Agency;~~
  - ~~3. Monitors the proper documentation of the Children's educational development;~~
  - ~~4. Provides information on cross-curriculum and cross-component planning;~~
  - ~~5. Develops and disseminates information on classroom environment, bi-lingual education, and enhancement of a parent's role in the educational process;~~
  - ~~6. Conducts parent workshops and discussion groups on child growth and development;~~
  - ~~7. Assists parents in developing home activities;~~
  - ~~8. Assists Head Start staff in obtaining a CDA Credential;~~

- 9. ~~Conducts on-going evaluations of Head Start education services;~~
- 10. ~~Conducts training courses for Head Start teaching staff;~~
- 11. ~~Monitors grantee operated programs for compliance with proper educational standards.~~

**CENTER-BASED PROGRAM – IN ADDITION TO GENERAL DUTIES ABOVE:**

**EXAMPLES OF ESSENTIAL DUTIES FOR A CENTER-BASED EDUCATION COORDINATOR**

- Coordinates, organizes and monitors a variety of Head Start and Early Head Start school readiness programs;
- Participates in the development and implementation of developmentally appropriate curriculum models focusing on approved school readiness goals;
- Plans, organizes and evaluates the fidelity and effectiveness of education services, establishing operational plans and initiatives to meet service area goals and objectives;
- Coordinates and integrates educational service functions and responsibilities to achieve optimal efficiency and effectiveness;
- Conducts ongoing evaluations and regularly consults with Site Supervisors on quality curriculum and assessment fidelity, observes teachers and children to monitor classroom environment, quality interactions consistent with standards; ensures educational and support needs are identified for children;
- Coordinates and organizes the development and implementation of computerized assessment and reporting systems and processes to meet the mandated Head Start child outcome requirements;
- Designs and develops report formats for use in obtaining and compiling system data;
- Provides guidance and training to education staff on use of systems and process guidelines;
- Oversees and participates in development of summary and analytical reports on child outcomes.
- Works with site supervisors and staff to inspect equipment and learning materials for replacement, or enrichment; orders new or replacement equipment, supplies and materials as funds allow;
- Participates in annual program self-assessment;
- Meets with education team, Site Supervisors, staff and other managers for on-going program planning and evaluation;
- Develops and disseminates information on classroom environment, bi-lingual education, and enhancement of a parent’s role in the educational process;

**HOME-BASED - IN ADDITION TO GENERAL DUTIES ABOVE:**

**EXAMPLES OF ESSENTIAL DUTIES FOR A HOME-BASED EDUCATION COORDINATOR**

- Ensures the proper development and monitoring of educational and comprehensive services in the home-based program;

- Conduct home visits with home visitors and provides feedback to staff for purposes of their professional development in program-defined competency areas and job description responsibilities;
- Monitors the proper documentation of the children's educational development and comprehensive services in the home-based program;
- Develops and disseminates information on home environments as the child's classroom, bi-lingual education, and enhancement of a parent's role in the educational process;
- Conducts on-going evaluations of Head Start/Early Head Start home-based services;
- Participates in recruitment and selection of home-based staff. Makes home-based assignments;
- Plans and evaluates the performance of assigned staff; establishes performance requirements and personal development targets; monitors performance and provides coaching for performance improvement and development;
- Recommends the purchase of instructional materials, play equipment, and teaching aids that are developmentally appropriate;

### **MINIMUM QUALIFICATIONS**

#### **Knowledge of:**

- Principles of supervision;
- Head Start and SETA programs and functions;
- Early childhood development;
- Curriculum development for early childhood education;
- Parent education techniques;
- Problems and needs of low-income families and staff development and training;
- Some word processing software.

AND

#### **Ability to:**

- Plan, organize and supervise the work of others;
- Develop and implement educational programs which meet the needs of young children and their parents;
- Provide training programs and workshops for parents and Head Start staff;
- Promote parent involvement with Head Start educational programs;
- Work effectively with low-income families and parent groups;
- Assist with facility licensing;
- Speak and write effectively;
- Maintain records and prepare reports;
- Deal tactfully and courteously with persons seeking information and expressing concerns about program policies and functions.

AND

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

- I. At least five (5) years of experience as an Early Childhood Head Teacher or Center Director preferable, including two years in the Head Start program, or two (2) years of successful supervisory experience in a similar program assisting the Early Childhood Development of young children;

**Education:**

- I. Bachelor's or advanced degree in Early Childhood Education;

OR

- II. Possession of a Bachelor's or advanced degree in any field ~~related to child development~~ and possession of a Child Development Site Supervisor Permit or higher as verified by the State of California Commission on Teacher Credentialing.

**SPECIAL REQUIREMENTS**

Possession of, or ability to obtain, a valid Class C California Driver's License is required. A good driving record of at least ~~three~~ (32) years duration, as evidenced by freedom from multiple or serious traffic violations or accidents, is required.

## **PHYSICAL DEMANDS/QUALIFICATIONS**

<u>Required Activity</u>	<u>Description</u>
<u>Kneeling</u>	<u>Occasionally bending legs at knee to come to a rest on knee or knees.</u>
<u>Crouching</u>	<u>Occasionally bending the body downward and forward by bending leg and spine.</u>
<u>Reaching</u>	<u>Occasionally extending hand(s) and arm(s) in any direction.</u>
<u>Standing</u>	<u>Occasionally particularly for sustained periods of time.</u>
<u>Walking</u>	<u>Frequently moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.</u>
<u>Pushing</u>	<u>Occasionally using upper extremities to press against something with steady force in order to thrust forward, downward or outward.</u>
<u>Pulling</u>	<u>Occasionally using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.</u>
<u>Dexterity</u>	<u>Frequently picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.</u>
<u>Grasping</u>	<u>Frequently applying pressure to an object with the fingers and palm.</u>
<u>Talking</u>	<u>Constantly expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.</u>
<u>Hearing</u>	<u>Constantly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.</u>
<u>Physical Requirements</u>	<u>Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.</u>
<u>Visual Requirements</u>	<u>The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.</u>
<u>Environmental</u>	<u>The worker is subject to both environmental conditions. Activities occur inside and outside.</u>

### Essential Physical Attributes:

The tasks which appear under each attribute are normal for this position. These are not to be construed as exclusive or all-inclusive.

1. ~~Sufficient Speech to:~~
  - ~~Engage in conversation both in person and on the phone.~~
2. ~~Sufficient Hearing to:~~
  - ~~Understand conversation in person or on the phone.~~
3. ~~Sufficient Vision to:~~
  - ~~Operate a personal computer.~~
4. ~~Sufficient Sensitivity of Touch to:~~
  - ~~Operate a personal computer.~~

5. ~~Sufficient Strength and Conditioning to:~~

- ~~• Sit for long periods of time throughout the day;~~
- ~~• Operate a personal computer throughout the day without experiencing abnormal hand wrist or eye strain;~~
- ~~• Exert a small amount of effort in moving papers, binders, desk supplies and files in a sedentary or light work environment;~~
- ~~• Move from one area in the workplace to another.~~

Non-essential Physical Attributes:

- ~~1. Ability to Taste.~~
- ~~2. Ability to Smell.~~

**HEAD START COORDINATOR (EDUCATION) (SUPERVISORY)**

**ORGANIZATIONAL RESPONSIBILITY**

The Head Start Coordinator (Education) (Supervisory) is responsible to the Deputy Director, Children and Family Services (CFS) Department or Designee. There are two distinct areas this position could be assigned: 1) in the center-based program or 2) in the home-based program.

**DEFINITION**

Under general direction, the Head Start Coordinator (Education) (Supervisory) oversees, manages, organizes and monitors the proper delivery of educational services to the Head Start and Early Head Start (EHS) education programs and options; prepares and updates policies and procedures; monitors and ensures compliance with local, state, and federal regulations and standards, and Head Start/EHS service area plans; develops and implements required training and education to Head Start/EHS staff; represents Head Start and EHS education programs in interactions with other SETA departments and staff, governmental and private agencies, consultants, parents, and other outside organizations; and performs related duties as assigned.

**INTERPERSONAL SKILLS EXPECTATIONS**

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

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

**DISTINGUISHING CHARACTERISTICS**

This is a specialized classification for positions assigned to the development and evaluation of educational services provided by Head Start (preschool) and Early Head Start (infants/toddlers) programs in the area served by the Sacramento Employment and Training Agency. Responsibilities include supervision, program development, training, monitoring, and evaluation in the center-based or in the home-based program.



## **EXAMPLES OF ESSENTIAL DUTIES**

The following duties are normal for this classification whether the employee is assigned to the center-based program or the home-based program. These are not to be construed as exclusive or all-inclusive. Other related duties may be assigned.

### **GENERAL DUTIES:**

- Plans and coordinates an effective child development program to meet the physical, social, emotional and intellectual needs of children ages birth to five. This should be done based on the goals and general curriculum plan of the SETA Head Start/Early Head Start program;
- Provides leadership and works with staff to develop and maintain a high performance, customer service-oriented work environment that supports achieving SETA's and Head Start's mission, strategic goals, and core values;
- Integrates educational program operations with Head Start/Early Head Start support services, including health, social services, disabilities and mental health;
- Provides technical assistance to center-based or home-based programs and/or other programs as assigned;
- Provides technical support and assistance in monitoring and ensuring compliance with federal performance standards and Head Start/EHS service area plans;
- Provides information on cross-curriculum and cross-component planning;
- Conducts parent workshops and discussion groups on child growth and development;
- Attends and participates as needed in staff and parent meetings;
- Reports monitoring findings to management;
- Stays current with federal, state, and local laws and regulations including: New initiatives, policy clarifications, Office of Head Start (OHS) frameworks, and all special education laws (IDEA, PL 94-142, PL 99-459) and civil rights laws (Section 504 and Americans with Disabilities Act), Caring for our children Safety regulations, Community Care Licensing Division(CCLD) Regulations;
- Assists Head Start/Early Head Start staff in obtaining a CDA Credential/or a permit as issued by the Commission on Teacher Credentialing;
- Conducts training courses for Head Start and Early Head Start teaching staff;

### **CENTER-BASED PROGRAM – IN ADDITION TO GENERAL DUTIES ABOVE:**

## **EXAMPLES OF ESSENTIAL DUTIES FOR A CENTER-BASED EDUCATION COORDINATOR**

- Coordinates, organizes and monitors a variety of Head Start and Early Head Start school readiness programs;
- Participates in the development and implementation of developmentally appropriate curriculum models focusing on approved school readiness goals;
- Plans, organizes and evaluates the fidelity and effectiveness of education services, establishing operational plans and initiatives to meet service area goals and objectives;
- Coordinates and integrates educational service functions and responsibilities to achieve optimal efficiency and effectiveness;
- Conducts ongoing evaluations and regularly consults with Site Supervisors on quality curriculum and assessment fidelity, observes teachers and children to monitor

classroom environment, quality interactions consistent with standards; ensures educational and support needs are identified for children;

- Coordinates and organizes the development and implementation of computerized assessment and reporting systems and processes to meet the mandated Head Start child outcome requirements;
- Designs and develops report formats for use in obtaining and compiling system data;
- Provides guidance and training to education staff on use of systems and process guidelines;
- Oversees and participates in development of summary and analytical reports on child outcomes.
- Works with site supervisors and staff to inspect equipment and learning materials for replacement, or enrichment; orders new or replacement equipment, supplies and materials as funds allow;
- Participates in annual program self-assessment;
- Meets with education team, Site Supervisors, staff and other managers for on-going program planning and evaluation;
- Develops and disseminates information on classroom environment, bi-lingual education, and enhancement of a parent's role in the educational process;

## **HOME-BASED - IN ADDITION TO GENERAL DUTIES ABOVE:**

### **EXAMPLES OF ESSENTIAL DUTIES FOR A HOME-BASED EDUCATION COORDINATOR**

- Ensures the proper development and monitoring of educational and comprehensive services in the home-based program;
- Conduct home visits with home visitors and provides feedback to staff for purposes of their professional development in program-defined competency areas and job description responsibilities;
- Monitors the proper documentation of the children's educational development and comprehensive services in the home-based program;
- Develops and disseminates information on home environments as the child's classroom, bi-lingual education, and enhancement of a parent's role in the educational process;
- Conducts on-going evaluations of Head Start/Early Head Start home-based services;
- Participates in recruitment and selection of home-based staff. Makes home-based assignments;
- Plans and evaluates the performance of assigned staff; establishes performance requirements and personal development targets; monitors performance and provides coaching for performance improvement and development;
- Recommends the purchase of instructional materials, play equipment, and teaching aids that are developmentally appropriate;

### **MINIMUM QUALIFICATIONS**

#### **Knowledge of:**

- Principles of supervision;
- Head Start and SETA programs and functions;

- Early childhood development;
- Curriculum development for early childhood education;
- Parent education techniques;
- Problems and needs of low-income families and staff development and training;
- Some word processing software.

AND

Ability to:

- Plan, organize and supervise the work of others;
- Develop and implement educational programs which meet the needs of young children and their parents;
- Provide training programs and workshops for parents and Head Start staff;
- Promote parent involvement with Head Start educational programs;
- Work effectively with low-income families and parent groups;
- Assist with facility licensing;
- Speak and write effectively;
- Maintain records and prepare reports;
- Deal tactfully and courteously with persons seeking information and expressing concerns about program policies and functions.

AND

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

- I. At least five (5) years of experience as an Early Childhood Head Teacher or Center Director preferable, including two years in the Head Start program, or two (2) years of successful supervisory experience in a similar program assisting the Early Childhood Development of young children;

**Education:**

- I. Bachelor's or advanced degree in Early Childhood Education;

OR

- II. Possession of a Bachelor's or advanced degree in any field and possession of a Child Development Site Supervisor Permit or higher as verified by the State of California Commission on Teacher Credentialing.

**SPECIAL REQUIREMENTS**

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

## **PHYSICAL DEMANDS/QUALIFICATIONS**

<b><i>Required Activity</i></b>	<b><i>Description</i></b>
<i>Kneeling</i>	Occasionally bending legs at knee to come to a rest on knee or knees.
<i>Crouching</i>	Occasionally bending the body downward and forward by bending leg and spine.
<i>Reaching</i>	Occasionally extending hand(s) and arm(s) in any direction.
<i>Standing</i>	Occasionally particularly for sustained periods of time.
<i>Walking</i>	Frequently moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<i>Pushing</i>	Occasionally using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
<i>Pulling</i>	Occasionally using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<i>Dexterity</i>	Frequently picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<i>Grasping</i>	Frequently applying pressure to an object with the fingers and palm.
<i>Talking</i>	Constantly expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<i>Hearing</i>	Constantly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<i>Physical Requirements</i>	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<i>Visual Requirements</i>	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
<i>Environmental</i>	The worker is subject to both environmental conditions. Activities occur inside and outside.

ITEM III-D – ACTION

**TIMED ITEM 9:00 A.M. AND PUBLIC HEARING: APPROVAL OF BUDGET  
MODIFICATION FOR HEAD START/EARLY HEAD START FISCAL YEAR 2018-2019**

**BACKGROUND:**

This item provides the opportunity for the Policy Council to approve a budget modification. The Sacramento Employment and Training Agency (SETA) is submitting a request for a Head Start budget modification and reprogramming of funds in the 2018-2019 fiscal year in the amount of **\$819,516** for the Head Start grant. Reprogrammed funds will be used to cover the overage in the Hopkins Park modular project, to purchase two replacement vehicles necessary to facilitate a high quality program and to cover one-time start-up costs for the re-distribution of relinquished Delegate Agency enrollment slots.

**2018-2019 Projected Cost-Savings (\$819,516)**

*Personnel and Fringe Benefits* - SETA projects that the 2018-2019 Head Start budget will be under-spent by approximately \$200,000 in the Personnel and \$539,516 in Fringe Benefits cost categories (4.2% of the total Head Start Personnel and Fringe Benefit budget) due to various vacant positions (i.e., retirements, resignations, competitive hiring marketing) not being replaced during the program year.

*Equipment* - SETA also projects that the 2018-2019 Head Start budget will be under-spent by approximately \$80,000 in the Equipment cost category (20% of the total Equipment budget) due to cost savings in the original vehicle budgeted and a deferred maintenance project being put on hold as SETA reassess what sites need.

Combined, SETA is requesting to reprogram a total of **\$819,516** from Personnel, Fringe Benefits and Equipment to Equipment, Construction and Contractual. Details of each budget modification are provided below:

**Head Start Budget Modification:**

<b>Cost Item</b>	<b>2018-2019 Original HS Budget</b>	<b>2018-2019 Budget Modification</b>	<b>Reprogram of Cost Savings</b>	<b>Final Budget (not including Non-Federal Share)</b>
A. Personnel	\$12,806,571	(\$200,000)		\$12,606,571
B. Fringe Benefits	\$7,456,798	(\$539,516)		\$6,917,282
C. Travel	\$90,000			\$90,000
D. Equipment	\$397,000	\$40,000	\$80,000**	\$437,000
E. Supplies	\$441,000			\$441,000

F. Contractual	\$20,304,729	\$314,178		\$20,618,907
G. Construction	\$150,000	\$385,338		\$535,338
H. Other	\$4,521,869			\$4,521,869
Total HS Budget / SOP	\$46,167,967	\$--	\$--	\$46,167,967

*\*\*funds currently budgeted in the cost category.*

### **Head Start budget Justification**

The program is requesting to move \$314,178 to Contractual (San Juan Unified School District), \$385,338 to Construction, moving \$40,000 to Equipment, and reprogramming \$80,000 within the Equipment cost category as follows:

#### **CONTRACTUAL (\$314,178)**

##### **One-Time Start-Up – San Juan Unified School District**

Due to severe District budget crisis, the Sacramento City Unified School District, a SETA delegate agency, will be relinquishing 403 Head Start enrollment slots, effective August 1, 2019. In accordance with SETA’s community assessment, SETA will re-distribute enrollment slots within the grantee and two of its delegate agencies, San Juan USD and Women’s Civic Improvement Club (WCIC). San Juan will be expanding its operations by 384 Head Start enrollment slots in three new locations and various new classrooms across the District.

To ensure start-up by at the beginning of the 2019-2020 program year, San Juan Unified School District is requesting one-time start-up funds to hire/on-board new staff, purchase classroom supplies/materials, and perform minor renovations and repairs to the new classrooms. As a result, San Juan Unified School District is requesting one-time start-up funds in the amount of \$314,178. Funds will be used to cover personnel costs, fringe benefits, supplies and furnishings for the new classrooms, minor renovations to the classroom, and other building and maintenance costs.

#### **CONSTRUCTION (\$385,338)**

##### **Hopkins Park Modular**

The Hopkins Park modular building was originally funded by Duration 2016 funding, along with Basic funds that were re-programmed funding in 2016-2017 and 2017-2018. Due to the extended timelines of the project, costs exceeded the original budget. Specifically, the General Contractor costs were higher than originally anticipated. SETA had originally budgeted the General Contractor at an estimated cost of \$250,000, but the final cost was \$488,159. The increase was largely due to increased prices from the start of the procurement process to contracting one year later. Additionally, there were

unforeseen costs due to an added fire suppression system, land grading and ground treatment for the parking lot, and unplanned landscaping. The additional funds will complete the Hopkins Park modular project with an anticipated start date of July 1, 2019.

**Equipment (\$120,000)**

**Vehicles**

Funds, in the amount of \$397,000 are budgeted under SETA's Head Start Equipment line item, with \$362,000 budgeted for Playground Equipment and \$35,000 budgeted for a vehicle. SETA does not plan to replace one of the previously proposed playgrounds during the 2018-2019 program as the needs of that site are reassessed. The savings from that project coupled with the additional \$40,000 requested in this budget modification will be used to purchase three additional service vehicles at an estimated cost of \$40,000 each. SETA has purchased one replacement vehicle during the 2018-2019 program year as was provided for in the original budget, but is in need of three (3) additional fleet vehicles; one vehicle for the Facilities Unit and two vehicles for the Food Service unit.

The Facilities Unit will purchase a new vehicle for an additional Maintenance/Courier staff to be hired as a result of the new SCUSD centers to be operated by the grantee. The Food Services Unit will replace two aging, irreparable food service vehicles. One vehicle was purchased in 1994 and one purchased in 2003. These three vehicles are outdated and in poor running condition. With the addition of new classroom sites, reliable transportation will be necessary to continue to serve each of the centers and maintain SETA's high quality standards.

The aging vehicles will be disposed of in accordance with SETA's policies which meet all federal requirements. The vehicles currently have a Kelly Blue Book value less than \$5,000. Any proceeds from the sale of the vehicles will be used to offset the purchase of their replacement vehicles. Staff will be available to answer questions.

**RECOMMENDATION:**

Open a public hearing, take public testimony, and take action to close the public hearing and approve a Head Start/Early Head Start modification in the amount of **\$819,516**.

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

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

ITEM III- E – ACTION

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

BACKGROUND:

On an annual basis the Policy Council is required to review and approve the Countywide Enrollment Selection Criteria for the Head Start and Early Head Start programs. In March 2019, a team of countywide Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) stakeholders met to review and update the Head Start (preschool) Selection Criteria and the Early Head Start (infants/toddlers/pregnant women) Selection Criteria. As a result, there were no recommended changes to the Head Start Selection Criteria and one minor recommended change to the Early Head Start Selection Criteria as follows:

*Reversed the order between criteria #10 and criteria #11 to match the order in the Head Start Selection Criteria*

For review, a redline and clean copy of the Early Head Start Selection Criteria is attached, along with an unchanged copy of the Head Start Selection Criteria.

Staff will be available to answer questions.

RECOMMENDATION:

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

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

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



## HEAD START SELECTION CRITERIA SACRAMENTO COUNTY

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

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

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

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

Child's Name: \_\_\_\_\_

## EARLY HEAD START SELECTION CRITERIA: SACRAMENTO COUNTY

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

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

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

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

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

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

Revised April 201~~9~~<sup>8</sup>

Child's Name: \_\_\_\_\_

## EARLY HEAD START SELECTION CRITERIA: SACRAMENTO COUNTY

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

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

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

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

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

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

ITEM III-F - ACTION

APPROVAL OF ANNUAL SELF ASSESSMENT FOR 2018-2019  
AND RESULTING PROGRAM IMPROVEMENT PLAN  
SETA OPERATED PROGRAM

BACKGROUND:

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

In January/February 2019, a team of staff and parents were assembled for the 2018-2019 Head Start/Early Head Start self-assessment process. Teams reviewed and analyzed service areas including Program Governance, Education/Child Outcomes, Disabilities, Mental Health, Health, Nutrition, Safe Environments, Family and Community Engagement, Eligibility/ Recruitment/Selection/ Enrollment/Attendance, Human Resources and Fiscal. A summary report of program strengths, areas of improvement and a resulting program improvement plan are attached.

Additionally, a self-assessment was conducted for the Early Head Start-Child Care Partnership/Expansion (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 2018-2019 Self-Assessments and resulting Program Improvement Plans for the Head Start/Early Head Start program and the EHS-Child Care Partnership/Expansion program.

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

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



**Self-Assessment Summary of Results  
Head Start, Early Head Start and EHS-CCP  
2018-2019**

**Project Background:**

During January 2019, 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 *OHS Monitoring Protocols*, FY 2019 Area two Monitoring protocol, the *SETA Head Start/Early Head Start Monitoring for Compliance and Quality Improvement Tool*, *SETA's standard file checklist tool*, the *Uniform Guidance 45 CFR Part 75*, the *Creative Curriculum Fidelity Tool*, and the *Head Start Program Performance Standards*. Each team developed a review plan and the team leaders trained staff and parents to ensure they were clear on the protocols. Team reviews included, but were not limited to the following: children's files, on-going monitoring (Quality Assurance) reports, unannounced visit reports, program information reports, policies and procedures manuals, personnel and licensing files, human resource documents, monthly reports, *ChildPlus* reports, PIR data, parent Meeting notes and agendas, Ready Rosie parenting curriculum data, average daily attendance reports, self-assessment results, goals and objectives, *ECERS*, *ITERS*, and *CLASS* results, *DRDP* data, health and safe environments checklist, home visit and classroom observations, etc. Results from the self-assessment were analyzed and resulted in a detailed Self-Assessment Program Improvement Plan (PIP).

**Team Composition:**

A total of 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. Teams were as follows:

Program Governance  
ERSEA  
Human Resources  
Fiscal

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

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

## ***Education***

- CLASS scores in Instructional Support continue to increase as teachers exhibit stronger knowledge of effective teaching strategies. (9% increase)
- The Program has an average curriculum fidelity score of 75% in environments according to Creative Curriculum Tool for Administrators. (70 percent or higher indicates strong fidelity)
- Lesson Plans are posted, current and show strong connections to learning objectives in both preschool and EHS.
- Greater cognitive and language/literacy gains over the previous program year in relation to average age groups.
- Preschool Interest Areas are well defined with a variety of materials for child choice time and independent use. EHS classrooms provide ample opportunities to explore and experience materials.
- Home Visits and Parent Conferences are occurring within expected timelines.

## ***Mental Health***

- Stronger curriculum implementation and environments are supporting positive mental health and social/emotional functioning
- Smaller group Teaching Pyramid training in cadres are leading to better participation
- Collaborations with outside agency resources have improved. (Alta, UC Davis- MIND Institute, River Oak)

## ***Disabilities***

- Centrally located and adequately supplied resource library has provided better access to equipment and adaptive materials.
- Intervention Specialists are ensuring parents are included in the IEP/ IFSP and the planning of goals and strategies.
- Intervention Specialists are supporting teachers with Summary of Development Plans to clarify goals and services for children with IEP and IFSP's.

## ***Parent and Family Engagement.***

- Ready Rosie videos have been aligned to the DRDP and to HELP curriculum for home-based programs.
- The sites that have instituted the parent meeting activities aligned with classroom curriculum have seen an increase in parent meeting attendance.
- Sites are offering monthly parent meetings and documenting those meetings.
- Paid intern positions have been offered to parents

## ***Health and Nutrition***

- Most staff are up-to-date on the data entry for the PIR Addendum.
- Staff is documenting and time stamping their notes of receiving treatment for health conditions in the health notes section, and are easy to read including the following needed.
- More consistency in home-based training and follow up on health recording and data entry.

- Consistent guidance to delegates and PIR training for both the grantee and delegates ensuring consistency throughout the county.
- Immunizations are between 96-100% in the center-based program.
- The implementation of monthly Health Huddles for FSWs and Home Based staff.

***Safe Environments:***

- Play areas and walkways were free of debris and objects that are potential tripping hazards.
- Furniture is placed to encourage walking around active play areas versus crossing through busy areas, and furniture is arranged to discourage running around the classroom.
- Gates to go in and out of outdoor play areas are in good repair and open and close properly.

***Fiscal***

- The fiscal department works cohesively and is highly cross-trained.
- Staff longevity, lots of experience throughout the department. We have years of experience throughout the department, whether within SETA or from previous positions.
- Highly accurate and always strive to meet deadlines.
- No noted findings in audit and proactive to resolve any issues that arise during audits/monitors.

***Governance:***

- The program provides adequate reports to board members to assist them in making sound decisions at committee and board meetings.
- The program provides adequate training to board members pertaining to board training, leadership training, officer training, ethics training, Toastmasters and life skills training.
- Seasoned PC/PAC Representatives mentor new parent reps; develop a strong bond and demonstrate exemplary leadership.
- Parent participation in the HR recruitment of HS/EHS staff
- Provide training and pathways for parents who are transitioning out of the program to assist with self-sufficiency and district leadership opportunities.
- Developed PC/PAC & Policy Committee Report form to assist parents in providing program information.

***Human Resources:***

- Achieved successful ratification of new labor agreements.
- Added new Step "F" to pay scale by making other fiscal adjustments.
- Head Start Supervisor Training was implemented in 2018.
- Recruitment and hiring increased slightly in 2018. Received 1121 Head Start applications (33% increase over 2017) to fill 19 classifications (multiple vacancies per position).
- Successfully continuing parent internship program. Eight interns have received jobs, two with SETA and six with external employers.



- Continuing online application process through Laserfiche, which also has supply ordering and maintenance orders for the Head Start department. Increased efficiency via Laserfiche by improving communication and tracking capabilities with applicants.
- Continued monthly audits of Head Start employee evaluations for 2018.
- Per law SB 792, continued scheduling and tracking immunizations for all applicable new hires effective September 1, 2016. Additional positions were added to be tracked per Head Start in 2017 after revised interpretation of the standards.
- Continued use of exit interviews to gather data on why employees leave.
- Continued Worker's Comp follow-up accident reporting.
- Provided continuing training for Supervisors on the Bullseye Evaluation tool and on the role of the evaluation process in employee supervision.
- Updated three Policies and Procedures: Sick Leave Accrual and Usage and Leave of Absence with or without Pay, and Equal Opportunity Employer section to update protected classes as defined by law.

### **ERSEA**

- Attendance percentages have improved since implementing the new attendance Procedures.

**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:***

#### **Education**

- Not enough books and music in different languages as well as representing diversity and differing abilities.
- Not all classrooms have effective and complete labeling of shelves and materials.
- Learning Genie data shows the need for better pacing throughout the assessment period rather than entering most data at the end of the period.
- Though DRDP data shows increases in the percentage of growth, math and literacy continue to score lower than other ELOF sub-domains.

#### **Mental Health**

- PDA's (Positive Descriptive Acknowledgement) from Teaching Pyramid training not used as frequently as needed to make a significant impact.
- Inconsistent use of the TIPS binders including behavior support strategies

#### **Disabilities**

- Clarification and increased effective communication of routing and transition processes needed between intervention and enrollment staff.
- Inconsistent use of the TIPS binders including IEP/IFSP individualization strategies

**Parent and Family Engagement:**

- Only 24% of the eligible families have signed up for Ready Rosie.
- Many sites do not offer parent curriculum activities aligned to classroom curriculum.
- Very few parents have applied for parent intern positions.

**Health and Nutrition**

- Staff is getting used to a new countywide Child Plus system and the learning curve is taking time and data entry is not up to date because of this.
- On-going training needs to be developed and implemented for health and Child Plus entry.
- New health policies and procedures need to be developed and implemented.

**Safe Environments:**

- Electrical cords were in the reach of children and/or obstructing foot traffic or doorways.
- Classroom furniture could easily be tipped over and was unstable.
- Cabinets were not clear of objects that have the potential to fall and injure a child or adult.

**Fiscal:**

- Lots of internal movement leading to a new learning curve.
- Payroll conversion and banking changes have taken longer than anticipated, due to vendor delaying the upgrade process. Also, the department has relied on the County to process payroll in the past and as a result will need to learn the process.
- In-Kind Electronic Classroom Sign-In – Will work with Walter to restart and work towards implementing the classroom sign-in.
- Laserfiche – Will continue to work and restart the Laserfiche processing to make sure that the agency continues towards its goal of being mostly paperless.

**Governance:**

- Low parent attendance at board meetings, training and committee meetings.
- Head Start enrollment improvement.
- Not all centers have a PAC Representative. Some have not had one in quite some time.

**HR:**

- Continued difficulty in recruiting enough qualified Teachers, Associate Teachers, Associate Teacher/Infant Toddler, Site Supervisors, Program Specialists, Head Start On-Call Cook/Drivers.
- Per law SB 792, continued scheduling and tracking immunizations for all applicable new hires effective September 1, 2016. Additional positions were added to be tracked per Head Start in 2017 after revised interpretation of the standards.
- Continued challenges with receiving correctly coded and completed training sign-in sheets from a majority of training facilitators, causing many employees to not receive professional development credit hours.
- ISDPs are not being turned in by Head Start supervisors on a regular basis.

- We continue to experience challenges with timely submission of evaluations. A slight increase in a number of overdue evaluations from 96 this time last year to 103 currently. Training was held for Supervisors agency-wide.
- Increased number of worker's compensation claims in 2018, a 52% increase from 2017.

### ***ERSEA***

- In the majority of classrooms, attendance was not recorded daily.
- Many applications are incomplete and/or inaccurate ChildPlus data does not consistently match documentation and often is missing.
- The application data entered by families when they apply online is not being updated when staff enters the application into ChildPlus.

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)  
2018-2019**

<i>Action Steps:</i>	<i>Responsible Person(s)/Unit</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<b><i>EDUCATION, DISABILITIES AND MENTAL HEALTH - SYSTEMS, SERVICES AND STAFF DEVELOPMENT</i></b>				
Develop and hold a refresher training for TIP Binder usage.	Karen Griffith, Manager Program Officers (Ed) Education Coordinators			
Order and distribute materials that increase home language, diversity and differing ability awareness in the classrooms.	Karen Griffith, Manager Program Officers (Ed) Education Coordinators			
Provide resources to teachers to complete classroom labeling in all areas.	Karen Griffith, Manager Program Officers (Ed) Education Coordinators			
Increase sites participating in Teaching Pyramid trainings using small group cadre approach.	Karen Griffith, Manager Program Officers (Ed) Education Coordinators			
Review and update routing and transition process to clarify expectations.	Karen Griffith, Manager Program Officers (Ed) Education Coordinators			
Focus professional development in STEAM to raise math activities in the classrooms.	Karen Griffith, Manager Program Officers (Ed) Education Coordinators			
<b><i>PARENT AND FAMILY ENGAGEMENT – SYSTEMS, SERVICES AND STAFF DEVELOPMENT</i></b>				
Present in parent meetings about the Ready Rosie parenting curriculum in order to increase usage to a minimum of 50%	Lisa Carr, Manager Program Officers			
Work with FSWS’s on providing activities during parent meetings that align with classroom curriculum. The goals is to have a minimum of 45% of all sites providing these activities during parent meetings.	Lisa Carr, Manager Program Officers			

**Sacramento Employment and Training Agency  
Heads Start/Early Head Start  
Self-Assessment Program Improvement Plan (PIP)  
2018-2019**

Meet with teachers during teacher planning days and invite them to use the Ready Rosie parenting curriculum on their IDP and home visit forms.	Lisa Carr, Manager Program Officers			
<b><i>HEALTH, NUTRITION AND SAFE ENVIRONMENTS – SYSTEMS, SERVICES AND STAFF DEVELOPMENT</i></b>				
Institute a monitoring system grid with responsibilities and timelines attached for supervisors and H/N Specialists	Lisa Carr, Manager Health and Nutrition Unit.			
Design a new training system for the Health Unit.	Lisa Carr, Manager Health and Nutrition Unit.			
Update Health Policies and procedures.	Lisa Carr, Manager Health and Nutrition Unit.			
<b><i>ERSEA</i></b>				
Train teachers to record attendance daily and to look at ADA's on a regular basis.	Lisa Carr, Manager ERSEA Program Officer			
Train all FSW's on how to complete an application and other ChildPlus duties to increase knowledge.	Lisa Carr, Manager ERSEA Program Officer			
Hold Weekly PIR huddles to ensure that data is not missing in ChildPlus.	Lisa Carr, Manager ERSEA Program Officer			
<b><i>Human Resources</i></b>				
Work with IT staff to refine and restart electronic meeting sign-in's to increase reporting of meeting attendance.	Allison Noren, HR Chief CFS Managers HR Staff			
Implement Laserfiche scanning of Head Start Licensing files and HR files.	Allison Noren, HR Chief CFS Managers HR Staff			

**Sacramento Employment and Training Agency  
Heads Start/Early Head Start  
Self-Assessment Program Improvement Plan (PIP)  
2018-2019**

Improve use of injury and illness prevention program for safety and worker's compensation by scheduling IIPP and safety training for all employees.	Allison Noren, HR Chief CFS Managers HR Staff			
Increase recruitment visibility and update job specifications and HR Policies and Procedures.	Allison Noren, HR Chief CFS Managers HR Staff			
Per SB 1343 law requirements, all non-supervisory staff must receive harassment training.	Allison Noren, HR Chief CFS Managers HR Staff			
Investigate possibility of new employee evaluation system as well as continue to train employees on how to use the current system and encourage timeliness of turning in evaluation documentation.	Allison Noren, HR Chief CFS Managers HR Staff			

***Fiscal***

Update Fiscal Desk Manuals including policies and procedures.	Victor Han, Manager			
Learning new banking system processes including new QuickBooks program.	Victor Han, Manager			
Work with IT to set up in-Kind Electronic Classroom Sign-in and restarting Laserfiche processing.	Victor Han, Manager			

***Safe Environments***

Review and update Classroom Health and Safety Checklists.	Kaleb Call, Manager Karen Griffith, Manager			
Train all onsite staff on changes to the Health and Safety checklists.	Kaleb Call, Manager Karen Griffith, Manager			

***Governance***

**Sacramento Employment and Training Agency  
 Heads Start/Early Head Start  
 Self-Assessment Program Improvement Plan (PIP)  
 2018-2019**

Brainstorm ideas on how to increase parent participation.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors			
Brainstorm new ideas/strategies on how to increase Head Start enrollment and recruitment.	Marie Desha, Coordinator SS/PI Specialists Parent Ambassadors			

## ITEM III-G – ACTION

### APPROVAL OF PROGRAM YEAR 2019-2020 HEAD START, EARLY HEAD START AND EARLY HEAD START CHILD CARE PARTNERSHIP/EXPANSION REFUNDING APPLICATIONS

#### BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the Program Year 2019-2020 Head Start/Early Head Start Refunding Applications. Head Start and Early Head Start are Year 5 of a 5-year funding cycle. Early Head Start – Child Care Partnership/Expansion is Year 1 of a 5-Year cycle.

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

- Due to severe budget challenges, the Sacramento City Unified School District, a SETA delegate agency, will be relinquishing a portion of their Head Start enrollment (403 out of 1,139 enrollment slots), all of their Early Head Start and Early Head Start-CCP program, which is 152 and 40 enrollment slots respectively, and associated funding.
- The relinquishment triggered several program changes throughout the county to accommodate the returned enrollment slots and associated funding.
- Proposed changes include a re-distribution of Head Start and Early Head Start enrollment slots and associated funding throughout Sacramento County to ensure continued services to infants, toddlers and preschoolers within Sacramento City USD boundaries and other underserved areas of the county. Significant changes include:
  - SETA, under the grantee operated program, will continue services at 6 of SCUSD locations including: American Legion, Bret Harte, Capital City, CP Huntington, Freeport and Hiram Johnson.
  - SETA will expand Early Head Start services to an additional 150 infants/toddlers, of which 79 enrollment slots will be converted from home-base to center-base services to meet the need of working families.
  - San Juan Unified School District, a SETA delegate agency, will expand Head Start services to an additional 384 preschool aged children within their District boundaries.
  - Women’s Civic Improvement Club (WCIC) will expand Head Start services to an additional 20 preschool aged children in the Oak Park community.
  - Twin Rivers Unified School District, a SETA delegate agency, will expand Early Head Start services to 24 additional toddlers at Rio Linda Elementary (8) and Village (16).
  - Sacramento County Office of Education will serve an additional 11 EHS home-based children/families.



ITEM III-G – ACTION (continued)

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- River Oak Center for Children will serve an additional 12 EHS home-based children/families
- As a result of the re-distribution, the following is a summary of the proposed funded enrollment for each program in the 2019-2020 program year:

Agency	Proposed Enrollment 2019-2020					
	Head Start		Early Head Start		EHS-CCP	
	Current	New	Current	New	Current	New
SETA Operated Program	1,836	1,756	439	589	40	80
Elk Grove USD	440	440				
Sacramento City USD	1,139	736	152	0	40	0
San Juan USD	668	1,052	160	160		
Twin Rivers USD	180	140	16	40		
WCIC	100	120				
<b>Total</b>	<b>4,363</b>	<b>4,244</b>	<b>767</b>	<b>790*</b>	<b>80</b>	<b>80</b>

\*Pending ACF approval for the HS-EHS enrollment slot conversion.

- In an effort to serve more infants and toddlers in Sacramento County, SETA is proposing to convert the unassigned 119 Head Start enrollment slots to 22 Early Head Start enrollment slots, effective August 1, 2019.
- To support this HS-EHS conversion and to convert 79 EHS home-base enrollment slots to center-based, a transfer of \$1,000,000 from the Head Start budget to the Early Head Start budget will be requested to operate ten (10) additional infant/toddler classes within the SETA operated program. Associated Training and Technical Assistance (TTA) funds in the amount of \$25,000 will also be transferred to support staff development and parent training efforts.
- Currently enrolled families will not be displaced as a result of the enrollment changes. With kindergarten-bound children leaving, there will be enough vacancies to accommodate eligible returning children within SCUSD’s remaining locations and/or in alternate SETA locations within the same neighborhood.
- Other SETA Operated Program changes include:
  - Freedom Park will offer 16 EHS enrollment slots
  - Galt will offer 16 EHS enrollment slots
  - Hillsdale will offer 15 EHS enrollment slots
  - EHS home-base will serve an additional 48 children/families

ITEM III-G – ACTION (continued)  
Page 3

Services for the 2019-2020 program year will commence on August 1, 2019.

RECOMMENDATION:

Approve the Program Year 2019-2020 Head Start, Early Head Start, and Early Head Start Child Care /Partnership/Expansion Refunding Applications.

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

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

ITEM III-H – ACTION

APPROVAL OF THE SETA HEAD START, EARLY HEAD START  
AND EARLY HEAD START CHILD CARE PARTNERSHIP BUDGETS  
FOR PROGRAM YEAR 2019-2020

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the 2019-2020 Head Start, Early Head Start, and Early Head Start Child Care Partnership/Expansion budgets. The budgets include Basic, Training and Technical Assistance and Cost of Living Adjustment (COLA) for the SETA Operated Program, its five delegate agencies, and two partners. Supplemental Duration 2019 funding is not included. The proposed budgets, after the HS-EHS conversion, are as follows:

Head Start Basic (4,244 children/families)	\$44,366,420
Head Start COLA (1.77%)	\$ 785,286
Head Start Training and Technical Assistance	<u>\$ 520,000</u>
Sub-Total (excludes 2019 Supplemental Duration funding)	\$45,671,706
Early Head Start Basic (790 children/families)	\$10,578,869
Early Head Start COLA (1.77%)	\$ 187,246
Early Head Start Training and Technical Assistance	<u>\$ 250,523</u>
Sub-Total	\$ 11,016,638
EHS-CCP Basic (80 children/families)	\$ 1,550,696
EHS-CCP COLA (1.77%)	\$ 27,447
EHS-CCP Training and Technical Assistance	<u>\$ 36,749</u>
Sub-Total	\$ 1,614,892
TOTAL	<u>\$58,303,236</u>

The Head Start/Early Head Start budgets reflect a transfer of \$1,000,000 Head Start Basic funds and \$25,000 Training and Technical Assistance funds to Early Head Start Basic and TTA budgets respectively. The transfer of the funds will support the conversion of 119 Head Start enrollment slots to 22 Early Head Start enrollment slots. Funds will be used for personnel, fringe benefits and other operating costs.

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

A copy of the 2019-2020 Head Start, Early Head Start and Early Head Start Child Care Partnership/Expansion Budgets will be sent under separate cover.

ITEM III-H – ACTION (continued)

Page 2

Staff will be available to answer questions.

RECOMMENDATION:

Approve the Program Year 2019-2020 Head Start, Early Head Start, and Early Head Start Child Care Partnership/Expansion Budgets for Basic, Cost of Living Adjustment (COLA), and Training and Technical Assistance funds.

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

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

ITEM III-I – ACTION

APPROVAL OF THE 2019-2020 HEAD START, EARLY HEAD START, AND  
EARLY HEAD START CHILD CARE PARTNERSHIP/EXPANSION  
PROGRAM OPTIONS AND CENTER LOCATIONS FOR  
SACRAMENTO COUNTY

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the program options and center locations for the SETA Operated Program and its delegate agencies for the 2019-2020 Program Year.

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

RECOMMENDATION:

Approve the Head Start, Early Head Start and Early Head Start Child Care Partnership/Expansion countywide program options and center locations for the 2019-2020 program year.

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

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

**SETA OPERATED HEAD  
START PROGRAM  
Funded Enrollment:  
1,756**

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

**16<sup>th</sup> Avenue**  
4104 Martin Luther King Jr.  
Blvd.  
Sacramento, CA 95820

**Alder Grove ELC**  
816 Revere Street  
Sacramento, CA 95818

**Auberry Park**  
8120 Power Inn  
Sacramento, CA 95828

**Bannon Creek**  
2775 Millcreek Drive  
Sacramento, CA 95833

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

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

**Capital City**  
7220 24<sup>th</sup> Street  
Sacramento, CA 95822

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

**Crossroad Gardens**  
7322 Florinwood Dr.  
Sacramento, CA 95823

**Elkhorn**  
5249 Elkhorn Blvd.  
Sacramento, CA 95660

**Franklin**  
6929 Franklin Blvd.  
Sacramento, CA 95823

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

**Freeport**  
2118 Meadowview Drive  
Sacramento, CA 95832

**Fruitridge**  
5746 40th Street  
Sacramento, CA 95824

**Galt**  
615 2<sup>nd</sup> 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 41<sup>st</sup> 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 ELC**  
925 Del Paso Blvd., Suite 300  
Sacramento, CA 95815

**Solid Foundation**  
7505 Franklin Blvd.  
Sacramento, CA 95823

**Strizek Park**  
3829 Stephen Drive  
North Highlands, CA 95660

**Walnut Grove**  
14181 Grove Street  
Walnut Grove, CA 95690

**SETA Home Base Program**

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

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

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

**David Reese Elementary**  
7600 Lindale Drive  
Sacramento, CA 95828

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

**Franklin Elementary**  
4011 Hood Franklin Road  
Elk Grove, CA 95757

**Florin Elementary**  
7300 Kara Drive  
Sacramento, CA 95828

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

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

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

**James McKee Elementary**  
8701 Halverson Drive  
Elk Grove, CA 95624

**John Reith**  
8401 Valley Lark Drive  
Sacramento CA 95823

**Maeola Beitzel Elementary**  
8140 Caymus Drive  
Sacramento CA 95829

**Prairie Elementary**  
5251 Valley Hi Drive  
Sacramento, CA 95823

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

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

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

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

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

**Administrative Office:**  
Serna Center  
5735 47<sup>th</sup> Ave.  
Sacramento, CA 95824  
(916) 643-7800

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

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

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

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

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

**Camelia**  
6600 Cougar Drive  
Sacramento, CA 95828

**Earl Warren Elementary**  
5420 Lowell Street  
Sacramento, CA 95820

**Edward Kemble Elementary**  
7495 29th Street  
Sacramento, CA 95822

**Elder Creek Elementary**  
7800 Lemon Hill Avenue  
Sacramento, CA 95824

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

**Ethel Phillips Elementary**  
2930 21st Avenue  
Sacramento, CA 95820

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

**Golden Empire Elementary**  
9045 Canberra Drive  
Sacramento, CA 95826

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

**Hiram Johnson**  
3535 65<sup>th</sup> Street  
Sacramento, CA 95820

**Isador Cohen Elementary**  
9025 Salmon Falls Drive  
Sacramento, CA 95826

**James Marshall Elem.**  
9525 Goethe Road  
Sacramento, CA 95827

**John Bidwell Elementary**  
1730 65th Avenue  
Sacramento, CA 95822

**John Cabrillo Elementary**  
1141 Seamas Avenue  
Sacramento, CA 95822

**John Sloat**  
7525 Candlewood Way  
Sacramento, CA 95822

**John Still**  
2200 John Still Drive  
Sacramento, CA 95832

**Leataata Floyd**  
401 McClatchy Way  
Sacramento, CA 95818

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

**Mark Twain Elementary**  
4914 58<sup>th</sup> 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 41<sup>st</sup> 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 68<sup>th</sup> Avenue  
Sacramento, CA 95822

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

**Woodbine**  
2500 52<sup>nd</sup> Ave.  
Sacramento, CA 95822

**SAN JUAN USD  
HEAD START  
Funded Enrollment:  
1,052**

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

**Choices Charter**  
4425 Laurelwood Way  
Sacramento, CA 95864

**Coleman Elementary**  
6545 Beech Avenue  
Orangevale, CA 95662

**Cottage Elementary**  
2221 Morse Avenue  
Sacramento, CA 95825

**Dyer Kelly**  
2236 Edison Avenue  
Sacramento, CA 95821

**Encina**  
1400 Bell Street  
Sacramento, CA 95825

**Garfield**  
3700 Garfield Avenue  
Carmichael, CA 95608

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

**Grand Oaks**  
7901 Rosswood Dr.  
Citrus Heights, CA 95621

**Howe Elementary**  
2404 Howe Avenue  
Sacramento, CA 95825

**Kingswood Elementary**  
5700 Primrose Drive  
Fair Oaks, CA 95610

**Lichen Elementary**  
8319 Lichen Drive  
Citrus Heights, CA 95621

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

**Pasadena Elementary**  
4330 Pasadena Avenue  
Sacramento, CA 95821

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

**Skycrest Elementary**  
5641 Mariposa Ave.  
Citrus Heights, CA 95610

**Sunrise Elementary**  
7322 Sunrise Blvd.  
Citrus Heights, CA 95610

**TWIN RIVERS USD  
HEAD START  
Funded Enrollment:  
140**

**Administrative Office:**  
155 Morey Avenue  
Sacramento, CA 95838  
(916) 643-8680

**Morey Avenue**  
155 Morey Avenue  
Sacramento, CA 95838  
(916) 643-8680

**Oakdale Preschool Center**  
3708 Myrtle Avenue  
North Highlands, CA 95660

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

**Village Preschool Center**  
6845 Larchmont Drive  
North Highlands, CA 95660

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

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

**Playmate #1**  
3930 8th Avenue  
Sacramento, CA 95817

**Playmate #2**  
3555 3<sup>rd</sup> Avenue  
Sacramento, CA 95817

**SETA OPERATED EARLY  
HEAD START  
Funded enrollment:  
589**

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

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

**American Legion**  
3801 Broadway  
Sacramento, CA 95817

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

**Capital City**  
7220 24th Street  
Sacramento, CA 95822

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

**Crossroad Gardens**  
7322 Florinwood Dr.  
Sacramento, CA 95823

**Elkhorn**  
5249 Elkhorn Blvd.  
Sacramento, CA 95660

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

**Galt**  
615 2<sup>nd</sup> Street  
Galt, CA 95632

**Grizzly Hollow**  
805 Elk Hills Dr.  
Galt, CA 95632

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

**Hiram Johnson**  
3535 65<sup>th</sup> Street  
Sacramento, CA 95820

**Hopkins Park**  
2317 Matsun Drive  
Sacramento, CA 95822

**Job Corps**  
3100 Meadowview  
Sacramento, CA 95832

**Marina Vista ELC**  
263 Seavey Circle  
Sacramento, CA 95818

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

**Norma Johnson ELC**  
3265 Norwood Avenue  
Sacramento, CA 95838

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

**Northview**  
2401 Northview  
Sacramento, CA 95833

**Phoenix Park**  
4400 Shining Star Dr.  
Sacramento, CA 95823

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

**16<sup>th</sup> Avenue**  
4104 Martin Luther King Jr  
Blvd.  
Sacramento, CA 95814

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

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

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

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

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

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

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

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

**SJUSD EHS Home Base**

**TWIN RIVERS USD  
EARLY HEAD START  
Funded Enrollment:  
40**

**Administrative Office:**  
155 Morey Avenue  
Sacramento, CA 95838  
(916) 643-8680

**Morey Avenue School**  
155 Morey Avenue  
Sacramento, CA 95838

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

**Village Preschool Center**  
6845 Larchmont Drive  
North Highlands, CA 95660



**HEAD START**  
**2019-2020 SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES**

AGENCY	Funded Enrollment <sup>1</sup>	Center Based • Year-Round 5 Days/Week					Center Based • Traditional School Year 5 Days/Week			
		4 hours/ day	6.5 hours/ day	7 hours/ day	8 hours/ day	9 hours/ day	6 hours/ day	6.5 hours/ day	7 hours/ day	8 hours/ day
SETA	1,756	720	60		240	160		40		20
Elk Grove	440						60			
Sac. City	736		336	32					48	
San Juan	1,052		660				170	140		
Twin Rivers	140									
WCIC	120									
<b>TOTAL</b>	<b>4,244</b>	<b>720</b>	<b>1,056</b>	<b>32</b>	<b>240</b>	<b>160</b>	<b>230</b>	<b>180</b>	<b>48</b>	<b>20</b>

AGENCY	Funded Enrollment <sup>1</sup>	Center Based • Traditional School Year 4 Days/Week				Home-Based
		3.5 hours/day	4 hours/day	6.5 hours/day	7.5 hours/day	
SETA	1,756	80	20	293		123
Elk Grove	440	380				
Sac. City	736	320				
San Juan	1,052	222				
Twin Rivers	140					
WCIC	120				120	
<b>TOTALS</b>	<b>4,244</b>	<b>1,002</b>	<b>20</b>	<b>293</b>	<b>120</b>	<b>123</b>

<sup>1</sup> Head Start funded enrollment reflects a proposed HS-EHS conversion of 119 HS enrollment slots

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

**EARLY HEAD START  
2019-2020 SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES**

PROGRAM OPTIONS						
		Center Based • 5 days/week				Home-Based
		Year Round		Traditional School Year		
AGENCY	Total Funded Enrollment <sup>1</sup>	8 hours/day	9 hours/day	6.5 hours/day	8 hours/day	
SETA	589	167	39		16	367
San Juan	160	48			32	80
Twin Rivers	40			40		
<b>TOTALS</b>	<b>789</b>	<b>215</b>	<b>39</b>	<b>40</b>	<b>48</b>	<b>447</b>
<sup>1</sup> Funded enrollment includes a proposed HS-EHS conversion, adding 22 more EHS enrollment slots						

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

**EARLY HEAD START – CHILD CARE PARTNERSHIP AND EXPANSION  
2019-2020 SACRAMENTO COUNTY PROGRAM OPTIONS**

AGENCY	Total Funded Enrollment	Center Based • 5 days/week • Year Round	
		8 hours/day	9 hours/day
SETA	80	32	48
<b>TOTAL</b>	<b>80</b>	<b>32</b>	<b>48</b>

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

ITEM III-J – ACTION

APPROVAL OF 2019-2020 TRAINING/TECHNICAL ASSISTANCE PLAN FOR  
THE SETA HEAD START, EARLY HEAD START, AND CHILD CARE  
PARTNERSHIP/EXPANSION PROGRAM, AS ALIGNED  
WITH ESTABLISHED FIVE-YEAR GOALS AND OBJECTIVES

**BACKGROUND:**

This agenda item provides an opportunity for the Policy Council to approve the Program Year 2019-2020 Head Start, Early Head Start, and Early Head Start Child Care Partnership/Expansion Training/Technical Assistance Plans (TTA). The funds reflect a transfer of \$25,000 from the Head Start TTA budget to the Early Head Start TTA budget as result of the Head Start-Early Head Start conversion. The following chart outlines the TTA budgets and changes:

	2018-2019	2019-2020	Difference
Head Start	\$545,000	\$520,000	(\$25,000)
Early Head Start	\$225,523	\$250,523	\$25,000
Early Head Start-CCP	\$36,749	\$36,749	0
TOTAL	\$807,272	\$807,272	--

The TTA Plans were developed to ensure continued quality and improvement and to support training activities for staff and parent development. The Budget/Planning Committee met weekly in February and March, including Head Start parents, Deputy Director/Children and Family Services, Head Start Managers, and the Social Services/Parent Involvement Coordinator to provide input on the plan and correlating budget.

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

**RECOMMENDATION:**

Approve the Program Year 2019-2020 SETA Head Start, Early Head Start and Early Head Start Child Care Partnership/Expansion Training/Technical Plans as aligned with established five-year goals and objectives.

**NOTES:**

**ACTION:** Moved: \_\_\_\_\_ Second: \_\_\_\_\_

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

# TRAINING AND TECHNICAL ASSISTANCE PLAN

## SETA Operated Program

### 2019-2020

#### 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. Our program mission is to improve the lives of low-income children by providing comprehensive child development services that are family focused, including education, health, nutrition, mental health and social services. SETA Head Start's goals are accomplished by involving parents in the complete operation and administration of the program and by supporting the growth of families and staff through the development of advocacy skills, enhanced self-esteem and empowerment. The overall goal is to develop a greater degree of independence among families and the decisions which impact their lives. Finally, SETA Head Start has established as its vision, "Touching Families, Making A Difference."

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

#### PLANNING PROCESS

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

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

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

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

# TRAINING AND TECHNICAL ASSISTANCE PLAN

## SETA Operated Program

### 2019-2020

#### APPROACH TO TRAINING, TECHNICAL ASSISTANCE AND PROGRAM IMPROVEMENT

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

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

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

#### OUTCOMES AND TIMETABLES

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

**TRAINING AND TECHNICAL ASSISTANCE PLAN**  
**SETA Operated Program**  
**2019-2020**

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		
					HS CCP	EHS	EHS-
<b>1. Child Services and Consultants</b>							
<b>A. Consultants</b>							
Consultants will be used as subject-area experts to ensure that HS/EHS services are aligned with Performance Standards.	HS/EHS Staff	Consultants	Depending on the consultants used, staff will utilize the services of consultants to ensure best practices and adherence to Performance Standards are met. Consultants may also be used as a training resource for staff, and provide coaching when necessary.	Consultants will be scheduled as needed in the program year 19/20	\$10,000	\$4,000	
<b>2. Parent Services</b>							
<b>A. Parent Internships and Training</b>							
Parents will be recruited to train for a variety of apprentice type jobs, including working with facilities, office work, working in the kitchen.	HS/EHS parents	Head Start staff	HS/EHS parents will be offered the opportunity to learn skills, including soft skills that potentially may lead to permanent employment opportunities in the community.	October 2019 July 2020	\$20,000		
Parents and staff will be given an opportunity to attend the NHSA Parent Conference in Anaheim, CA.	HS/EHS parents and staff	Conference	Staff and parents will have the opportunity to attend a national Head Start conference. Both parents and staff will be expected	December 2019	\$34,000		

TRAINING AND TECHNICAL ASSISTANCE PLAN  
 SETA Operated Program  
 2019-2020

			to report out to their boards or their peers, on the information they learned and felt was the most impactful.				
<b>B. Family Literacy Project</b>							
<b>Workforce/Head Start Parent Tuition Reimbursement</b>	HS/EHS parents	Approved vendors from Sacramento County	This reimbursement will be used for parents who request to attend a job training program and the cost is not fully covered by other providers. The expected outcome includes providing opportunities to enrolled HS/EHS parents to become job ready and to provide opportunities for increased economic mobility.	2019-2020	\$6,000	\$2,500	
<b>Family Literacy Involvement Program (FLIP)</b>	HS/EHS parents	SS/PI Specialist	Parents will be given a book monthly along with activity sheets to do monthly with their child. Activity sheets will focus on literacy and math skills that parents can easily do at home with their child. The expected outcome will be increased literacy scores in children's assessment data, and increased knowledge about the importance of parent participation in school readiness activities	August 2019-July 2020	\$43,000	\$6,000	\$3,600



TRAINING AND TECHNICAL ASSISTANCE PLAN  
 SETA Operated Program  
 2019-2020

<b>C. Training / Staff Development</b>							
<b>Teachers on Special Assignment (TOSA)</b>	HS and EHS teachers	HS and EHS teachers	A Teacher on Special Assignment (TOSA) is peer-to-peer training and coaching using current staff who have innovative and high quality practices in their classrooms. During the one-year special assignment, TOSAs do not work in the classroom with children, but instead coach/mentor other teaching staff. There are 2 HS and 2 EHS TOSAs. Costs cover salary, fringe benefits, and allocated services/supplies.	August 2019 – July 2020	\$144,485	\$128,307	\$14,256
<b>On-going training and conference opportunities and other resources</b>	EHS and HS staff	Trainers, conferences, and resources to be determined.	Staff will be offered the opportunity to engage in a variety of staff development activities with the expected outcome to include increased knowledge in the areas of school readiness, curriculum implementation, and improved CLASS scores.	August 2019-July 2020	\$7,481	\$8,181	\$15,318
<b>California Head Start Association Conference</b>	HS Staff	California Head Start Association	Staff will have the opportunity to attend the California Head Start Association conference. Staff will report out to their peers and Leadership on	January 2020	\$7,200		

TRAINING AND TECHNICAL ASSISTANCE PLAN  
 SETA Operated Program  
 2019-2020

			the information they learned and felt was the most impactful.				
<b>Teaching Pyramid</b>	HS Staff	Sacramento County Office of Education	Teaching Pyramid training will continue for HS staff in order to ensure best practices continue in the area of social/emotional support for HS children.	To be determined	\$8,000		
<b>CLASS Observer Training/Coaching and CLASS certificates</b>	Grantee and Delegate staff	<i>TeachStone</i>	<i>TeachStone</i> will be contracted to provide refresher training for HS staff on the use of the CLASS tool. The expected outcome includes increased confidence and knowledge in the areas that CLASS assesses, including increased scores on classroom assessment evaluations and CLASS scores.	To be determined	\$22,000	\$4,000	
<b>Learning Genie</b>	SCUSD	SETA Staff	SETA staff will provide T/TA services to teachers in SCUSD. Allocated money will be used to buy licenses for the program. The expected outcome is a better alignment with countywide practice and more effective implementation of the DRDP for children's assessment.	October 2019	\$4,000		
<b>Program For</b>	Home Based	PITC	Home Visitors will	To be		\$20,400	

**TRAINING AND TECHNICAL ASSISTANCE PLAN**  
**SETA Operated Program**  
**2019-2020**

<b>Infant/Toddler Caregivers (Homebased)</b>	Staff		participate in a week long training of best practices in the field of home visiting. Expected outcomes include having an opportunity to network with other Home Visitors in the state, and to learn new, research-based practices in the field of home visiting. This will ensure that families continue to receive the highest quality services.	determined.			
<b>ECERS/ITERS Observers</b>	HS/EHS Staff	Consultants	Consultants will be used to independently assess HS/EHS classrooms using the ECERS and ITERS tool. Consultants will also provide reports to staff for continuous improvement and feedback.	Spring 2020	\$10,000	\$3,000	
<b>Out of State Conferences</b>	HS/EHS staff	Expert Trainers from various organizations	Staff will have the opportunity to attend the annual ChildPlus Scramble and WIPFLI conference, in Las Vegas in 2019-2020	Nov 2019 for ChildPlus Scramble and July for WIPFLI	\$27,500	\$10,000	
<b>Family Development Credential</b>	FSW and Home Visitors		Countywide staff will be given the opportunity to participate in this monthly training. The expected outcomes include increased quality services to parents, looking at strength-based approaches to family	October 2019- July 2020	\$15,000	\$2,000	

**TRAINING AND TECHNICAL ASSISTANCE PLAN**  
**SETA Operated Program**  
**2019-2020**

			engagement, and an opportunity to network and collaborate across agencies.				
<b>Creative Curriculum Fidelity Training</b>	HS/EHS Staff	Consultants	Staff will have an opportunity to learn best practices and enhance teaching techniques to ensure they are implementing the Creative Curriculum in a way to ensure faithfulness to the curriculum.	To be determined	\$5,000	\$1,000	
<b>Curriculum Focus-STEM</b>	HS Staff	SETA Staff	Staff will be given an opportunity to participate in on-going training in the area of STEM practices. Money will be used to provide materials for make and take and to enhance curriculum activities in the classroom.	To be determined	\$8,000		
<b>HELP Training</b>	Home Based Staff	SETA Staff	Countywide home visiting staff will be provided training in the HELP curriculum with the expected outcome of more consistently in our countywide home visiting program.	October-June 2019-2020		\$2,000	
<b>CCEI Online Professional Development</b>	HS/EHS Staff	CCEI	This is a subscription service that allows teaching staff to engage in on-line professional growth opportunities.	2019-2020	\$800	\$200	

**TRAINING AND TECHNICAL ASSISTANCE PLAN**  
**SETA Operated Program**  
**2019-2020**

<b>Early Childhood Education College Course</b>	HS/EHS staff and parents	Los Rios Instructor	Countywide staff and parents will be offered an on-site Early Childhood Education class focusing on infants and toddlers. The expected outcome is a better prepared workforce and continuing professional growth opportunities. Parents who are interested in the field of ECE are encouraged to enroll in order to obtain ECE units and an opportunity to apply for AT vacancies.	August 2019- May 2020		\$15,000	
<b>Career Incentive Plan Funds</b>	HS/EHS Staff	Community College and Universities and Teacher Credentialing	Staff will have the opportunity to be reimbursed a set amount of money annually to continue their education and to keep up required teaching credentials.	August 2019- July 2020	\$30,670	\$2,000	\$3,000
<b>D. Other – Delegate and Partner Support and Allocated Services and Supplies</b>							
<b>Delegate Kick-off and on-site training</b>	Delegate Staff	Delegate Support Staff	The expected outcomes include continued support on polices and procedures and monitoring processes between the Grantee and delegate and partner agencies.	November 2019	\$9,000		
<b>Allocated Services/Supplies (rounded)</b>					\$5,824	\$5,171	\$575
<b>TOTAL</b>					\$417,960	\$213,759	\$36,749



## Summary of 5-Year Goals and Objectives

**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.

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### Objectives:

- 1) Implement a math curriculum that will increase children’s level of skill and knowledge as well as provide parents with information on supporting math in the home.

#### *Objective Activities:*

- Provide resources/ training on math curriculum (Math Works) linked to math indicators on DRDP;
- Schedule Make and Take sessions to produce the materials needed to carry out math activities;
- Increase the number of planned math activities that children participate in to 3 per week;
- Increase math materials in classrooms;
- Provide coaching on effective teaching practices with both individualized coaching and TLC (Teachers Learning and Collaborating) Group;
- Train School Readiness Aides (parents) on the how they will be able to support math activities during their volunteer hours;
- Provide home connection activities in the area of math. Time spent on home activities will be tracked.

#### *Objective Expected Outcomes:*

- Increase in numbers of classrooms that include math activities in daily lesson plans
- 5% improvement in child assessment data, particularly in the measures that assess Math knowledge and skills;
- Improvement in CLASS scores, particularly in Instructional Support;
- Increase in ECER scores, specifically in Math Activities;
- Parents will report increased awareness on supporting Math activities in the home.

- 2) Implement an effective approach to promote positive, significant and sustained outcomes for children by improving the quality of Instructional Support.

*Objective Activities:*

- Provide resources/training on problem solving, prediction/experimentation, classification/comparison as well as increasing how/why questions;
- Provide individualized mentor/coaching to teachers through the use of internal coaching as well as collaboration with Race to the Top;
- Facilitate two groups using the TLC (Teachers Learning and Collaborating) coaching model;
- Increase the use of video-recording in the classroom to improve teacher feedback;
- Provide resources/ training on utilizing small groups to introduce higher level concepts and activities.

*Objective Expected Outcomes:*

- Improvement in child assessment data, particularly in the measures that assess Approaches to Learning, Science and Math skills;
- Improvement in CLASS scores, particularly in Concept Development;
- Increase in ECER scores specifically in Language- Reasoning and Activities-Math, Science;
- 16 Teachers (each year) will complete the TLC sessions.

**Goal 2 – Mental Health/Social Services:** Assist families, children and staff with accessing mental health and social services through communication, advocacy, and education.

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**Objectives:**

- 1) Increase formal collaborations with community agencies and professionals to improve access to culturally-responsive mental health and social services.

*Objective Activities:*

- Seek and formalize relationships with current and potential SETA Workforce and community partners with Memorandum of Understanding (MOU);
- Maintain, cultivate and evaluate active SETA Head Start membership and participation in various boards and collaborative groups;
- Engage HS/EHS parents as program ambassadors by sharing personal successes;
- Disseminate information to SOP leadership and staff (FSWs, Home Base Educators) to utilize services with partners.

*Objective Expected Outcomes:*

- SETA will have stronger collaborations which will lead to routine referrals and recommendations for enrollment in Head Start;
- Parents will share testimonial stories to encourage other parents to enroll in the program;
- Community collaborations will be strengthened to support families during their time in Head Start and thereafter.

- 2) Deepen and support the use of Reflective Practice strategies for effective communication and collaboration between staff members, families and community agencies.

*Objective Activities:*

- Coordinate at least 4 delegate consultation meetings between grantee consultant and delegates on the use of Reflective Practice within their programs;
- Grantee to host 2 countywide combined content meetings per year with the objectives of fostering collaboration and networking; promoting inclusion and deepening awareness of diversity;
- Assess delegate strengths and improvement areas in Parent Family and Community Engagement (PFCE) utilizing OHS materials.

*Objective Expected Outcomes:*

- Small group opportunities will be created to engage in critical reflection for personal and professional development;
- PFCE Outcomes reviewed and discussed at all content area meetings

- 3) Develop a program plan to evaluate and improve current Parent Family and Community Engagement (PFCE) program strategies using guidelines and resources provided by the Office of Head Start.

*Objective Activities:*

- Content Coordinators will include the review and discussion of PFCE framework and training materials related to building Relationship-based Competencies for support staff (health, mental health, family services workers, etc.)
- Grantee will host 2 countywide combined content meetings annually (February and May) with the objectives of fostering collaboration and networking; promoting inclusion and deepening awareness of diversity.

*Objective Expected Outcomes:*

- Countywide training plan will be developed on how PFCE Outcomes are used to inform and guide practice in health, mental health, family engagement, disabilities, etc.
- Summary of recommendations for agency strategic planning process

**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.

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**Objective:**

- 1) SETA Head Start/Early Head Start will have greater name recognition in the community and increase enrollment and referral opportunities for families being served by other community agencies.



*Objective Activities:*

- Identify community agencies in high need areas in which Family Services Worker IIIs can collaborate by 1) being on a community board, 2) by presenting information at a monthly meeting, or 3) being included in enrollment packets for the identified agencies;
- Through outreach opportunities, recruitment staff will identify and commit to participate in more community sponsored events;
- Work with the Parent Ambassador group to provide representation at community events;
- Head Start Managers will reach out and present information to content specific professional groups and organizations;
- Work with SETA's marketing agency to develop marketing materials that target high needs clients as identified in the program's community assessment and enhance the website to ensure ease of use for clients;
- Increase SETA Head Start and Early Head Start's participation in community events.

*Objective Expected Outcomes:*

- Each year, 25% of Family Services Workers will have made contact with at least one of the identified community agencies;
- Each year, the program will increase by 10% the number of community events that staff participate in;
- 10% of all community events will include at least one parent ambassador annually;
- Within each area of responsibility, each Head Start Manager will develop two content specific relationships each year in order to increase awareness of the Head Start and Early Head Start Program in their professional circles;
- 35% of the professional relationships developed with FSWIIIs and Managers will result in a formal MOU with community agencies annually.

## ITEM IV-A- INFORMATION

### STANDING INFORMATION

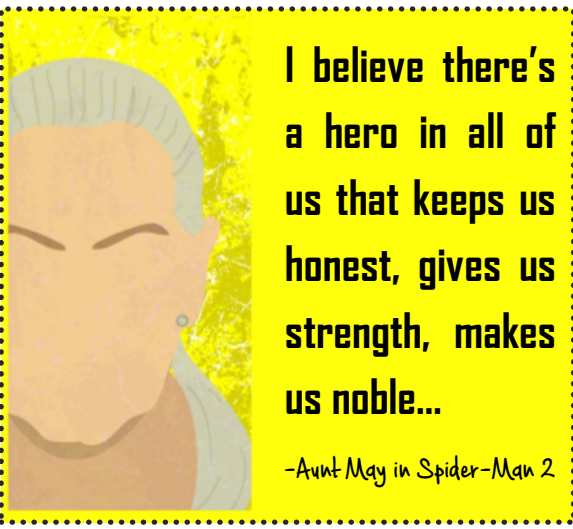
#### BACKGROUND:

- A. Standing Information Items
  - PC/PAC Calendar of Events – Ms. Henrietta Gutierrez
  - Parent/Staff Recognitions – Ms. Henrietta Gutierrez
  - Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Mr. Victor Han
  - Toastmasters Training – Ms. Henrietta Gutierrez
  - Community Resources – Parents/Staff: Mr. Robert Silva

#### **NOTES:**

<u>EVENT</u>	<u>DATE</u>
Introduction into Budgeting Workshop	Wednesday, April 24, 2019 10:00 a.m. Sacramento Works Job Center 7000 Franklin Blvd., Suite 540 Sacramento, CA 95823
PC/PAC Joint Executive Committee	Thursday, April 25, 2019 9:00 a.m. Camellia Room
Fishing in the City – Countywide Parent Activity	Saturday, April 27, 2019 9:00 a.m. – 12:00 p.m. North Natomas Park 4989 Natomas Blvd. Sacramento, CA 95835 <i>RSVP to Bob Silva: 916-263-3809 by 4/24/19</i>
PC/PAC Personnel Bylaws Committee	Friday, May 3, 2019 9:00 a.m. Redwood Room
Toastmasters Training	Friday, May 3, 2019 10:30 a.m. Redwood Room
PC/PAC Social/Hospitality Committee	Wednesday, May 8, 2019 9:00 a.m. – 11:00 a.m. Diablo Room
PC/PAC Parent Activity	Friday, May 10, 2019 10:00 a.m. – 1:00 p.m. Sierra Sacramento Valley Medical Society Museum of Medical History 5380 Elvas Avenue Sacramento, CA 95819
PC/PAC Budget Planning Committee	Tuesday, May 14, 2019 1:00 p.m. Camellia Room
Community Carnival	Saturday, May 18, 2019 10:00 a.m. – 1:00 p.m. South Natomas Community Park 2881 Truxel Road Sacramento, CA 95833

PC/PAC Going Back-to-School Orientation and Tour	Wednesday, May 22, 2019 9:30 a.m. – 12:00 p.m. Charles A. Jones Education Center 5451 Lemon Hill Avenue Sacramento, CA 95824
PAC Executive Committee	Thursday, May 23, 2019 9:00 a.m. Camellia Room
PC/PAC Parent Ambassador Committee	Thursday, May 23, 2019 10:30 a.m. Olympus Room
15 <sup>th</sup> Annual International Kids Festival	Saturday, May 25, 2019 10:00 a.m. – 4:00 p.m. William Land Park Amphitheater 3800 West Land Park Drive Sacramento, CA 95822
PC Executive Committee	Thursday, May 30, 2019 9:00 a.m. Camellia Room
Kids Zone – The Children’s Fun and Literacy Area	Saturday, June 1, 2019 11:00 a.m. – 5:30 p.m. The Brickhouse Art Gallery 2837 36 <sup>th</sup> Street Sacramento, CA 95817

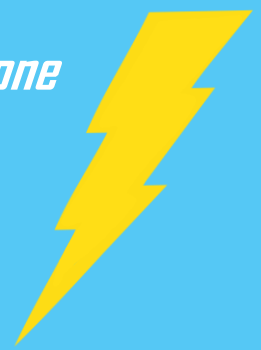


I believe there's a hero in all of us that keeps us honest, gives us strength, makes us noble...

-Aunt May in Spider-Man 2

# COMMUNITY CARNIVAL

*A Parent's Mission is Never Done*



presented by

**THE NORTH SACRAMENTO FAMILY RESOURCE CENTER**

## Fun for the whole family

Free **lunch**, bounce houses, popcorn, carnival **games**, link up with local businesses and **non-profits** doing great work in our Sacramento **communities!**

Live **DJ**, Radio Stations, Dance **performances**, and local Fire Firefighters!

Call 916-290-8263 with questions

## South Natomas

Community Park  
2881 Truxel Rd.  
Sacramento 95833

**SATURDAY  
MAY 18TH**

**10:00am-1:00pm**

## C'MON EVERYBODY!



SACRAMENTO COUNTY

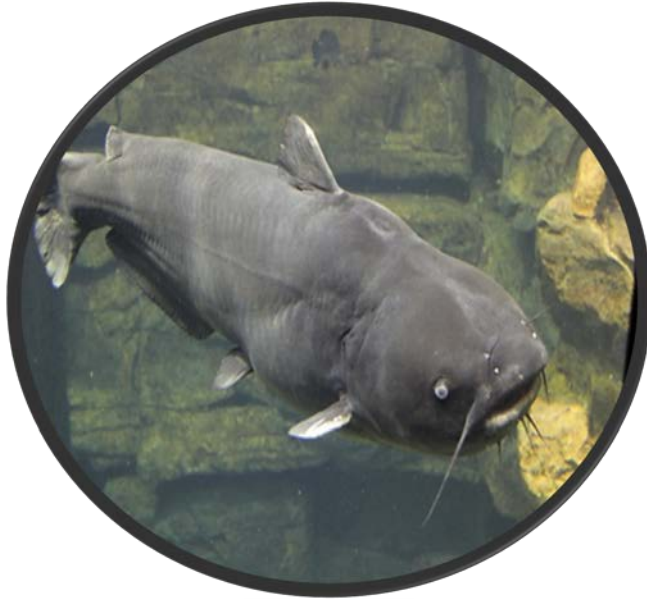


SACRAMENTO CHILDREN'S HOME





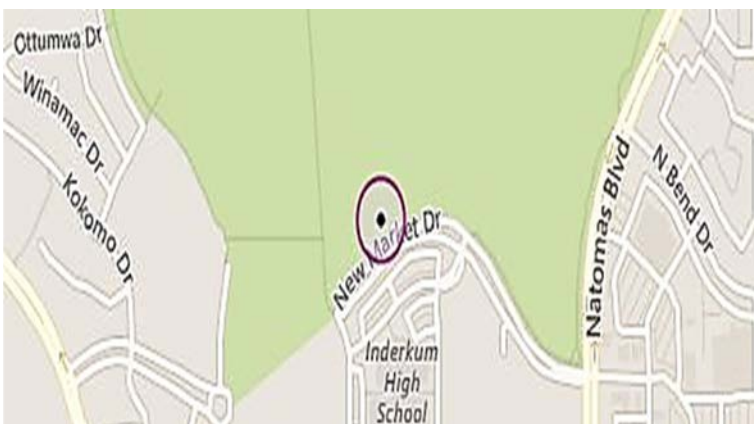
**Daddy and Me Fishing in the City**  
**All Head Start Families Are Welcome**



**When: Saturday, April 27, 2019**  
**Where: North Natomas Park**  
**4989 Natomas Blvd 95835**  
**Time: 9 a.m. -12 p.m.**  
**(Look for Head Start Banner)**

**Free:**  
**Fishing for 15 & under**  
**Continental Breakfast**  
**Poles, Fishing workshop**

*Sacramento County-Wide Parent Event*



**To reserve attendance:**  
**Call Bob Silva @**  
**916-263-3809**  
**Email:**  
**[Robert.Silva@seta.net](mailto:Robert.Silva@seta.net)**  
**Deadline: Wednesday, April**  
**24<sup>th</sup> by 5pm**



# 15th Annual International Kids Festival

Saturday, May 25, 2019, 10am - 4pm  
WILLIAM LAND PARK AMPHITHEATER



## PC/PAC Parent Activity

# Sierra Sacramento Valley Medical Society Museum of Medical History

Date: Friday, May 10<sup>th</sup>, 2019

Time: 10:00<sub>a.m.</sub>—1:00<sub>p.m.</sub>

Location: 5380 Elvas Ave. Sacramento, CA 95819

Please be prompt

We will meet in the front of the museum  
at 9:30<sub>a.m.</sub> Sharp!



### Please Note :

⇒ You will be reimbursed for mileage.

⇒ One guest per member (guest must be 18 years or older).

⇒ Please make sure you wear appropriate attire (no low cleavage tops or shorts).

Lunch will be provided to board members only

(Lunch is from 11:45<sub>a.m.</sub>—1:00<sub>p.m.</sub> at Round Table Pizza - 5101 Folsom Blvd., Sacramento, CA 95819)





Sat, June 1, 2019 • 11:00 am - 5:30 pm

# KIDS ZONE

THE CHILDREN'S FUN & LITERACY AREA AT THE BRICKHOUSE ART GALLERY

2837 36th St, Sacramento, CA 95817

Free give-a-way bags to the first 100 children / youth.

(Children must be accompanied by an adult)

Games, storytelling, music, books, poetry, african drumming!

Join us for fun activities for children

(ages 18 months - 17 years)

Free give-a-way bags to the first 100 children / youth.



SACRAMENTO BLACK  
BOOK FAIR

The Brickhouse (916) 475-1240

Blue Nile Press (916) 484-3749

**FREE & OPEN TO PUBLIC**

# PC/PAC Going Back-to-School Orientation & Tour

**COME LEARN ABOUT  
CAREER TRAINING PROGRAMS  
AT THE CHARLES A. JONES  
CAREER & EDUCATION CENTER**

**Date:**  
Wednesday, May 22<sup>nd</sup>, 2019

**Time:**  
9:30<sup>a.m.</sup>—12:00<sup>p.m.</sup>

**Location:**  
Charles A. Jones (CAJ) & Education Center  
5451 Lemon Hill Avenue  
Sacramento, CA 95824

**Please be prompt**  
We will meet in the lobby of  
Charles A. Jones  
At 9:00<sup>a.m.</sup> Sharp!

**Please Note:**

- ⇒ You will be reimbursed for mileage
- ⇒ No children and no smoking permitted
- ⇒ Please make sure you wear appropriate attire (No low cleavage tops or shorts).
- ⇒ Lunch will be provided

**Lunch is from 11:00<sup>a.m.</sup>—12:00<sup>p.m.</sup> at Taqueria Hecho en México -  
6036 Stockton Blvd #100 Sacramento, CA 95824**

ITEM IV-B – INFORMATION  
GOVERNING BOARD MINUTES

BACKGROUND:

Attached for your information is a copy of the February 7, 2019 Governing Board minutes.

Staff will be available to answer questions.

NOTES:

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

Minutes/Synopsis

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

Thursday, February 7, 2019  
10:00 a.m.

**I. Call to Order/Roll Call**

Mr. Carr called the meeting to order at 10:00 a.m. The Pledge of Allegiance was recited. The roll was called and a quorum was established.

Members Present:

Larry Carr, Chair; Councilmember, City of Sacramento  
Don Nottoli, Vice Chair; Member, Board of Supervisors  
Jay Schenirer, Councilmember, City of Sacramento  
Patrick Kennedy, Member, Board of Supervisors

Member Absent:

Sophia Scherman, Public Representative

- Recognition of Long-term employee: Ms. Deborah Khashe introduced Ms. Helen Oldham, Head Start Home Visitor, and acknowledged her 20 years working for SETA/Head Start. Ms. Oldham spoke of how fulfilling her work with children has been.

**II. Consent Items**

- A. Approval of Minutes of the January 3, 2019 Regular Board Meeting
- B. Approval of Claims and Warrants
- C. Appointment of Youth Committee Member
- D. Receive, Adopt, and File the Sacramento County Annual Investment Policy on the Pooled Investment Fund–Calendar Year 2019

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

- A. Approve the January 3, 2019 minutes.
- B. Approve the claims and warrants for the period 12/20/18 through 1/30/19.
- C. Approve the appointment of Mr. Johnny Perez to the Sacramento Works Youth Committee.
- D. Receive, adopt, and file the Sacramento County Annual Investment Policy of the Pooled Investment Fund for the Calendar Year 2019.

Roll call vote:

Aye: 4 (Carr, Kennedy, Nottoli, Schenirer)

Nay: 0

Abstentions: 0  
Absent: 1 (Scherman)

### **III. Action Items**

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

1. Approval of Out-of-State Travel to Attend the Region IX Head Start Association Western States Early Learning Institute

No questions or comments.

Moved/Kennedy, second/Schenirer, to approve out-of-state travel to the Region IX Head Start Association Western States Early Learning Institute in Phoenix, Arizona.

Roll call vote:

Aye: 4 (Carr, Kennedy, Nottoli, Schenirer)

Nay: 0

Abstentions: 0

Absent: 1 (Scherman)

2. Approval of Appointment to the Sacramento Works Workforce Development Board

No questions or comments.

Moved/Kennedy, second/Schenirer, to approve the appointment of Mr. Ronald Ellis to fill the Private Business seat on the Workforce Development Board.

Roll call vote:

Aye: 4 (Carr, Kennedy, Nottoli, Schenirer)

Nay: 0

Abstentions: 0

Absent: 1 (Scherman)

3. Approval of Memorandum of Understanding with the City of Sacramento Regarding the Local Hire and Community Workforce Training Program

Mr. Thatch reported that SETA may not be able to enter into this MOU. City risk management is demanding that the city is added as an additional insured but SETA's insurance carrier is refusing to do that. The only option is to get another insurance carrier but this would put all of SETA's insurance at risk. Mr. Thatch and his office is working with city risk management staff and the city attorney to convince the city they do not need to be included on the insurance.

There was discussion regarding vehicle usage. Mr. Thatch stated that under the Joint Powers Agreement, tort damages are already assumed by the city and

county. However, Mr. Thatch cannot seem to work it out with the city risk management.

Mr. Carr stated that this is a critical program and important work to employ people in city improvement projects. Mr. Carr stated that he and Mr. Schenirer will work to make this work and suggested that he be included in meetings with the city risk management staff.

Moved/Schenirer, second/Nottoli, to approve the MOU with the City of Sacramento in the amount of up to \$100,000 for eligibility determination services connected with the Local Hire and Community Workforce Training Program.

Roll call vote:

Aye: 4 (Carr, Kennedy, Nottoli, Schenirer)

Nay: 0

Abstentions: 0

Absent: 1 (Scherman)

## **B. WORKFORCE DEVELOPMENT DEPARTMENT**

Refugee Services: None.

Community Services Block Grant: None.

### One Stop Services

1. Agree with the Sacramento Works, Inc., Youth Committee to Approve the Release of a Request for Proposals for the Workforce Innovation and Opportunity Act (WIOA) Youth Program Services Funded by Title I for Program Years 2019-2023

Ms. Terri Carpenter reviewed the RFP which was prepared over several meetings by the Youth Committee. This document was developed as a way to encourage flexibility between programs and to align with local and regional initiatives such as Black Lives Matter and My Brother's Keeper. This RFP also seeks enrollment of young people living in high poverty/high need areas in Sacramento County. There is also an increased focus on industry sector partnerships that can provide robust work experience and career opportunities.

The Youth Committee met on February 6 and approved the release of the RFP with an addition. The Youth Committee added an opportunity for proposers to make their presentation before the evaluation committee on April 12.

Moved/Nottoli, second/ Schenirer, to agree with the Sacramento Works, Inc., Youth Committee to release a Request for Proposals for the Workforce Innovation and Opportunity Act (WIOA) Youth Program Services funded by Title I for program years 2019-2023.

Roll call vote:

Aye: 4 (Carr, Kennedy, Nottoli, Schenirer)

Nay: 0  
Abstentions: 0  
Absent: 1 (Scherman)

2. Ratification of the Submission of a Proposal to the Sacramento Municipal Utilities District (SMUD) for the High School Internship Program Recruitment and Case Management, and Authorize the Executive Director to Execute the Agreement and any other Documents Required by the Funding Source

Mr. Carr encouraged passage of this item; it is a great program.

Moved/Schenirer, second/Kennedy, to ratify the submission of the proposal requesting \$468,777 to SMUD for the High School Internship Program Recruitment and Case Management, and authorize the Executive Director to execute the agreement and any other documents required by the funding source.

Roll call vote:

Aye: 4 (Carr, Kennedy, Nottoli, Schenirer)

Nay: 0

Abstentions: 0

Absent: 1 (Scherman)

## **C. CHILDREN AND FAMILY SERVICES**

### **IV. Information Items**

- A. **Presentation:** College and University Partnerships

Ms. Denise Lee and Mr. Roy Kim provided an overview of the various partnerships SETA has with community colleges and universities.

Mr. Nottoli left at 10:30 a.m.

- B. Department of Labor Report on the WIA Adult and Dislocated Worker Programs
- C. Fiscal Monitoring Reports: No questions.
- D. Employer Success Stories and Activity Report: No questions.
- E. Dislocated Worker Update: No questions.
- F. Unemployment Update/Press Release from the Employment Development Department: No questions.

G. Head Start Reports: No questions or comments.

**V. Reports to the Board**

A. Chair: Mr. Carr stated that there is an employment counselor at the Pannell Center on Wednesdays and they also go to the Sim Center but he never sees anyone at the Pannell Center. He knows there are citizens around the Pannell Center that need jobs but they are not aware of the services available. Ms. Kossick agreed to increase SETA's outreach and asked to have SETA's services available through the City Councilmembers' electronic newsletters.

B. Executive Director: Ms. Kossick asked board members to make their community contacts aware of the youth RFP; it is important to make groups in the city or county aware that SETA is seeking youth services proposals from a wide variety of providers.

C. Deputy Directors: Ms. Denise Lee stated that board members received a letter regarding changes at Sacramento City Unified School District; they will be returning Head Start/Early Head Start slots and associated funding to SETA in August, 2019. Staff will be working with Sacramento City USD on the smooth transition and perhaps seeking other delegates/partners in our community to re-distribute slots/funding. Ms. Lee stated that she will be reporting back each month as to where we stand on this issue.

An annual report was distributed to board members; Ms. Lee offered to provide board members with additional copies for their offices.

Ms. Lee reported that the Office of Head Start is urging SETA/Head Start to reach out and serve more homeless families. Ms. Lee will be contacting board members to better understand the homeless population in the county and the impact of children aged 0-5. SETA already serves homeless families. Ms. Lee wants to learn how Head Start can partner to better serve homeless children and families.

D. Counsel: Mr. Thatch reported that there will not be a closed session; it will be dropped from the agenda.

E. Members of the Board: No comments.

F. Public: No comments.

**VI. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: No action taken.**

Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9

One Potential Case

**VII. Adjournment: The meeting was adjourned at 10:39 a.m.**



ITEM V

COMMITTEE REPORTS

➤ Executive Committee

This item provides the opportunity for the Executive Committee to submit an oral report to the Policy Council. The Executive Committee met and evaluated the March 26, 2019 Policy Council meeting.

<b>GOOD!!!</b>
Thank you, Ms. Kathy Kossick for collaborating with Workforce on upcoming program presentations.
Thank you, Ms. Denise Lee, for budget updates and the completion of the Hopkins project.
Thank you, Ms. Allison Noren, for providing information on the eligibility lists and thorough explanation of the recruitment process.
Thank you, Mr. Victor Han for reviewing the Fiscal Report.
Thank you, Ms. Lisa Carr, for shared program information on full enrollment.
Thank you, Ms. Karen Griffith, for shared information on Class Observations and Quality Rating Improvement System validations through SCOE.
Thank you, Ms. Michelle O’Camb for your in-depth presentation on the Refugee program.
Thank you Mr. Robert Silva, for shared community resources and the Parent Survey Results.
Thank you, Ms. Christie Hamm, for shared information on services offered at the Sacramento Public Library.
Congratulations to the newly seated board member, Ms. Maria Martinez.
<b>NEEDS IMPROVEMENT</b>
No side barring.
Please be recognized by the Chair by raising your hand before speaking.
**Please turn off all electrical devices, i.e., phones.**
Please refrain from TEXTING!!
Attendance.
Please be recognized by the Chair before leaving your seat by saying, “question of privilege.”
If unable to attend, or will arrive late to a meeting, please notify the Chair, Ms. Nancy Hogan, or Ms. Marie Desha and contact your alternate.

<b>REMINDERS</b>
Arrive on time and be seated by 8:50 a.m. to start meeting.
Refrain from leaving your seat during any presentation.
No eating in the Board Room.
Provide Ms. Marie Desha with community resource information/flyer seven days prior to meeting for approval.

► Social/Hospitality Committee

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ITEM VI

OTHER REPORTS

BACKGROUND:

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

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

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

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

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

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# SPECIAL EDUCATION REPORT

## Sacramento County Head Start/Early Head Start

**March 2019**

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: 1302.14 (b)(1) states *a program must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.*

Agency	AFE (HS)	Total IEPs	% of AFE	AFE (EHS)	Total IFSPs	% AFE
<b>SETA operated</b>	1836	229	<b>12%</b>	439	116	<b>26%</b>
<b>Twin Rivers USD</b>	180	28	<b>16%</b>	16	1	<b>6%</b>
<b>Elk Grove USD</b>	440	53	<b>12%</b>			
<b>Sac City USD</b>	1139	126	<b>11%</b>	152	19	<b>13%</b>
<b>San Juan USD</b>	668	109	<b>16%</b>	160	19	<b>12%</b>
<b>WCIC</b>	100	7	<b>7%</b>			
<b>EHS CCP</b>				120	9	<b>8%</b>
<b>COUNTY TOTAL</b>	<b>4363</b>	<b>552</b>	<b>13%</b>	<b>887</b>	<b>164</b>	<b>18%</b>

*AFE: Annual Funded Enrollment*



**Sacramento County Head Start/Early Head Start  
Monthly Enrollment Report  
March 2019**

**Head Start**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/29/19	(b) % Actual to Funded
Elk Grove USD	440	442	101
Sacramento City USD	1,139	1,104	97
SETA	1,836	1,869	101
San Juan USD	668	671	101
Twin Rivers USD	180	181	100
WCIC/Playmate	100	102	103
<b>Total</b>	<b>4,363</b>	<b>4,369</b>	<b>100</b>

**Early Head Start**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/29/19	(b) % Actual to Funded
Sacramento City USD	152	155	101
SETA	439	457	104
San Juan USD	160	166	105
TRUSD	16	17	106
<b>Total</b>	<b>767</b>	<b>795</b>	<b>104</b>

**EHS-CC Partnership/Expansion**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/29/19	(b) % Actual to Funded
SETA	40	42	105
Sacramento City USD	40	41	103
<b>Total</b>	<b>80</b>	<b>83</b>	<b>104</b>

- (a) Includes children who have dropped during the month and whose slot will be filled within the 30-day allowable period.  
 (b) If enrollment is less than 100%, agency includes corrective plan of action.

Sacramento City USD

Challenge(s):

- 5 classes capped due to a majority of 3 year olds enrolled, leaving up to 15 vacant slots at any given time due to capping
- Other reasons such as no wait list for some centers and enrollments in process

Action Step(s):

- ACF is aware of the challenges of capped classes which are out of the control of the program

**SETA - County Monthly Average Daily Attendance (ADA)  
Program Year 2018-2019**

**Head Start**

<b>Agency</b>	<b>August ADA %</b>	<b>Sept ADA %</b>	<b>October ADA %</b>	<b>Nov ADA %</b>	<b>Dec ADA %</b>	<b>January ADA %</b>	<b>February ADA %</b>	<b>March ADA %</b>	<b>April ADA %</b>	<b>May ADA %</b>	<b>June ADA %</b>	<b>July ADA %</b>
Elk Grove USD	91	89	88	86	84	86	84	87				
Sacramento City USD	73	90	88	85	85	86	84	84				
SETA	78	87	85	83	83	81	80	83				
San Juan USD	N/A	76	88	90	89	88	92	88				
Twin Rivers USD	93	90	88	78	86	89	86	89				
WCIC/ Playmate	N/A	68	83	87	92	89	74	75				
<b>TOTAL</b>	84	83	87	85	87	87	83	84				

**Early Head Start**

<b>Agency</b>	<b>August ADA %</b>	<b>Sept ADA %</b>	<b>October ADA %</b>	<b>Nov ADA %</b>	<b>Dec ADA %</b>	<b>January ADA %</b>	<b>February ADA %</b>	<b>March ADA %</b>	<b>April ADA %</b>	<b>May ADA %</b>	<b>June ADA %</b>	<b>July ADA %</b>
Sacramento City USD	82	92	91	76	88	89	89	82				
SETA	80	86	87	82	83	81	81	85				
San Juan USD	83	84	89	87	90	88	90	86				
Twin Rivers USD	91	88	88	88	86	91	89	81				
<b>TOTAL</b>	84	88	89	83	87	87	87	84				



**SETA - County Monthly Average Daily Attendance (ADA)  
Program Year 2018-2019**

**EHS-CC Partnership/Expansion**

<b>Agency</b>	<b><u>August</u> ADA %</b>	<b><u>Sept</u> ADA %</b>	<b><u>October</u> ADA %</b>	<b><u>Nov</u> ADA %</b>	<b><u>Dec</u> ADA %</b>	<b><u>January</u> ADA %</b>	<b><u>February</u> ADA %</b>	<b><u>March</u> ADA %</b>	<b><u>April</u> ADA %</b>	<b><u>May</u> ADA %</b>	<b><u>June</u> ADA %</b>	<b><u>July</u> ADA %</b>
<b>Sacramento City USD</b>	74	80	78	64	72	72	77	79				
<b>SETA</b>	84	82	84	77	77	77	74	82				
<b>TOTAL</b>	79	81	81	71	75	75	76	81				

A summary of individual agency Attendance Action Plan(s) are provided below after any three (3) consecutive months of ADA below 85%

**Attendance Action Plan(s):**

**SETA Operated Program:**

- Classrooms with attendance below 85% for any month are required to submit a Classroom Attendance Improvement Plan.

**SCUSD:**

- Plan to be included with April Attendance Report.