



**GOVERNING BOARD**

**DON NOTTOLI**  
Board of Supervisors  
County of Sacramento

**ALLEN WARREN**  
Councilmember  
City of Sacramento

**JAY SCHENIRER**  
Councilmember  
City of Sacramento

**SOPHIA SCHERMAN**  
Public Representative

**PATRICK KENNEDY**  
Board of Supervisors  
County of Sacramento

**KATHY KOSSICK**  
Executive Director

925 Del Paso Blvd., Suite 100  
Sacramento, CA 95815

Main Office  
(916) 263-3800

Head Start  
(916) 263-3804

Website: <http://www.seta.net>

**SPECIAL MEETING OF THE  
SETA GOVERNING BOARD**

**DATE:** Thursday, April 28, 2016

**TIME:** 10:30 a.m.

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

While the SETA Governing Board welcomes and encourages participation in the Governing Board meetings, it would be appreciated if you would limit your comments to five minutes so that everyone may be heard. Matters under jurisdiction of the SETA Governing Board 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 Governing Board limits testimony on matters not on the agenda to five minutes per person and not more than fifteen 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)

**A G E N D A**

**PAGE NUMBER**

- I. Call to Order/Roll Call/Pledge of Allegiance**
- II. Consent Items**
  - A. Minutes of the April 7, 2016 Regular Board Meeting 1-7
  - B. Approval of Claims and Warrants 8
  - C. Approval to Submit an Application to the California Workforce Development Board for Workforce Innovation and Opportunity Act Regional Implementation, Innovation, Technical Assistance, Training and Evaluation Funds and Authorize the Executive Director to Execute the Agreement and any other Documents Required by the Funding Source (Roy Kim) 9-10
  - D. Approval to Submit an Application in Response to the California Employment Development Department (EDD) Disability Employment Accelerator (DEA) Grant Opportunity and Authorize the Executive Director to Execute the Agreement and any Other Documents Required by the Funding Source (Michelle O'Camb) 11-12

E.	Ratification of the Submission of the Workforce Accelerator Application to the California Workforce Development Board and Authorize the Executive Director to Execute the Agreement and any other Documents Required by the Funding Source (Terri Carpenter)	13
F.	Approval to Accept Funds from the California Workforce Development Board to Continue the Supervised Population Workforce Training Program and Authorize the Executive Director to sign the Agreement and any Other Documents Required by the Funding Source (William Walker)	14
<b>III.</b>	<b><u>Action Items</u></b>	
<b>A.</b>	<b>GENERAL ADMINISTRATION/SETA:</b> None.	
<b>B.</b>	<b>WORKFORCE DEVELOPMENT DEPARTMENT</b> <u>One Stop Services:</u> None. <u>Community Services Block Grant:</u> None.	
	<u>Refugee Services:</u>	
1.	Termination of Hmong Women’s Heritage Association’s Delegate Refugee Social Services (RSS) Agreement and Approval of Augmentation Recommendations for the Refugee Social Services (RSS) Program, Program Year (PY) 2015-2016 and Reallocation of RSS Funds Made Available by the Termination (Michelle O’Camb)	15-17
<b>C.</b>	<b>CHILDREN AND FAMILY SERVICES</b> (Denise Lee):	
1.	Approval of Annual Self Assessment for 2015-2016 and Resulting Program Improvement Plan SETA-Operated Program	18-34
2.	Approval of Program Year 2016-2017 Head Start/Early Head Start Budget	35
3.	Approval of Program Year 2016-2017 Head Start/Early Head Start Refunding Application	36-53
4.	Approval of 2016-2017 Sacramento County Program Options/Grantee and Delegate Agencies	54-60
5.	Approval of Program Year 2016-2017 Head Start/Early Head Start Training/Technical Assistance Grant Application to be in Alignment with Established Five-Year Goals	61-68

6. Approval of Program Year 2016-2017 Early Head Start-Child Care Partnership and Expansion Refunding Application 69-80

**IV. Information Items**

- A. Fiscal Monitoring Reports (Loretta Su) 81-87
- Department of Health and Human Services
  - Elk Grove Food Bank Services
  - Voluntary Legal Services of Northern California
- B. Employer Success Stories and Activity Report (William Walker) 88-103
- C. Dislocated Worker Update (William Walker) 104-105
- D. Unemployment Update/Press Release from the Employment Development Department (Roy Kim) 106-117
- E. Head Start Reports (Denise Lee) 118-134

**V. Reports to the Board 135**

- A. Chair
- B. Executive Director
- C. Deputy Directors
- D. Counsel
- E. Members of the Board
- F. Public

**VI. CLOSED SESSION: CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9:  
One potential case

**VII. Adjournment**

**DISTRIBUTION DATE: THURSDAY, APRIL 21, 2016**

ITEM II-A - CONSENT

APPROVAL OF APRIL 7, 2016 REGULAR BOARD MEETING

BACKGROUND:

Attached are the minutes of the April 7, 2016 Governing Board meeting for your review.

RECOMMENDATION:

That your Board review, modify if necessary, and approve the attached minutes.

STAFF PRESENTER: Kathy Kossick

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

Minutes/Synopsis

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

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

Thursday, April 7, 2016  
10:00 a.m.

- I. Call to Order/Roll Call/Pledge of Allegiance:** Ms. Scherman called the meeting to order at 10:02 a.m. Mr. Schenirer led the board in the Pledge of Allegiance.

Members Present:

Sophia Scherman, Chair, Governing Board; Public Representative  
Jay Schenirer, Vice Chair, Governing Board; Councilmember, City of Sacramento  
Patrick Kennedy, Member, Board of Supervisors  
Allen Warren, Councilmember, City of Sacramento (arrived at 10:11 a.m.)  
Don Nottoli, Member, Board of Supervisors (arrived at 10:17 a.m.)

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

Pursuant to Government Code Section 54957.6

Agency Negotiator: Dee Contreras

Employee Organization: AFSCME Local 146

**CLOSED SESSION: CONFERENCE WITH REAL PROPERTY NEGOTIATOR**

Pursuant to Government Code Section 54956.8.

The Governing Board may discuss negotiations concerning the following property(ies) and person(s):

Address: 444 N. 3rd Street, Sacramento

Agency Negotiator: Kathy Kossick

Negotiating Party: Ravel Rasmussen Properties and Separovich/Domich  
Real Estate Development

Under Negotiation: Price and Terms of Payment

Address: 925 Del Paso Boulevard, Sacramento

Agency Negotiator: Kathy Kossick

Negotiating Party: McCuen Acoma Street Investors, LP

Under Negotiation: Price and Terms of Payment

Address: 1750 Howe Avenue, Sacramento

Agency Negotiator: Kathy Kossick

Negotiating Party: Colony Capital

Under Negotiation: Price and Terms of Payment

Address: Stanford Avenue (APN: 275-0060-010), Sacramento  
Agency Negotiator: Kathy Kossick  
Negotiating Party: JB Company Management L.P.  
Under Negotiation: Price and Terms of Payment

Into closed session at 10:04 a.m.; the board returned to open session at 10:18 a.m.; there was no report out of closed session.

## **II. Consent Items**

- A. Minutes of the March 3, 2016 Regular Board Meeting
- B. Approval of Claims and Warrants
- C. Appointment of Youth Committee Members: This item will be moved to June 2.

There were no comments or corrections.

Moved/Schenirer, second/Warren, to approve the consent items as follows:

- A. Approve the March 3, 2016 minutes.
- B. Approve the claims and warrants for the period 2/26/16 through 3/31/16.  
Roll call vote:  
Aye: 5 (Kennedy, Nottoli, Schenirer, Scherman, Warren)  
Nay: 0  
Abstentions: 0

## **III. Action Items**

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

- 1. Approval of Trust Resolution to Adopt the Amended and Restated International City Management Association (ICMA-RC) 401 (A) Money Purchase Plan and Trust Adoption Agreement and Authorize the Executive Director to Submit the Agreement to ICMA-RC and to take other Action Required to Finalize the Agreement

No questions or comments.

Moved/Nottoli, second/Schenirer, to approve the Trust Resolution to Adopt the Amended and Restated ICMA Retirement Corporation Government Money Purchase Plan and Trust Adoption Agreement and authorize the Executive Director to sign the document.

Roll call vote:  
Aye: 5 (Kennedy, Nottoli, Schenirer, Scherman, Warren)  
Nay: 0  
Abstentions: 0

2. Approval to Reject one Proposal to the Request for Proposals for Administrative Office Space – Headquarters as Non Responsive

No questions or comments.

Moved/Schenirer, second/Warren, to reject the proposal submitted by JP Company for space located on Stanford Avenue (APN 275-0060-101) as non-responsive because the initial term proposed for its lease was fifteen (15) years, five (5) years more than permitted in the RFP, the proposer failed to provide required Party/Participant forms with its proposal and because the proposer failed to correct these deficiencies prior to expiration of the extended March 30, 2016 deadline.

Roll call vote:

Aye: 5 (Kennedy, Nottoli, Schenirer, Scherman, Warren)

Nay: 0

Abstentions: 0

**B. WORKFORCE DEVELOPMENT DEPARTMENT**

Community Services Block Grant: None.

Refugee Services:

1. Approval of Augmentation Recommendations for the Refugee Social Services (RSS) Program, Program Year (PY) 2015-2016: This item will be moved to the April 28 agenda.

One Stop Services:

2. Concurrence with the Workforce Development Board to Approve the Priority of Service Policy Under the Workforce Innovation and Opportunity Act (WIOA), Title I, Adult Program

Ms. Michelle O’Camb reviewed this item. This policy is subject to change if other regulations are issued from the Department of Labor or EDD. This item was reviewed and approved by the Sacramento Works board.

Moved/Nottoli, second/Kennedy, to concur with the Workforce Development Board to approve the Priority of Service Policy under the WIOA, Title I, Adult Program.

Roll call vote:

Aye: 5 (Kennedy, Nottoli, Schenirer, Scherman, Warren)

Nay: 0

Abstentions: 0

3. Approval to Augment Existing Workforce Innovative and Opportunity Act (WIOA), Title I, Youth Program Providers to Cover Additional Costs due to an Increase in California's Minimum Wage

Ms. Terri Carpenter reviewed this item. Since the increase of the minimum wage went from \$9 to \$10 per hour, the service providers have requested additional funds to continue serving customers to the end of the fiscal year. The total is \$59,776. The increase will cover costs associated with the increase in the minimum wage.

Moved/Schenirer, second/Warren, to approve the augmentation recommendations for the WIOA, Title I, Youth Program providers for PY 2015-2016 as reflected in the chart above.

Roll call vote:

Aye: 5 (Kennedy, Nottoli, Schenirer, Scherman, Warren)

Nay: 0

Abstentions: 0

4. Approval to Submit an Application to the Employment Development Department for Workforce Innovation and Opportunity Act (WIOA) Governor's Discretionary and 25% funds for a Veteran's Employment-Related Assistance Program (VEAP) and Authorize the Executive Director to Execute the Agreement and Any Other Documents Required by the Funding Source

Mr. William Walker stated that SETA has operated several VEAP programs over the years. All have been very successful. The last program in 2015 enrolled 60 veterans with 50 completing the program as welders and utility workers.

The partnership has been developed and maintained with a number of partners including SMUD, PG & E, the City of Sacramento, and Siemens Welding.

Mr. Kennedy thanked Mr. Walker for being proactive and for approaching Siemens

Moved/Schenirer, second/Warren, to approve the submission of the Veterans' Employment Assistance Program application to the California Employment Development Department requesting \$500,000 to provide services to 65 veterans, and authorize the SETA Executive Director to execute the agreement, modifications, and any other documents required by the funding source.

Roll call vote:

Aye: 5 (Kennedy, Nottoli, Schenirer, Scherman, Warren)

Nay: 0

Abstentions: 0

## C. CHILDREN AND FAMILY SERVICES



1. Approval of Budget Modification for Head Start Program Year 2015-2016 and Early Head Start-Child Care Partnership Program Year 2015-2016

Ms. Denise Lee stated that this is the mid-year check in for the budget. There were unexpended funds due to a number of vacancies in the teaching staff which allowed for moving dollars into other budget areas. The EHS partnership grant is at capacity so the new staff joining them will be put in a temporary modular building. A new electrical panel needs to be installed to run the HVAC.

Moved/Nottoli, second/Schenirer, to approve a Head Start budget modification in the amount of \$452,000 from Personnel to Equipment and Other for the SETA-Operated Program for the 2015-2016 Head Start program year and a budget modification in the amount of \$12,000 from Other to Contractual for the EHS-CCP Start-up grant for 2015-2016.

Roll call vote:

Aye: 5 (Kennedy, Nottoli, Schenirer, Scherman, Warren)

Nay: 0

Abstentions: 0

Mr. Warren and Mr. Schenirer left the meeting at 10:40 a.m.

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

- A. Update on WIOA Youth Program RFP Process

Ms. Terri Carpenter reported that the Youth Committee meeting was moved to May 9. The Sacramento Works Board youth funding recommendations will be presented to the Governing Board on June 2. Ms. Scherman asked that the updated meeting dates be sent to the Governing Board.

- B. Presentation of Workforce and Head Start Collaboration

Mr. William Walker, Ms. Lisa Carr, and Ms. Julie Davis-Jaffe provided an overview of several programs offered by workforce staff working with Head Start and Early Head Start parents. This included the CEPEP program, the Marina Vista collaborative, and the parent intern program.

Board members thanked the staff for their work on these important programs.

- C. Sacramento Works Performance Dashboard: No comments.
- D. Fiscal Monitoring Reports: No comments.
- E. Employer Success Stories and Activity Report: No comments.

F. Dislocated Worker Update

Mr. Walker reported that ZEDA Homes is closing their facility at McClellan Park; they produce zero emissions home. This closure is bitter sweet for staff since staff helped them move into the business park and assisted in the initial staff recruitment. With the closure of their facility, 125 individuals will be displaced.

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

H. Head Start Reports: No comments.

V. **Reports to the Board**

A. Chair: No report.

B. Executive Director: Ms. Kossick reminded board members that the next meeting is scheduled for Thursday, April 28, 10:30 a.m. The Head Start budget and grant applications will be presented for approval. In addition, the June 2 meeting will be lengthy due to a number of significant board items.

C. Deputy Directors: No report.

D. Counsel: No report.

E. Members of the Board: Mr. Nottoli expressed his appreciation of the benchmark of activities especially relating to medical and dental services. Ms. Lee stated that the report will be provided twice a year; this is the county-wide report including the delegate agencies. She is pleased with the numbers and staff will continue working on the dental numbers. Ms. Lee reported that Ms. Martha Cisneros has been in close contact with the public health officer who says the numbers are fantastic and very pleased that our Head Start families are getting such good dental access. .

F. Public: No comments.

VII. **Adjournment**: The meeting was adjourned at 11:17 a.m.

ITEM II-B – CONSENT

APPROVAL OF CLAIMS AND WARRANTS

BACKGROUND:

Kathy Kossick, Executive Director, has reviewed the claims for the period 4/1/16 through 4/21/16, and all expenses appear to be appropriate.

RECOMMENDATION:

Approve the claims and warrants for the period 4/1/16 through 4/21/16.

PRESENTER: Kathy Kossick

## ITEM II-C - CONSENT

### APPROVAL TO SUBMIT AN APPLICATION TO THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD FOR WORKFORCE INNOVATION AND OPPORTUNITY ACT REGIONAL IMPLEMENTATION, INNOVATION, TECHNICAL ASSISTANCE, TRAINING AND EVALUATION FUNDS AND AUTHORIZE THE EXECUTIVE DIRECTOR TO EXECUTE THE AGREEMENT AND ANY OTHER DOCUMENTS REQUIRED BY THE FUNDING SOURCE

#### BACKGROUND

The California Workforce Development Board (CWDB), in coordination with the Employment Development Department, has released a solicitation announcing the availability of \$2.6 million to Local Workforce Development Boards in support of Workforce Innovation and Opportunity Act (WIOA) regional capacity building and infrastructure development activities. The solicitation is divided into three “Elements” (areas) as follows:

- Element 1 – Grants that incentivize the implementation of the CWDB’s Unified State Plan goal of building regional sector pathways, including increasing industry-valued credential attainment and enrollment in apprenticeship through sector strategies.
- Element 2 – Grants that support the development and implementation of decision-making structures that will strengthen local board activities and performance at the regional level.
- Element 3 – Grants that support State, Regional, and local board training, capacity building, and customer centered design.

SETA staff are working with the Local Workforce Development Boards that comprise the Capitol Region to prepare a proposal under Element 1 by the deadline of May 11, 2016, in the amount of \$250,000 that may include one or more of the following proposed strategies:

- Improving access to activities leading to a recognized postsecondary credential.
- Investing in regional career pathways with regional planning partners designated in the Unified State Plan.
- Supporting the development of regional “high-road” employment strategies.
- Expanding access to employment, training, education and supportive services through regional initiatives.

PRESENTER: Roy Kim

ITEM II-C – CONSENT (continued)  
Page 2

- Hiring of additional staff to support program design and implementation.
- Conducting strategic planning efforts, including convening relevant program and stakeholder discussions and meetings.
- Addressing costs associated with the identification of economic regions, which may include statewide economic and labor market information analysis.

RECOMMENDATION

Approve the submission of a proposal to the CWDB for WIOA Regional Implementation, Innovation, Technical Assistance, Training and Evaluation funds in the amount of \$250,000 and authorize the SETA Executive Director to execute the agreement and any other documents required by the funding source.

PRESENTER: Roy Kim

## ITEM II-D - CONSENT

### APPROVAL TO SUBMIT AN APPLICATION IN RESPONSE TO THE CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD) DISABILITY EMPLOYMENT ACCELERATOR (DEA) GRANT OPPORTUNITY AND AUTHORIZE THE EXECUTIVE DIRECTOR TO EXECUTE THE AGREEMENT AND ANY OTHER DOCUMENTS REQUIRED BY THE FUNDING SOURCE

#### BACKGROUND:

The California Employment Development Department (EDD), in coordination with the California Workforce Development Board (CWDB) and the California Labor and Workforce Development Agency, has released a solicitation for applications to its Disability Employment Accelerator (DEA) grant program. EDD has announced the availability of up to \$1.4 million in WIOA discretionary funds for the design, development and implementation of projects that accelerate employment and re-employment strategies for people with disabilities.

DEA funds will be available for Local Workforce Development Areas to seek innovative ways to strengthen business partnerships around in-demand jobs, focusing on creating linkages and engaging businesses in high-growth industries. The solicitation encourages “earn and learn” strategies that can assist in ensuring individuals with disabilities have the necessary skills to obtain and retain competitive, integrated employment. Applicant agencies must identify a minimum of two regional, high-demand businesses and provide clear strategies for engagement to result in increased employment and retention opportunities, including:

- Recognizing the existing skills of individuals with disabilities rather than focusing on the need for additional vocational training;
- Improving one-on-one relationships with hiring managers to increase individualized referrals of qualified individuals with disabilities;
- Creating or expanding “earn and learn” opportunities for individuals such as paid internships in significant work settings, formal apprenticeship, on-the-job training, or other work-based learning possibilities; and
- Educating high-demand industry sectors on the value of hiring skilled individuals with disabilities.

SETA staff is preparing a proposal by the deadline of April 29, 2016, in the amount of \$150,000 to implement employer engagement strategies, develop “earn and learn” opportunities for jobseekers with disabilities, and conduct employer education. The project period is 18 months.

PRESENTER: Michelle O’Camb

ITEM II-D – CONSENT (continued)  
Page 2

If funded, SETA will subcontract with the Milken Institute for approximately \$20,000 to partner in the development and implementation of an employer engagement strategy and an employment retention model for people with disabilities, building on the Milken Institute's extensive research and experience in employer engagement models and strategies for persons with disabilities.. Potential business partners for the grant opportunity will include Sutter Health, SMUD, PG&E, Starbucks, The Sacramento River Cats and Safeway. Other partners will include the Sacramento City College Disability Resource Center, Disability Student Programs and Services (DSPS), California Department of Rehabilitation (DOR), Crossroads Diversified, Meristem, and the NorCal Center on Deafness.

RECOMMENDATION:

Approve the submission of a proposal to EDD for Disability Employment Accelerator (DEA) funding in the amount of \$150,000 for an 18-month project period and authorize the SETA Executive Director to execute the agreement and any other documents required by the funding source.

PRESENTER: Michelle O'Camb

## ITEM II-E – CONSENT

### RATIFICATION OF THE SUBMISSION OF THE WORKFORCE ACCELERATOR APPLICATION TO THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD AND AUTHORIZE THE EXECUTIVE DIRECTOR TO EXECUTE THE AGREEMENT AND ANY OTHER DOCUMENTS REQUIRED BY THE FUNDING SOURCE

#### BACKGROUND:

The California Workforce Development Board (CWDB) and the Employment Development Department (EDD) announced the availability of up to \$5.7 million in Workforce Innovation and Opportunity Act (WIOA) funds to design, develop, and implement projects that accelerate employment and re-employment strategies for California job seekers.

The State Board and EDD will award grants to projects that create and prototype innovative strategies to accelerate skill development, employment, and reemployment of one or more target groups.

**The Change Maker Innovation Youth Development Program** will “move the needle” by improving the labor market and skills outcomes for 100 Sacramento County Disconnected Youth ages 16 – 24 by providing STEM (Science, Technology, Engineering, Math) and STEAMED (Science, Technology, Engineering, Art, Math, Entrepreneurship and Design Thinking) career, college, and entrepreneurship awareness and education that connects disconnected youth to the network of resources in STEM/STEAM careers, colleges and entrepreneurship pathways. The project will also explore college credit for prior learning and industry certification. The program will be offered in 8-week sessions in the summer and fall of 2016 and the spring of 2017 at Hacker Lab. The curriculum includes: Program 1: STEM/STEAMED Career & College Pathways Boot Camp; Program 2: STEM StartUp Boot Camp; Program 3: STEM Pathway Certificate of Completion Training.

SETA is requesting funding for \$150,000 to support the launch of the Change Maker Innovation Youth Development Program. SETA anticipates funding up to \$100,000 to Hacker Lab.

#### RECOMMENDATION:

Ratify the submission of the Workforce Accelerator Fund 3.0 grant application requesting \$150,000 to the California Workforce Development Board and authorize the Executive Director to execute the agreement and any other documents required by the funding source.

PRESENTER: Terri Carpenter



## ITEM II- F- CONSENT

### APPROVAL TO ACCEPT FUNDS FROM THE CALIFORNIA WORKFORCE DEVELOPMENT BOARD TO CONTINUE THE SUPERVISED POPULATION WORKFORCE TRAINING PROGRAM AND AUTHORIZE THE EXECUTIVE DIRECTOR TO SIGN THE AGREEMENT AND ANY OTHER DOCUMENTS REQUIRED BY THE FUNDING SOURCE

#### BACKGROUND:

In June, 2015, the California Workforce Development Board and the Employment Development Department (EDD) awarded SETA \$165,000 in Recidivism Reduction Funds to implement and support recidivism reduction workforce training and development programs targeting the supervised population. The supervised population includes all persons who are on probation, mandatory supervision, or post release community supervision and are supervised by, or are under the jurisdiction of a county.

SETA works closely with the County Probation Department and community organizations to deliver services under the program. On April 20, 2016, the California Workforce Development Board selected SETA for a 12-month extension through December 15, 2017, and additional funding in the amount of \$235,000, bringing the overall award to \$400,000. SETA anticipates serving up to an additional 50 individuals with this funding.

#### RECOMMENDATION:

Approve the acceptance of \$235,000 from the California Workforce Development Board and the Employment Development Department (EDD) for the Supervised Population Workforce Training Grant Program, and authorize the Executive Director to sign this agreement, and any other documents required by the funding source.

PRESENTER: William Walker

## ITEM III-B – 1 - ACTION

### TERMINATION OF HMONG WOMEN'S HERITAGE ASSOCIATION'S DELEGATE REFUGEE SOCIAL SERVICES (RSS) AGREEMENT AND APPROVAL OF AUGMENTATION RECOMMENDATIONS FOR THE REFUGEE SOCIAL SERVICES (RSS) PROGRAM, PROGRAM YEAR (PY) 2015-2016 AND REALLOCATION OF RSS FUNDS MADE AVAILABLE BY THE TERMINATION

#### BACKGROUND

On September 3, 2015, the Board approved the funding extensions for SETA's five Refugee Social Services (RSS) and Targeted Assistance (TA) formula grant providers for the provision of Vocational English-as-a-Second Language combined with Employment Services (VESL/ES) and Employment Services (Stand Alone) to serve 694 participants for the Program Year (PY) commencing October 1, 2015 and ending September 30, 2016. In addition, the Board approved funding extensions for two refugee providers for the provision of Social Adjustment and Cultural Orientation (SA&CO). Services are intended to result in early economic self-sufficiency and reduced public assistance dependency through employment and acculturation assistance.

#### *Termination of SA&CO Delegate Agreement -*

In January, 2016, SETA received a formal request from the Hmong Women's Heritage Association to terminate its \$20,000 SA&CO delegate agreement with SETA citing that the organization had suspended all organizational services due to financial hardships. If the delegate agreement is terminated as requested, this \$20,000 will be available for reallocation to other RSS delegates.

#### *Formula Funding Methodology -*

SETA's annual RSS allocation is based on federal and state applied formulas. The Office of Refugee Resettlement determines each state's total RSS allocation based on its refugee arrivals in proportion to total arrivals nationwide for the most recent two-year period. Prior to California receiving its final allocation, ORR allocates funds directly to the Wilson/Fish Alternative Project operated in San Diego County by Catholic Charities. The remaining funds, received by the State of California, Department of Social Services, Refugee Programs Bureau (RPB), are then allocated to eligible counties based on the number of refugees on aid in each county, weighted according to the length of time refugees have been in the U.S. SETA's annual TA funding is allocated based on the federal formula only, which counts refugee arrivals in a county for the most recent two-year period. Annual allocations for RSS and TA are augmented if unspent state administration funds are identified.

PRESENTER: Michelle O'Camb

ITEM III-B – 1 – ACTION (continued)

Page 2

As indicated above, RSS and TA awards to SETA and other eligible counties are based on past arrival data and not current arrival data. This can have a significant fiscal impact on a county when arrival numbers suddenly spike from one program year to the next. This current year, Sacramento plans to resettle 2,640 new arrivals, exceeding the two-year total of 2,326 resettled in PYs 2012/13 and 2013/14. As funding levels for employment services have yet to catch up with arrival numbers, current funding levels cause significant strain on SETA's RSS and TA funded providers' abilities to serve all new arrivals. SETA's performance tracking system indicates that through February, 2016, 643 participants have enrolled in SETA's RSS and TA funded VESL/ES and ES programs. Based on this trend, providers are on a trajectory to serve over 1,500 participants by September 30, 2016, which is 216 percent over current funding levels.

*Funds for Augmentation -*

In February, 2016, the RPB identified unspent RSS state administration funds from Federal Fiscal Years 2013 and 2014. As a result, RPB issued a notification of award to SETA for additional RSS funds to fund employment services in the amount of \$111,554 for PY 2015-16. The augmentation amount was based on data from the Medi-Cal Eligibility Determination System for November 2015 (MEDS). After setting aside the allocation for administrative costs, funds available for augmentation total \$94,820. In addition, if the Board terminates the Hmong Women's Heritage Association's delegate agreement, another \$20,000 will be available for reallocation.

The purpose of this item is to seek approval to augment current RSS providers with the additional funds awarded by RPB for this program year, as well as to approve the reallocation of RSS funds made available by terminating the Hmong Women's Heritage Association's delegate agreement with SETA. The funds available for augmentation and reallocation total \$114,820 and will fund VESL/ES services for 51 participants, providing much needed relief to the VESL/ES providers.

SETA is recommending augmenting the additional funds to the five RSS funded VESL/ES providers, as reflected in the attached chart. Staff has verified that all providers are significantly exceeding contractual service levels. Therefore, approximately equal distributions of the additional funds are being recommended, with slight differences due to varying costs per participant.

RECOMMENDATION:

Terminate the Hmong Women's Heritage Association's Delegate Refugee Social Services (RSS) Agreement and approve the augmentation recommendations for the Refugee Social Services (RSS) program, PY 2015-2016, as reflected in the attached funding chart.

**Sacramento Employment and Training Agency  
REFUGEE PROGRAM  
RSS Augmentation Recommendations, PY 2015 - 2016  
Component: VESL/ES**

AGENCY NAME	CURRENT RSS FUNDING, PY 2015-16	# TO SERVE	RSS AUGMENTATION RECOMMENDATIONS, PY 2015-16			
				NEW RSS TOTAL FUNDING	AUGMENTED RSS #S TO SERVE	NEW TOTAL RSS #s TO SERVE
Asian Resources, Inc.	\$168,498	66	\$22,977	\$191,475	9	75
Bach Viet Association, Inc.	307,710	117	23,557	331,267	9	126
International Rescue Committee, Inc.	114,664	44	23,454	138,118	9	53
Lao Family Community Development, Inc.	143,022	66	22,222	165,244	10	76
Twin Rivers USD	177,650	110	22,610	200,260	14	124
<b>Totals</b>	<b>\$911,544</b>	<b>403</b>	<b>\$114,820</b>	<b>\$1,026,364</b>	<b>51</b>	<b>454</b>

ITEM III-C - 1 - ACTION

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

BACKGROUND:

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

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

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

Staff will be available to answer questions.

RECOMMENDATION:

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

PRESENTER: Denise Lee



## Self Assessment Summary of Results 2015-2016

### **Project Background:**

During late 2015, SETA Head Start/Early Head Start developed a self assessment plan that included parents, administrative and field staff, as well as management. The self assessment process resulted in a review of the quality and compliance of the SETA Head Start/Early Head Start program.

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

### **Team Composition:**

A total of eight teams were assembled for the Self Assessment. Each team had an appointed team leader to facilitate the process and was composed of staff as well as parents in some cases. Some parents and staff may have served on more than one team. The teams were as follows:

Program Governance  
Screenings  
Fiscal  
Human Resources

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

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

***Education, Disabilities and Mental Health:***

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

***Parent and Family Engagement:***

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

***Screenings:***

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

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

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

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

***Health, Nutrition and Safe Environments:***

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

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

***Education, Disabilities & Mental Health:***

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

***Parent and Family Engagement:***

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

***Screenings:***

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



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

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

***Health, Nutrition and Safe Environments:***

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

Individual self-assessment team summary reports are on file.

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

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

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

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

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

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

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

***RECORD-KEEPING AND REPORTING***

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

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

***HUMAN RESOURCES/STAFF TRAINING AND STAFF DEVELOPMENT***

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

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

***FISCAL***

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

Develop RFP and solicit qualified vendors to ensure goods and services are readily available for the department when needed. Create a vendor list for future procurement.	Denise Lee, Director D'et Saurbourne, Manager Managers	July 2016	SETA Management has completed it risk assessment review. Recommendations will be going forward to the board in June 2016.	
---	--	-----------	---	--

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

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



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

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

### **Approach:**

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

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

### **Program Strengths:**

#### ***Education***

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

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

### ***ERSEA***

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

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

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

### ***Human Resources***

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

### ***Health, Nutrition and Safe Environments***

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

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

### ***Education***

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



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

### ***ERSEA***

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

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

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

### ***Human Resources***

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

### ***Health, Nutrition and Safe Environments***

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

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

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

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

***FAMILY AND COMMUNITY ENGAGEMENT***

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

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

***HEALTH, NUTRITION AND SAFE ENVIRONMENTS***

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

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

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

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

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

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

ITEM III-C- 2 – ACTION

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

BACKGROUND:

This agenda item provides an opportunity for the Governing Board to approve the Head Start/Early Head Start Budget for Program Year 2016-2017 in the amount of \$51,057,991, which includes Basic and Training and Technical Assistance funds. Budget details are as follows:

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

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

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

RECOMMENDATION:

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

PRESENTER: Denise Lee

ITEM III-C - 3 – ACTION

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

BACKGROUND:

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

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

RECOMMENDATION:

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

PRESENTER: Denise Lee



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

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

**Long Range Goals, Objectives and Program Impacts**

*Program Impacts*

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

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

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



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

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

### *School Readiness Goals*

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

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

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

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

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

Goal: Literacy (Preschool only) - Children will demonstrate an awareness of language attributes and demonstrate understanding of print including the ability to recognize and write symbols and letters.

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

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

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

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

## **Service Delivery**

### *Needs of Children and Families*

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

### *Justification of Proposed Funded Enrollment and Program Options*

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

#### *Center-based (4,533 slots)*

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

#### *Home-based (127 slots)*

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

The SCUSD combination model (16 slots) will continue in the upcoming 2016-2017 program year at Capital City, an alternative high school that serves pregnant and parenting teens. This model targets teen parents who are in an independent study program on the high school campus.

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

### Slot Conversion Request

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

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

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

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

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

At the same time, infant/toddlers remain under-served in many parts of Sacramento County. The conversion will also address a highly under-served infant/toddler population in the 95838 zip

code. Demand for infant/toddler center-based services remains high in Sacramento County with an overall unmet need of 94.2% (*Source: Local Child Care Planning and Development Council (LPC) and AIR Report 2012*). Specifically in the North Highlands area (95838) of Sacramento, there is an under-served need of 92.8% (3,465 families), ranking Priority 1 by the LPC.

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

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

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

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

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

### *Centers and Facilities*

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

### **Approach to School Readiness**

#### *Updates to Approach in School Readiness*

Across the county program, there will be only minor changes to child assessment tools, staff-child interaction tools and curriculum. This year, all grantee and delegate programs converted from the DRDP-PS2010 to the DRDP-2015 assessment tool which allows for a continuum of growth analysis for children ages 0-5 years old. While this new tool is similar to the previous version, there are an increased number of preschool measures and a decreased number of toddler measures. Secondly, Twin Rivers Unified School District discontinued the use of the Learning Accomplishment Profile-Diagnostic (LAP-D) and Temperament and Atypical Behavioral Scale (TABS) assessments in the 2015-16 school year. Now the Ages and Stages Questionnaire (ASQ) and the Ages and Stages-Social Emotional (ASQ-SE) are being utilized to screen and assess all children for development and behavioral concerns. The SETA operated program will be making the same changes in the 2016-2017 program year. Additionally, San Juan Unified School District implemented Creative Curriculum for Preschool (5<sup>th</sup> Edition) in 6 additional classes this year. In the upcoming program year, the 5<sup>th</sup> edition of the curriculum will be expanded to include the remaining 10 classes. EGUSD moved to Creative Curriculum in the

2015-2016 program year and plans to fully implement this new curriculum in the 2016-2017 year. Finally, as SETA has delved deeper into increased fidelity in the implementation of the Teaching Pyramid, SETA has begun to use the Teaching Pyramid Observation Tool (TPOT). This will allow SETA to measure the effectiveness of strategies and supports being used in individual classrooms as well as analyze data for ongoing professional development. The TPOT will be used to validate the efficacy of the Teaching Pyramid/CSEFEL training and coaching efforts.

*School Readiness Progress-Head Start*

SETA Operated Program~

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

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

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

Elk Grove Unified School District~

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

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

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

#### Sacramento City Unified School District~

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

contributed to the continuity of staff development for the past three years that has focused on Early Numeracy and the consistent support and coaching of resource teachers. Finally, students are making consistent progress in the area of Physical Development. Growth is attributed to the I'm Moving & I'm Learning Physical Development, Health Nutrition curriculum. Nurses play an important role in the consistency of student support.  
San Juan Unified School District~

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

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

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

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

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



In the Cognition domain, scores reflected growth in all areas of Mathematics development as follows: Spatial Relationships, 23% to 83% Building; classification, 45% to 82% Building; number sense and quantity, 44% to 73% Building. Measurement, patterning and shapes went from 60-70% Exploring to 70-80% Building. The scores are expected to move again in the spring after further introduction of Creative Curriculum activities centered on math concepts. Additionally, a San Juan team of four teachers and Teachers on Special Assignment (TOSAs) attended a countywide math initiative to increase PD focus for next year in Math initiatives.

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

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

Twin Rivers Unified School District~

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

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

Based on the two assessment periods, students have shown great improvement in all domains with the highest increase in the History-Social Science domain and the lowest increase in the English Language Development domain. All teaching staff will continue to focus on

implementing the appropriate curriculum to ensure students are academically and socially ready for kindergarten.

WCIC~

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

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

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

*School Readiness Progress-Early Head Start*

SETA-Operated Program~

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

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

Since this is mid-year data, more growth is expected in the remaining months of the program year. However, based on the assessment results to date, the sub-domains that are showing the

highest level of development are in the areas of Perceptual, Motor and Physical Development and Language and Communication. The specific strengths in these sub-domains are Gross Motor Skills and Literacy. The domain that presents an opportunity for focused intervention is Approaches to Learning. Specifically, Cognition- Self-Regulation is the sub-domain with less children scoring in the “Building Earlier” range. The addition of Teaching Pyramid-Toddler will include strategies and tools for teachers to support this area for children.

#### Sacramento City Unified School District~

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

#### San Juan Unified School District~

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

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

#### *Program Improvements*

Improvements to the program across the county have been made as a result of the analysis of child assessment and other data. For example, CLASS observations demonstrated a need for a greater focus on Instructional Support. As a result, there have been additional efforts to provide more individualized coaching to teaching staff. WCIC’s teaching staff will participate in additional literacy and math trainings to enhance their proficiency and effectiveness in the classroom. Teaching staff from many of the delegate agencies participate in the Teaching

Pyramid training. In SJUSD, the Raising Quality Together Initiative has provided funds to support enhanced classroom materials in several HS and EHS classes. So far, seven sites have received funding and another four are awaiting funding.

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

## **Parent, Family, and Community Engagement (PFCE)**

### *Data Sources*

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

### *Program Data on Family Progress*

SETA and its delegate agencies utilize a pre and post parent questionnaire that is based on the PFCE framework to examine the relationship between PFCE goals and children's school readiness. The questionnaire provides important data on the needs of parents, identifies ways that staff can help parents achieve their own goals as well as information parents may need to better support their child's school readiness goals. The questionnaire is given again toward the

end of the program year to determine if parents feel like the Head Start/Early Head Start program has helped them move toward their goals; this is valuable program feedback.

#### *Communication of Program Progress to Families*

Program progress toward PFCE goals and objectives is communicated to families in a variety of ways, including: Policy Council/Committee (PC) meetings, monthly parent meetings, parent communication boards, and parent-teacher conferences. Each PC representative takes the information back to their individual site and shares at the parent classroom meeting.

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

### **Governance, Organizational and Management Structures, and Ongoing Oversight**

#### *Staff Qualifications*

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

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

In Early Head Start, 4% of teachers hold an Advanced degree in ECE or a related field; 71% hold a Bachelor's degree in ECE/related field; and 8% hold an Associate's degrees in ECE/related field.

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

### *Management Systems*

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

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

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

**SETA OPERATED HEAD START PROGRAM**  
**Funded Enrollment:**  
**1,988**

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

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

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

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

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

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

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

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

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

**Galt**  
 615 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 Early Learning Center**  
 925 Del Paso Blvd., Suite 300  
 Sacramento, CA 95815

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

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

**Vineland**  
 6450 20<sup>th</sup> Street  
 Rio Linda, CA 95673

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

**SETA Home Base Program (103)**

**ELK GROVE UNIFIED SCHOOL DISTRICT HEAD START**  
**Funded Enrollment:**  
**440**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT HEAD START**  
**Funded Enrollment:**  
**1,211**

**Administrative Office:**  
 Serna Center  
 5735 47<sup>th</sup> Ave.  
 Sacramento, CA 95824

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Fruit Ridge Elementary**  
 4625 44<sup>th</sup> Street  
 Sacramento, CA 95820

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

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

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

**Hollywood Park**  
 4915 Harte Way  
 Sacramento, CA 95822

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

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

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

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

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

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

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

**Marian Anderson**  
2850 49<sup>th</sup> Street  
Sacramento, CA 95817

**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

**Washington Elementary**  
520 18<sup>th</sup> Street  
Sacramento, CA 95814

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

**SCUSD Home Base (24)**

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

**Administrative Office:**  
5309 Kenneth Avenue  
Carmichael, CA 95608

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**TWIN RIVERS USD ECD CENTER HEAD START**  
**Funded Enrollment: 233**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Northview**  
2401 Northview  
Sacramento, CA 95833

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

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

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

**SETA/Partners EHS Home Base (255)**

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

**Sacramento City USD Administrative Office**  
Hiram Johnson Family Education Center  
3535 65<sup>th</sup> Street  
Sacramento, CA 95820

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

**SCUSD EHS Home Base (120)**

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

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

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

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

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

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

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

**SJUSD EHS Home Base (80)**



ITEM III-C - 4 – ACTION

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

BACKGROUND:

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

RECOMMENDATION:

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

PRESENTER: Denise Lee

**I. ENROLLMENT BY PROGRAM OPTION - Page 1 of 2**

Head Start

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

Early Head Start

1. Funded child enrollment by program option:

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

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

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

**II. PROGRAM SCHEDULE**

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

**Complete #1-3 for all groups of children**

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

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

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

**Complete #10-13 for home-based options**

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

**Comment:**

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

**I. ENROLLMENT BY PROGRAM OPTION - Page 2 of 2**

**Head Start**

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

**Early Head Start**

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

**II. PROGRAM SCHEDULE**

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

**Complete #1-3 for all groups of children**

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

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

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

**Complete #10-13 for home-based options**

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

**Comment:**

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

## HEAD START – Page 1 of 2

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

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

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

## HEAD START – Page 2 of 2

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

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

**Comments**

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

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

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

<b>I. ENROLLMENT BY PROGRAM OPTION</b>					
This section should be filled out and submitted for each grantee and delegate agency.					<input type="checkbox"/> Head Start <input checked="" type="checkbox"/> Early Head Start
1. Funded child enrollment by program option:		2. Number of pregnant women enrolled for EHS: <u>Varies (#'s included in home base)</u>			
Center-based enrollment	<u>122</u>				
Home-based enrollment	<u>255</u>				
Combination option enrollment					
Family child care enrollment					
Other option enrollment					
Total child enrollment		<u>377</u> (This includes 8 additional EHS enrollment slots due to HS-EHS conversion request in this grant application)			
<b>II. PROGRAM SCHEDULE</b>					
This section should be filled out for <i>each group of children served for different hours of service each year.</i>					
<b>Complete #1-3 for all groups of children</b>					
1. Program schedule number	1	2	3	4	5
2. Program option identification	CB/FD	CB/FD	HB		
3. Funded enrollment	75	47	255		
<b>Complete #4-9 for center-based, family child care, combination, and other options</b>					
4a. Number of classes					
4b. Double session, enter D	N/A	N/A			
5. Number of hours of classes, per day	8	9			
6. Number of days of classes, per week	5	5			
7. Number of days of classes, per year	246	246			
8. Number of home visits per child, per year	2	2			
9. Number of hours per home visit	1	1			
<b>Complete #10-13 for home-based options</b>					
10. Number of home visits per child, per year			48		
11. Number of hours per home visit			1.5		
12. Number of hours per home-based socialization experience			3		
13. Number of home-based socialization experiences per child, per year			24		
Comments:					
1) Enrollment reflects an additional 8 EHS slots due to a HS-EHS conversion request in this grant application					

## EARLY HEAD START

### SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES

FY 2016-2017

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

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

ITEM III-C - 5 – ACTION

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

BACKGROUND:

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

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

RECOMMENDATION:

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

PRESENTER: Denise Lee





## Summary of 5-Year Goals Countywide

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

## TRAINING AND TECHNICAL ASSISTANCE PLAN 2016-2017

### PHILOSOPHY

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

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

### PLANNING PROCESS

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

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

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

The Training and Technical Assistance Plan was the direct result of an exhaustive and highly collaborative partnership between Head Start grantee staff, parents, delegate agencies and partners. The plan was adjusted to align with The Five Year Goals and Objectives, and the Self-Assessment Program Improvement Plan (PIP). Items which were modified on the current T/TA Plan to support specific PIP goals are denoted with an asterisk \*.

Outcomes and timetable attainment of the Program Improvement Plan will be tracked and measured on a monthly basis. Leadership Team and Management meetings are conducted weekly with specific agenda content.

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

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

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source	HS EHS	
<b>Child Services and Consultants</b>							
<b>A. Consultants</b>							
Assistance to pregnant woman and new mothers on issues ranging from feeding to self-care. On-call consultants are also used to develop training for EHS staff on a variety of topics.	EHS Parents and EHS Staff	Consultants	Depending on the consultants used and the audience, the expected outcomes range from increased knowledge on how to care for a newborn, or self-care techniques for the new parent. For staff, the expected outcomes include increased knowledge around topics important to EHS and how to provide quality services.	Consultants will be scheduled as needed in the program year 16/17		\$4,519	PIP
<b>Parent Services</b>							
<b>A. Parent Intern 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 SETA Workforce Job Coaches	HS/EHS parents will be offered the opportunity to learn skills, including soft skills that potentially may lead to permanent employment opportunities in the community.	August 2016-July 2017	\$30,000		BP
<b>B. Family Literacy Involvement Project</b>							
Parents will be provided books and other school readiness activities to do at home with their child(ren) monthly	HS/EHS parents	SS/PI Specialist	Parents will be given a book monthly along with activity sheets to do monthly with their child. Activity sheets will focus on literacy and	August 2016-July 2017	\$13,000		PIP

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

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

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

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

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

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

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

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source	HS EHS	
			mental health services, and better outcomes for children transitioning to preschool services.				
<b>Family Service Worker Credential</b>	Grantee and Delegate Staff	Consultants	Family Service Workers will be given the opportunity to earn their Family Service Worker Credential. This will increase quality services to parents enrolled on the program	Sept 2016-August 2017	\$40,000		BP
<b>Delegate/Partner Support Services</b>							
Delegate Kick-off and on-site training	Delegate Staff	Delegate Support Staff	The expected outcomes include continued support on policies and procedures and monitoring processes between the Grantee and delegate and partner agencies.	November 2016	\$3,200		BP

ITEM III-C - 6- ACTION

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

BACKGROUND:

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

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

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

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

RECOMMENDATION:

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

PRESENTER: Denise Lee





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

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

**Long Range Goals, Objectives and Program Impacts**

*Program Impacts*

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

**Sacramento City Unified School District (SCUSD)**

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

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

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

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

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

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

### KinderWorld/SCOE

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

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

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

### SETA Operated Program/Job Corp

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

### Service Delivery

#### *Justification of Proposed Funded Enrollment and Program Options*

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

program options for 2016-2017.

## **Approach to School Readiness**

### *Updates to Approach in School Readiness*

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

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

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

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

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

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

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

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

*School Readiness Progress*

SETA Operated Program~

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

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

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

Sacramento City Unified School District~

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

KinderWorld/SCOE~

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

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

### *Program Improvements*

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

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

## **Parent, Family, and Community Engagement**

### *Data Sources*

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

### *Program Data on Family Progress*

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

### *Communication of Program Progress to Families*

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

## **Governance, Organizational and Management Structures, and Ongoing Oversight**

### *Staff Qualifications*

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

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

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

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

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

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



<b><u>I. Enrollment by Program Option</u></b>	<b><u>Head Start</u></b>
This section should be filled out and submitted for each grantee and delegate agency	
<b><u>X Early Head Start-Child Care Partnership/Exp.</u></b>	

1. Funded enrollment by program option: Center-based enrollment <u>80</u> Home-based enrollment            _____ Combination option enrollment    _____ Family child care enrollment      _____ Other option enrollment            _____  Total enrollment <u>80</u>	2. Number of pregnant women enrolled for EHS: _____
---	---

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

Complete #1-3 for all groups of children

1. Program schedule number	SETA Operated Program	SCOE/ Kinder World	Sacramento City USD	Sacramento City USD	5	6	7	8
2. Program option identification	CB Expansion	CB Partnership	CB Expansion	CB Partnership				
3. Funded enrollment	4	36	32	8				

4a. Number of classes per child care settings	1	5	4	1				
4b. Double session, enter D								
5. Number of hours of classes per child, per day	8	10*	8	8				
6. Number of days of classes per child, per week	5	5	5	5				
7. Number of days of classes per child, per year	246	240	241	241				
8. Number of home visits per child, per year	2	2	2	2				
9. Number of hours per home visit	1	1	1	1				

Complete #10-13 for home-based options

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

Comments: \*For the purposes of core curriculum planning, EHS services must be offered between the hours of 8:45 and 2:45 daily (6 hours/day).

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

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

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

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

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

ITEM IV-A - INFORMATION  
FISCAL MONITORING REPORTS

BACKGROUND:

Attached for your information are copies of the latest fiscal monitoring reports.

Staff will be available to answer questions.

STAFF PRESENTER: Loretta Su

**MEMORANDUM**

**TO: Mr. Mark Snaer** **DATE: March 23, 2016**  
**FROM: Mayxay Xiong, SETA Fiscal Monitor**  
**RE: Desk Review of County of Sacramento**  
**Department of Health and Human Services**

<u>PROGRAM</u>	<u>ACTIVITY</u>	<u>FUNDING</u>	<u>CONTRACT PERIOD</u>	<u>PERIOD COVERED</u>
CSBG	Family Self Sufficiency	\$27,500	1/1/15-12/31/15	7/1/15-12/31/15

**Monitoring Purpose:** Initial      Follow-up      Special      Final      X  
**Date of review:** 2/22/16

	<b>AREAS EXAMINED</b>	<b>SATISFACTORY</b>		<b>COMMENTS/ RECOMMENDATIONS</b>	
		<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
1	Accounting Systems/Records	X			
2	Internal Control	X			
3	Bank Reconciliation's		N/A		
4	Disbursement Control	X			
5	Staff Payroll/Files	X			
6	Fringe Benefits	X			
7	Participant Payroll		N/A		
8	OJT Contracts/Files/Payment		N/A		
9	Indirect Cost Allocation		N/A		
10	Adherence to Budget	X			
11	In-Kind Contribution		N/A		
12	Equipment Records		N/A		

**Program Operator:** County of Sacramento Department of Health and Human Services

**Findings and General Observations:**

- 1) The total costs as reported to SETA for the CSBG programs from July 1, 2015 to December 31, 2015 have been traced to the delegate agency records. The records were verified and appear to be in order.

**Recommendations for Corrective Action:**

- 1) There are no findings for corrective action in this fiscal monitoring visit.

cc: Kathy Kossick  
Governing Board

**MEMORANDUM**

**TO:** Marie Jachino **DATE:** March 29, 2016  
**FROM:** Tammi L. Kerch, SETA Fiscal Monitor  
**RE:** On-Site Fiscal Monitoring of Elk Grove Food Bank Services

<u>PROGRAM</u>	<u>ACTIVITY</u>	<u>FUNDING</u>	<u>CONTRACT PERIOD</u>	<u>PERIOD COVERED</u>
CSBG	SN	\$ 20,000	1/1/15-12/31/15	1/1/15-12/31/15

**Monitoring Purpose:** Initial  Follow-Up  Special  Final

**Date of review:** Feb. 15, 2016 and follow up March 14, 2016

	<b>AREAS EXAMINED</b>	<b>SATISFACTORY</b>		<b>COMMENTS/ RECOMMENDATIONS</b>	
		<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
1	Accounting Systems/Records	X			
2	Internal Control	X			
3	Bank Reconciliation	X			
4	Disbursement Control	X			
5	Staff Payroll/Files	X			
6	Fringe Benefits	X			
7	Participant Payroll		N/A		
8	OJT Contracts/Files/Payment		N/A		
9	Indirect Cost Allocation		N/A		
10	Adherence to Contract/Budget	X			
11	In-Kind Contribution		N/A		
12	Equipment Records		N/A		

Memorandum  
Fiscal Monitoring Findings  
Page 2

**Program Operator:** Elk Grove Food Bank Services

**Findings and General Observations:**

The total costs as reported to SETA for CSBG have been traced to the subgrantee's fiscal records. The recorded expenditures were verified and appear to be in order and there are no adjustments required.

**Recommendations for Corrective Action:**

There are no findings for corrective action in this fiscal monitoring visit.

cc: Kathy Kossick  
Governing Board



MEMORANDUM

**TO:** Victoria Jacobs **DATE:** March 30, 2016  
**FROM:** Tammi L. Kerch, SETA Fiscal Monitor  
**RE:** On-Site Fiscal Monitoring of Voluntary Legal Services of Northern California

<u>PROGRAM</u>	<u>ACTIVITY</u>	<u>FUNDING</u>	<u>CONTRACT PERIOD</u>	<u>PERIOD COVERED</u>
CSBG	Safety Net	\$ 28,000	1/1/15-12/31/15	1/1/15-12/31/15

**Monitoring Purpose:** Initial \_\_\_\_ Follow-Up \_\_\_\_ Special \_\_\_\_ Final X  
**Date of review:** March 11, 2016 desk audit

	AREAS EXAMINED	SATISFACTORY		COMMENTS/ RECOMMENDATIONS	
		YES	NO	YES	NO
1	Accounting Systems/Records	X			
2	Internal Control	X			
3	Bank Reconciliation	X			
4	Disbursement Control		N/A		
5	Staff Payroll/Files	X			
6	Fringe Benefits	X			
7	Participant Payroll		N/A		
8	OJT Contracts/Files/Payment		N/A		
9	Indirect Cost Allocation		N/A		
10	Adherence to Contract/Budget	X			
11	In-Kind Contribution		N/A		
12	Equipment Records		N/A		

Memorandum  
Fiscal Monitoring Findings  
Page 2

**Program Operator:** Voluntary Legal Services of Northern California

**Findings and General Observations:**

The total costs as reported to SETA for CSBG have been traced to the subgrantee's fiscal records. The recorded expenditures were verified and appear to be in order and there are no adjustments required.

**Recommendations for Corrective Action:**

There are no findings for corrective action in this fiscal monitoring visit.

cc: Kathy Kossick  
Governing Board

ITEM IV-B – INFORMATION

EMPLOYER SUCCESS STORIES AND ACTIVITY REPORT

BACKGROUND:

Staff at Sacramento Works Training Centers and internal Employer Services staff work with local employers to recruit qualified employees. Attached is a listing of employers recently assisted.

Mr. William Walker will be available to answer questions.

STAFF PRESENTER: William Walker

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
A1 Heating & Air	3	HVAC Technician	1
	3	Journeyman Plumber	1
Accugov Inc.	1	Administrative Assistant	1
Ace Cash Express	1	Customer Service	7
Adecco Employment Services	1	Customer Service Representative, Bi-lingual Spanish	10
Advanced Call Center Technologies	1	Customer Service Representatives	50
	1	Human Resources - Recruiting Admin	1
Aggressive Legal Services, Inc.	1	Intake Specialist I	1
Alhambra	9	Production Operator	5
All For You Home Care	4	Caregiver	1
All Seasons Burial & Cremation	9	Mortuary Transport Driver	1
All State Insurance-Alain Ionescu Office	1	Insurance Sales Representative	1
Allied Barton	1	Security Officer	8
Always Affordable Plumbing	7	Experienced Service Plumber	1
Amazon	10	Part -Time Seasonal Associate	1
American Guard Services	1	Security Officer	5
AmeriGas	1	Customer Care Agent	24
Amware Pallet Services	3	Pallet Repairman	4
Andy Nguyen's	8	Kitchen Helper	1
Anton Building Company	3	Construction Laborer/Project Administrator	1
Arby's GH Restaurants	10	Team Member	7
Avis Budget Group	9	Car Cleaner Detailer (Vehicle Service Attendant)	1
	9	Driver	1
	1	Operations Manager Trainee	1
	1	Rental Sales Associate	1
	7	Truck Technician I - Mobile	1
	1	Vehicle Return Associate	1
Badger Daylighting Corporation	7	Hydrovac CDL Operator	1
Barnes & Noble	1	Assistant Store Manager	1
	1	Barista/Cafe Server	2
	1	Bookseller	2
	1	Community Business Development Manager	1
	1	Head Cashier	1
	1	Merchandise Manager	1
BBC Services, Inc.	3	Carpenter	10
Behavioral Education for Children with Autism	4	Behavior Technician	1
Big Brothers Big Sisters of Greater Sacramento	1	Match Support Specialist	1
BioPhase Solutions Inc.	9	Chemical Operators	7
	9	Material Handlers	7
Boys & Girls Clubs of Greater Sacramento	1	Program Assistant	10
Bozzuto Insurance Agency	1	Insurance Sales Agent	1
Brasher's Sacramento Auto Auction	9	Auction Driver	1
	1	Auto Body Condition Report Writer	1
		Auto Lot Worker - Fleet & Lease	1
	7	Auto Mechanic	1
	1	Dealer Registration Clerk-Front Counter Customer Service	1
	7	Lot Access Agent/Shift Lead	1
	1	Transportation Billing/Data Entry Clerk	1
California Energy Commission	1	Deputy Director, Fuels and Transportation Division	1
California Human Development	1	Education Coordinator	1
California State Lands Commission	1	Public Land Management Specialist I	1
Castle House Distributors	1	Driver/Service Tech	1
CBS13/CW31	1	Administrative Assistant	1
CEPS	1	Account Manager/Assistant Manager	2
Child Action	5	Assessment Unit Clerk (Bilingual)	1
	1	Human Resources Analyst	1
Children's Law Center of California	1	Scanning Clerk	1
	1	Secretary	1

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Clarke & Rush	7	Commercial HVAC Lead Installer	1
	1	Construction Office Coordinator Assistant	1
	1	Customer Service Representative	2
	7	HVAC - Home Performance Technician	1
	7	HVAC Lead Installers/Apprentices	1
	7	HVAC Service Technicians Residential & Commercial	4
	7	Insulation/Window Installers	4
	7	Plumber Service Technician	2
	9	Warehouse/Driver/HVAC Trainee	1
	1	Window & Insulation Salesperson	1
Cintas Corporation	10	Route Service Sales Representative	5
Citizen Corporation	3	Journeyman Electrician	1
City of Sacramento	1	Out of School Time Leader	29
Cokeva, Inc.	9	Logistic Operator	5
	10	Sales Executive	1
	3	Technician II	1
College of Continuing Education, Sacramento State	1	Facilities and Logistics Management Specialist	1
Comcast	10	Individual Direct Sales	1
	1	Xfinity Sales Associates	9
Comfort Systems Construction	7	Apartment Renovator	2
Common Ground Business Brokers	1	Business Broker	4
Cooper & Associates Realty	1	Inside Sales Agent	3
Core Commercial	1	Marketing/Graphic Design/Office	1
Cornerstone Staffing Solutions, Inc.	1	Cashier or Checker Stock Clerk	2
	9	Warehouse Clerk	20
Corporate Care	1	Technician	2
Craig Cares	4	Caregiver/Home Health Aide/CNA	1
Crossroads Facility Services	1	Senior Accountant	1
	1	Youth Specialist	1
Culinary Staffing America	1	Food Service Workers	40
Davis Food Co-Op	1	Night Manager	1
Dayles Diesel & Generator Repair	7	Generator Mechanic	1
Denio's Farmers Market and Swap Meet	1	Cashier	5
Denton's Custom Woodworks, Inc.	3	Cabinet Maker & Apprentice/Entry Level	2
Diamond Foods Inc.	9	Engineering Intern	1
	7	Engineering Manager	1
	2	Maintenance Engineer/Supervisor	2
	2	Maintenance Mechanic I 3rd Shift	1
	1	Operations Manager	1
	1	Production Supervisor	1
	7	Safety Manager	1
Dollar General	1	Assistant Store Manager	20
	1	DG Market Sales Associate	20
	1	Sales Associate	20
Dr. Pepper Snapple Group	9	Warehouse Loader	1
E3 CA INC	1	Administrative Assistant	1
Electrofreeze of Northern California	1	Office Administrator	1
Elevate Learning	1	English and/or Math Tutors	50
Empower Efficiency, LLC	1	Local Community Outreach Specialist, Energy Efficiency	1
Environmental Quality Management, Inc.	1	Clean-up Technician Nevada	1
	9	Equipment Operator - Nevada	1
	9	Truck Driver - Nevada	1
Ephraim Williams Family Life Center	1	Receptionist	1
Evergreen Industries Cleaning Services, LLC	1	Cleaning Laborer	2
eVerlife	1	Team Manger	4
Exact Staff Inc.	9	Assembly Line Worker	50
	9	Packaging Associate	25
	9	Warehouse Worker	50

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Express Employment Professionals	1	Accounts Payable Clerk	2
	1	Accounts Receivable Assistant	1
	1	Accounts Receivable Specialist	1
	1	Activities Assistant	1
	1	Administrative Assistant	2
	1	Administrative Assistant (Marketing Dept.)	1
	1	Apartment Leasing Agent	1
	10	Car Wash Technicians	5
	8	Cook	1
	1	Customer Service Representative	2
	9	Delivery Driver	2
	1	Dispatcher	5
	1	Executive Administrative Assistant, Academics/Higher Education	2
	1	Executive Administrative Assistant, Fundraising	1
	1	Front Office & Marketing Administrative Assistant	1
	3	General Laborer	15
	7	HVAC Maintenance Technician	5
	1	Inside Sales Representative	2
	7	Maintenance Technician	2
	7	Maintenance Technicians and Repair Workers, General (Property)	1
	1	Medical Records Administrative Assistant	1
	1	Medical Scheduler	1
	1	Office Manager	1
	1	Outside Sales Representative (Internal Express Team)	1
	1	Receptionist	1
	10	Retail Pricing Collector	5
	1	Sales & Marketing Manager (Salesforce)	1
10	Telemarketer	1	
Fair Oaks Recreation & Park District	1	Recreation Leader I-Camp Counselor	10
	1	Recreation Leader II (Assistant Preschool Teacher)	1
	1	Recreation Leader III-Lead Camp Counselor	2
	1	Senior Recreation Leader (Camp Director)	1
Faneuil/InSync Consulting Services LLC	1	Customer Service Representative	500
Farmers Insurance - Stacy Cronican Insurance Agency	1	Customer Service Representative	2
	1	Sales Representative	4
Finished Floors Inc.	7	Floor Technician	2
Fish Window Cleaning	10	Window Cleaner	2
First Security Services	1	Security Officer	10
Florin Hearing Aid	4	Hearing Aid Specialist	2
Fowler Enterprise LLC	9	Medical Driver	1
Frito-Lay	9	Carton Handler	5
	10	Detailer	1
	10	Merchandiser	1
	9	Route Sales Representative - General	3
Golden Moments Care Home Inc.	1	Caregiver	1
Greater Sacramento Urban League	1	Youth Specialist	1
GRID Alternatives North Valley	1	Outreach Coordinator	1
	3	SolarCorps Construction Fellows	2
	1	SolarCorps Outreach Fellow	1
Grindco, Inc.	3	Concrete Grinding Specialist	1
H&R Block	1	Office Manager/Lead	20
	1	Tax Professional	20
Headway Workforce Solutions	1	Seasonal Assistant Manager	1
Horizon Personnel Services	9	Order Puller	10
Hunter Douglas Fabrication	7	Production Associate/Assembler	9
Infinity Energy	1	Appointment Scheduler	5
	1	Solar Sales Representative	10
J's Communications	1	Outside Sales Representative, B2B	1

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
J. Powers Recruiting Inc.	1	Account Executive	1
Jani-King of California	1	Account Executive	1
Jerico	3	Lighting Installer	1
John Jackson Masonry	9	Fleet Mechanic	1
Kair In-Home Social Svc	1	Foster Family Agency Administrator	1
Kelly Services	7	Machine Operator/Mail Handler	40
Ken's Bike-Ski-Board, Inc.	1	Bicycle, Ski & Snowboard Sales	1
Lamonica's Pizza Dough	9	Packaging Associate	10
Leukemia & Lymphoma Society	1	Part Time Outreach Assistant	15
LG Electronics	7	Field Service Technician-Appliances and HVAC	1
Liberty Tax Service #8097	1	Tax Preparer	1
Liqui-Box Corporation	9	Inspector/Packers	20
Lofings Lighting Inc.	9	Warehouse and Delivery	1
Los Rios Community College District	1	Account Clerk I	1
	1	Account Clerk II	2
	1	Account Clerk III	1
	1	Accountant	1
	1	Accounting Adjunct Assistant Professor	1
	1	Accounting Assistant Professor	1
	1	Accounting Specialist	1
	1	Administrative Assistant I	3
	1	Administrative Assistant II	5
	1	Administrative Secretary I	1
	1	Admissions/Record Clerk II	1
	1	Admissions/Records Clerk III	2
	1	Admissions/Records Evaluator I	1
	1	Aeronautics Assistant Professor	1
	1	American Apprenticeship Initiative Grant Project Director	1
	1	Art Assistant Professor (Studio Art)	1
	1	Art History/Humanities Assistant Professor	1
	1	Assistant Financial Aid Officer	1
	1	Associate Vice President of Student Services	1
	7	Audio/Visual Production and Maintenance Technician I	1
	1	Business Assistant Professor	1
	1	Campus Operations Director - Sutter County Center	1
	1	Chemistry Assistant Professor	2
	1	Clerical Assistant	1
	1	Clerk II	1
	1	Clerk III	3
	1	Commercial Music & Sound Recording Technology Assistant Professor	1
	1	Computer Information Science Assistant Professor (Programming)	4
	1	Confidential Executive Assistant	1
	1	Control Center Technician	1
	1	Counseling Clerk II	1
	1	Counseling Supervisor	1
1	Counselor	1	
1	Counselor Articulation Officer	1	
1	Counselor/Coordinator-Workability III Program	1	
1	Custodial Supervisor	1	
1	Custodian	2	
1	Deaf Culture and American Sign Language (ASL) Studies Assistant Professor	1	
1	Dean of College Planning and Research	1	
1	Dean of Communication, Visual and Performing Arts	1	
1	Dean of Distance Education, Virtual Education Center	1	
1	Dean of Fine and Applied Arts	1	

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Los Rios Community College District	1	Dean of Kinesiology and Athletics	1
	1	Diagnostic Medical Sonography (DMS) Assistant Professor / Program Coordinator	1
	1	Director, Administrative Services	1
	1	Director of Nursing Programs	1
	1	Distance Education Coordinator Adjunct Pool	1
	1	Early Childhood Education Assistant Professor	1
	1	Engineering Assistant Professor	1
	1	English Assistant Professor	4
	1	Extended Opportunity Programs and Services Coordinator	1
	1	Facilities Planning and Engineering Specialist	1
	1	Faculty Diversity Internship Program Pool	1
	1	Fashion Assistant Professor	1
	1	Financial Aid Clerk II	1
	1	Financial Aid Officer	1
	1	Gerontology Assistant Professor	1
	7	Head Grounds Maintenance Technician	1
	1	Healthcare Interpreting Assistant Professor	1
	1	Horticulture Assistant Professor	1
	1	Hospitality Management/Culinary Arts Assistant Professor	1
	1	Human Resources Assistant III	1
	6	Information Technology Application Systems Supervisor(Student Administration Systems)	1
	6	Information Technology Systems/Database Administrator Analyst II	1
	1	Instructional Assistant - Learning Resources	1
	1	Instructional Assistant - Mathematics	1
	1	Instructional Assistant - Phlebotomy Laboratory	1
	1	Instructional Assistant - Photography	1
	1	Instructional Assistant - Sign Language Studies	1
	1	Instructional Assistant - Writing/English/Reading	1
	1	Instructional Assistant -Foreign Language	1
	1	Instructional Assistant-Campus Computer Laboratory	1
	1	Instructional Assistant-Costuming and Makeup	1
	1	Instructional Assistant-Medical Laboratory Technician	1
	1	Instructional Science Laboratory Supervisor	1
	1	Instructional Services Assistant I	1
	6	IT Business/Technical Analyst I	1
	6	IT Specialist II - Microcomputer Support	1
	6	IT Systems/Database Analyst II	1
	1	Kinesiology and Athletics Assistant Professor/Women's Head Volleyball Coach	1
	1	Laboratory Technician - Science	1
	1	Lead Custodian	1
	3	Lead HVAC Mechanic	1
1	Lead Library Media Technical Assistant	1	
1	Library/Media Technical Assistant	1	
7	Locksmith/Glazier	1	
7	Maintenance Painter-Special Projects	1	
1	Mathematics Assistant Professor	5	
1	Mechanical Electrical Technology Assistant Professor	1	
1	Music (Vocal) Assistant Professor	1	
1	Nursing Assistant Professor	1	
7	Operations Technician	1	
1	Outreach Clerk	1	
1	Outreach Specialist	2	
1	Philosophy Instructor	1	
1	Physical Education/Athletic Attendant	1	



EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Los Rios Community College District	1	Police Captain	1
	1	Police Communication Dispatcher	1
	1	Police Officer	1
	1	Printing Services Operator II	1
	1	Printing Services Operator III	1
	1	Psychology Assistant Professor	1
	1	Public Relations Technician	1
	1	Public Services Librarian	1
	1	Real Estate Assistant Professor	1
	1	Recruit Training Officer	1
	4	Registered Nurse	1
	6	Senior Information Technology Systems/Database Administrator Analyst	1
	6	Senior Information Technology Technician - Lab/Area Microcomputer Support	1
	6	Senior IT Technician - Lab/Area Microcomputer Support	1
	1	Sociology Assistant Professor	1
	1	Special Project - Student Personnel Assistant - Health and Wellness Services	1
	1	Special Projects- Inmate Education Specialist	1
	1	Special Projects- Laboratory Technical Support Assistant - Health and Education Labs	1
	1	Special Projects- Work-based Learning Specialist	1
	1	Speech Communication Assistant Professor	1
	1	Speech Language Pathology Program Assistant Professor	1
	1	Student Affairs Specialist	1
	1	Student Personnel Assistant - Assessment/Testing	1
	1	Student Personnel Assistant - Career & Job Opportunity Services	1
	1	Student Personnel Assistant Disabled Student Programs and Services (DSP&S)	1
	1	Student Personnel Assistant - Outreach Services	1
	1	Student Personnel Assistant - Student Life	1
	1	Student Personnel Assistant - Student Services	3
	1	Student Personnel Assistant - Student Services - Athletic Program & Transfer Services Program	1
	1	Student Personnel Assistant - TANF	1
	1	Student Success and Support Program Faculty Coordinator	3
	1	Student Success and Support Program Specialist	3
1	Studio Art Assistant Professor (Sculpture/3-Dimensional Art)	1	
7	Utility Worker	1	
4	Telecommunications Systems Designer	1	
1	Vice President of Student Services	1	
Loss Prevention Specialist LLC	1	Agricultural Loss Control Consultant	1
	1	Construction Loss Control Consultant	1
Marathon Health	4	Family Nurse Practitioner/Physician Assistant	1
	4	Medical Assistant	1
Markstein Beverage Co.	9	Class A Commercial Delivery Driver	1
	1	Merchandiser	1
	9	Night Warehouse Associate	1
Maximus	1	Enrollment Service Representative	1
Merryhill School	1	Preschool Teacher	2
Metropolitan Van and Storage, Inc.	1	Administrative Assistant/Move Coordinator	1
MGA Healthcare Inc.	1	Recruiter	2
Mobile Management LLC (True Connect)	1	Sales Agent/CCR	15
Modis IT Staffing	6	Group Level Processor	20
ModSquad, Inc.	6	Technical Support Specialist	1

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Motivational Systems Inc.	1	Sign Wavers - El Dorado Hills	4
Mutual Assistance Network	1	AmeriCorps Parent Educator	1
	1	Team Leader	1
MV Transportation	9	Driver	1
National Audubon Society	1	Contracts and Government Grants Manager	1
Northcentral Pizza, LLC. dba Domino's Pizza	1	Assistant Manager	1
Northern Sheets LLC	9	Production Workers	3
Orepac Building Products	9	Driver	4
Pacific Health & Home	3	Masonry Installer	2
	3	Skilled Tradesman/Craftsman	2
Pacific Protection INC	1	Unarmed Security Officer	10
Pacific Staffing	1	Call Center Manager - Bilingual Spanish	1
	1	Technical Support Agent	1
Package One	9	Class A Truck Driver	1
Payroll on the Web	1	Administrative Assistant	1
	1	Payroll Specialist	1
	1	Payroll Tax Specialist	1
Paradise Oaks Youth Services	4	Residential Counselor	1
Pep Boys	7	Technicians and Mechanics	10
Pilkington North America Inc.	1	Service Center Administrator	1
Pirtek Power Inn	7	Field Service Technician	1
Powerhouse Science Center	1	Director of Finance & Operations	1
PowerSchool Group LLC	1	Accountant	1
	2	Associate Performance Test Engineer	1
	2	Associate QA Test Engineer	1
	6	Associate Software Engineer	1
	1	Associate Systems Administrator	1
	1	Billing Associate	1
	1	Collections Associate	1
	6	Compliance Application Software Engineer	1
	6	Compliance Database Software Engineer	1
	1	Contracts Administrator	1
	1	Corporate Trainer	1
	1	Customer Support Representative (Tier 1)	1
	6	Desktop Technician	1
	1	Entry Level Accounts Payable Specialist	1
	1	Entry Level Corporate Development Analyst	1
	1	Entry Level Pricing Analyst	1
	1	Entry-Level Project Manager	1
	1	Financial Analyst	1
	1	Inside Sales Account Representative	1
	1	Marketing Campaign Coordinator	1
	1	Product Manager-Consumer	1
	1	Product Marketing and Competitive Intelligence Manager	1
	1	Product Marketing Manager	1
	1	Recruiting Manager	1
	1	Renewals Associate	1
	1	Salesforce Administrator	1
	1	Senior Corporate Recruiter	1
	1	Senior Manager of Human Resources	1
	6	Senior Network Engineer	1
	1	Senior Project Manager	1
6	Senior Systems Engineer	1	
6	Senior UI Interface Designer	1	
6	Systems Engineer II	1	
1	Vice President of Customer Operations- School Systems Group	1	
PrideStaff	3	Machine Operator and Woodworking Craftsman	10
	9	Production and Manufacturing Technician	10
Progressive Insurance	1	Customer Service Call Center Representative- Bilingual Spanish	4
Quality Driver Solutions	9	Class A Driver	15
	9	Commercial Truck Drivers	20

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Ready-Set-Go Children's Center	1	Preschool Teacher	3
Restoration Hardware	1	Client Service Center Supervisor	2
Ready4Change	1	AOD Certified Counselor or Intern	4
Red Lion Inn & Suites	7	Handyman	1
	1	Housekeeper/Custodian/Laundry Worker	4
	7	Night Auditor	1
RPM Automotive	7	Auto Mechanic	1
Sacramento Employment and Training Agency	1	Associate Teacher Infant Toddler	1
	1	Associate Teacher- Tier I	1
	1	Associate Teacher Tier III	1
	1	CFS Education Program Officer	1
	1	CFS--Quality Assurance Analyst	1
	1	Early Head Start Educator	1
	1	Family Services Worker Range I	1
	1	Family Services Worker Range III	1
	9	Head Start Courier/Maintenance	1
	1	Head Start Education Coordinator	1
	1	Head Start On-Call Cook/Driver	1
	1	Head Start Substitute Child Care Teacher	1
	1	Head Start Substitute Teacher Assistant	1
	1	Site Supervisor	1
1	Workforce Development Professional Range 2	1	
Sacramento Home Care	4	Care Giver	6
Sacramento Metro Chamber-Commerce	1	Accounting Clerk	1
	1	Assistant General Manager - Administration	1
	1	Clerk II	1
	1	Community Bus Services (CBS) Dispatcher/Supervisor	1
	1	Director, Office Management and Budget	1
	7	Facilities Maintenance Mechanic	1
	1	Legal Secretary	1
	7	Light Rail Vehicle Technician	1
	7	Lineworker	1
	7	Maintenance Supervisor - Wayside	1
	1	Marketing and Communications Specialist	1
	7	Mechanic A	2
	3	Network Operations Engineer	1
	1	Revenue Clerk	1
	1	Safety Specialist II	1
	1	Senior Human Resources Analyst	1
	6	Senior Information Technology Business Systems Analyst	2
1	Service Worker - Bus and/or Light Rail	1	
1	Transit Agent (Fare Checker)	30	
Sacramento Regional Transit District	1	Director, Office Management and Budget	1
	7	Lineworker	1
	1	Transit Agent (Fare Checker)	30
Safari Kid	1	Toddler Teacher	1
SANA Accounting & Tax Services	1	Accounting Assistant	1
Santa Cruz County Bank	1	SBA Business Development Officer	1
SBS BEAUTY SALON	1	Hair Stylist	1
Security Tech Protective Services	1	Armed Security Officer	10
Serenity Respite	4	Respite Care Provider	10
Serve All Contracting	3	Construction / Maintenance Technician	1
	1	Receptionist / Office Assistant	1
Slingshot Connections	1	Outside Sales	5
Smartguard	1	Security Officer/Patrol Officer	6
Softsol Technologies Inc.	1	Business Analyst	1
	1	Document Prep/Scan Technician	8

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
SolarCity	1	Call Center Concierge	20
	3	Electrician	20
	1	Energy Consultant (Inside Sales)	15
	7	PV Installer	20
Southeast Asian Assistance Center	1	Executive Director	1
South Side Art Center	1	Ceramic Lead Artist Instructor	1
Stanford Youth Solutions	1	Therapist	4
Staff Management	1	Area Manager	30
STAR, Inc.	10	Armed Private Security	5
Starbucks Corporation	1	Barista	7
Stations	9	Installer	4
STC Netcom	2	Civil Hand	2
	7	RF Technician	2
Stericycle	1	Customer Service Representative	6
Strategies To Empower People (STEP)	1	American Sign Language Interpreter (ASL Interpreter)	1
	1	Case Supervisor/Facilitator for Supported Living Services	2
	1	Direct Support Professionals	20
	1	Instructor for Supported Living Services	1
	1	Staffing and Scheduling Coordinator for Human Resources Department	1
Sub Sea Systems Inc.	9	Product Manager--Marine Recreation	1
Sun City Roseville Community Association	1	Custodial Worker	1
	1	Line Cook	2
	10	PT Personal Trainer	1
SVS Group, Inc.	1	Event Staff & Security Guards	30
Swing Cushion Covers & More	1	General Office Assistant	1
Teledyne Microwave Solutions	9	Assembler 1	3
	7	Calibration Lab Technician	1
	1	Contracts Administrator	1
	1	Contracts/Pricing Manager 4	1
	1	Data Analyst	1
	3	Electrical Engineer 4	1
	3	Electronic Engineer 2	1
	7	Electronic Technician	1
	7	Machinist 4	1
	9	Product Finisher	1
	1	Senior Contracts Administrator	1
	7	Technical Support 2	1
	7	Technician 1	1
1	Trade Compliance Support Administrator 1	1	
The Firehouse Restaurant	1	Fine Dining Line Cook	1
The Paver Company	3	Construction Foreman	2
The Wheeler Company	1	Office Assistant	1
Therapeutic Pathways	4	Behavior Technician	20
Thoughtful Food Inc.	10	Dishwasher	2
Timco Construction Inc.	3	General Construction Estimator	1
Trinity Fresh	9	Class B Truck Driver	4
	9	Warehouse Loader	2
	9	Warehouse Loader/Selector	4
True Transport Inc.	9	CDL A Truck Driver	4
UC Davis Health System	1	Administrative Support Assistant	10
	1	Care Coordinator/ ED Analyst	1
	1	Custodian/Senior Custodian	11
United Cerebral Palsy	1	Direct Support Professional	5
Utilquest LLC	3	Utility Line Locator	5

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Villara Building Systems	9	Class A and Class C Driver	1
	9	Driver	1
	7	Duct Blaster	1
	7	Fire Sprinkler Installer	1
	1	Human Resources Bilingual Receptionist	1
	7	HVAC Apartments Installer	1
	7	HVAC Commercial Installer	1
	7	HVAC Retro-Fit Lead	1
	7	HVAC Sheet Metal Installer	1
	7	HVAC Start-Up Technician	1
	7	HVAC Warranty and Paid Service Technician	1
	3	Installers (Solar, Plumbing, HVAC, Sheet Metal)	1
	9	Inventory Control Clerk	1
	1	Manufacturing Administrative Assistant	1
	7	Plumbing Finish/Service	1
7	Plumbing Installer	1	
7	Quality Control Load Master/Inspector	2	
Vision Service Plan	1	Customer Care Representative (CCR)	1
Visiting Angels Senior Home Care	4	Caregiver	10
Western States Fire Protection	7	Alarm & Detection Technician	1
	1	Division Administrative Assistant	1
	7	Fire Alarm/Fire Sprinkler Inspector	1
	7	Fire Sprinkler Designer	3
	1	Service Administrator	
9	Shop Foreman	1	
Westlake Charter School	1	Instructional Aide - Substitute	5
Wholesale Outlet, Inc.	9	Delivery Driver	1
	1	Front Counter/Will Call	1
	9	Receiving	1
Woodmack Products, Inc.	9	Entry-Level Production Machine Operator	1
	9	Entry Level Production Welder	1
	9	Janitor & Machine Operator	1
Woodmack Products, Inc.	1	Manufacturing Industrial Janitor	1
	9	Machine Operator	3
	1	Accounting Assistant	1
Yuba Community College District	1	Adjunct Instructors	1
	1	Cashier	1
	1	Custodial Maintenance Worker	1
	1	Custodian	1
	1	Director of Financial Aid	1
	1	Director of TRIO Programs	1
	1	Financial Aid Technician	1
	1	Human Resources Analyst/Academic	1
	1	Interim Chief of Police	1
	1	Library Technical Assistant	1
	1	Nursing Instructor	1
	1	Philosophy Instructor	1
	1	Site Supervisor - Child Development Center	1
	1	Testing Technician	1
	1	X-Ray Technology Instructor	1
Zebra Restoration Services	7	Property Damage Restoration Technician	3
<b>Total</b>			<b>2280</b>

**Entry Level Positions**  
**July , 2015 - March 28, 2016**

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			

Ace Cash Express	1	Customer Service	7
Advanced Call Center Technologies	1	Customer Service Representatives	50
Allied Barton	1	Security Officer	8
Aggressive Legal Services, Inc.	1	Intake Specialist I	1
Amerigas	1	Customer Care Agent	24
Avis Budget Group	1	Car Cleaner Detailer (Vehicle Service Attendant)	1
Avis Budget Group	1	Rental Sales Associate	1
Avis Budget Group	1	Vehicle Return Associate	1
Barnes & Noble	1	Barista/Cafe Server	2
	1	Bookseller	2
Boys & Girls Clubs of Greater Sacramento	1	Program Assistant	10
Bozzuto Insurance Agency	1	Insurance Sales Agent	1
Brashers Sacramento Auto Actn	1	Dealer Registration Clerk-Front Counter Customer Service	1
	1	Transportation Billing/Data Entry Clerk	1
Castle House Distributors	1	Driver/Service Tech	1
Children's Law Center of California	1	Scanning Clerk	1
Comcast	1	Xfinity Sales Associates	9
Cornerstone Staffing Solutions, Inc.	1	Cashier or Checker Stock Clerk	2
Culinary Staffing America	1	Food Service Workers	40
Denio's Farmers Market and Swap Meet	1	Cashier	5
Dolar General	1	Sales Associate	20
Elevate Learning	1	English and/or Math Tutors	50
Ephraim Williams Family Life Center	1	Receptionist	1
Evergreen Industries Cleaning Services, LLC	1	Cleaning Laborer	2
Express Employment Professionals	1	Customer Service Representative	1
	1	Receptionist	1
	1	Activities Assistant	1
	1	Sales & Marketing Manager (Salesforce)	1
	1	Inside Sales Representative	2
Fair Oaks Recreation & Park District	1	Recreation Leader I-Camp Counselor	10
Faneuil/InSync Consulting Services LLC	1	Customer Service Representative	500
Farmers Insurance - Stacy Cronican Insurance Agency	1	Customer Service Representative	2
	1	Sales Representative	4
First Security Services	1	Security Officer	10
H&R Block	1	Tax Professional	20
Infinity Energy	1	Appointment Scheduler	5
	1	Solar Sales Representative	10

**Entry Level Positions**  
**July , 2015 - March 28, 2016**

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Itsilog	1	Cook and Prep	3
J's Communications	1	Outside Sales Representative, B2B	1
Leukemia & Lymphoma Society	1	Part Time Outreach Assistant	15
Liberty Tax Service #8097	1	Tax Preparer	1
Los Rios Community College District	1	Account Clerk I	1
	1	Clerical Assistant	1
	1	Instructional Assistant - Foreign Language	1
	1	Instructional Assistant - Learning Resources	1
	1	Instructional Assistant - Phlebotomy Laboratory	1
	1	Instructional Assistant - Photography	1
	1	Instructional Assistant - Sign Language Studies	1
	1	Instructional Assistant-Writing/English/Reading	1
	1	Instructional Assistant- Costuming and Makeup	1
	1	Instructional Assistant-Medical Laboratory Technician	1
	1	Special Project - Student Personnel Assistant - Health and Wellness Services	1
	1	Student Personnel Assistant-Assessment/Testing	1
	1	Student Personnel Assistant - Career & Job Opportunity Services	1
	1	Student Personnel Assistant Disabled Student Programs and Services (DSP&S)	1
	1	Student Personnel Assistant - Outreach Services	1
	1	Student Personnel Assistant - Student Life	1
	1	Student Personnel Assistant - Student Services	1
	1	Student Personnel Assistant - Student Services - Athletic Program & Transfer Services Program	1
	1	Student Personnel Assistant - TANF	1
	1	Student Personnel Assistant- Student Services	1
	1	Custodian	2
Markstein Beverage Co.	1	Merchandiser	1
MAXIMUS	1	Enrollment Service Representative	1
Mobile Management LLC (True Connect)	1	Sales Agent/CCR	15

**Entry Level Positions**  
**July , 2015 - March 28, 2016**

EMPLOYER	CRITICAL CLUSTERS	JOB	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
PowerSchool Group LLC	1	Customer Support Representative (Tier 1)	1
	1	Entry Level Accounts Payable Specialist	1
	1	Entry Level Corporate Development Analyst	1
	1	Entry Level Pricing Analyst	1
	1	Entry-Level Project Manager	1
	1	Inside Sales Account Representative	1
Progressive Insurance	1	Customer Service Call Center Representative-Bilingual Spanish	4
Ready4Change	1	AOD Certified Counselor or Intern	4
Red Lion Inn & Suites	1	Housekeeper/Custodian/Laundry Worker	4
Sacramento Employment and Training Agency	1	Associate Teacher- Tier I	1
	1	Workforce Development Professional Range 2	1
Sacramento Metro Chamber-Commerce	1	Accounting Clerk	1
SANA Accounting & Tax Services	1	Accounting Assistant	1
	1	Receptionist / Office Assistant	1
Security Tech Protective Services	1	Armed Security Officer	10
Smartguard	1	Security Officer/Patrol Officer	6
Softsol Technologies Inc.	1	Document Prep/Scan Technician	8
Starbucks Corporation	1	Barista	7
Stericycle	1	Customer Service Representative	6
Sun City Roseville Community Association	1	Custodial Worker	1
SVS GroupP, Inc.	1	Event Staff & Security Guards	30
Swing Cushion Covers & More	1	General Office Assistant	1
Strategies To Empower People STEP	1	Instructor for Supported Living Services	1
The Wheeler Company	1	Office Assistant	1
Villara Building Systems	1	Human Resources Bilingual Receptionist	1
Westlake Charter School	1	Instructional Aide - Substitute	5
Wholesale Outlet, Inc.	1	Will Call/Front Counter	1
Woodmack Products, Inc.	1	Manufacturing Industrial Janitor	1
Yuba Community College District	1	Accounting Assistant	1
	1	Cashier	1
	1	Custodial Maintenance Worker	1
	1	Custodian	1
Amware Pallet Services	3	Pallet Repairman	4
Express Employment Professionals	3	General Laborer	15
Finished Floors Inc.	3	Floor Technician	2
Jerico	3	Lighting Installer	1
Villara Building Systems	3	Installers (Solar, Plumbing, HVAC, Sheet Metal)	1



**Entry Level Positions**  
**July , 2015 - March 28, 2016**

EMPLOYER	CRITICAL CLUSTERS	JOBS	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			

All For You Home Care	4	Caregiver	1
Behavioral Education for Children with Autism (BECA)	4	Behavior Technician	1
Craig Cares	4	Caregiver/Home Health Aide/CNA	1
Fowler Enterprise LLC	4	Medical Driver	1
Golden Moments Care Home Inc	4	Caregiver	1
Sacramento Home Care	4	Care Giver	6
Serenity Respite	4	Respite Care Provider	10
Visiting Angels Senior Home Care	4	Caregiver	10

Red Lion Inn & Suites	7	Handyman	1
RPM Automotive	7	Auto Mechanic	1
Villara Building Systems	7	Fire Sprinkler Installer	1
	7	HVAC Apartments Installer	1
	7	HVAC Commercial Installer	1
	7	HVAC Sheet Metal Installer	1
	7	Plumbing Installer	1

Andy Nguyen's	8	Kitchen Helper	1
The Firehouse Restaurant	8	Fine Dining Line Cook	1

Alhambra	9	Production Operator	5
All Seasons Burial & Cremation	9	Mortuary Transport Driver	1
Avis Budget Group	9	Part-Time Driver	1
Brashers Sacramento Auto Actn	9	Auction Driver	1
Cornerstone Staffing Solutions, Inc.	9	Warehouse Clerk	20
Dr. Pepper Snapple Group	9	Warehouse Loader	1
Exact Staff Inc	9	Assembly Line Worker	50
	9	Packaging Associate	25
	9	Warehouse Worker	50
Express Employment Professionals	9	Delivery Driver	2
	9	Production Fabrication	1
Frito-Lay	9	Route Sales Representative - General	1
Horizon Personnel Services	9	Order Puller	10
John Jackson Masonry	9	Fleet Mechanic	1
Lamonica's Pizza Dough	9	Packaging Associate	10
Liqui-Box Corporation	9	Inspector/Packers	20
Lofings Lighting Inc	9	Warehouse and Delivery	1

**Entry Level Positions**  
**July , 2015 - March 28, 2016**

EMPLOYER	CRITICAL CLUSTERS	JOB	NO OF POSITIONS
<b>Critical Occupational Clusters Key: 1=Administrative &amp; Support Services; 2=Architecture &amp; Engineering; 3=Construction; 4=Healthcare &amp; Supportive Service; 5=Human Services; 6=Information Technology; 7= Installation, Maintenance &amp; Repair; 8=Tourism/Hospitality; 9=Transportation &amp; Production; 10=Non-Critical Occupations</b>			
Markstein Beverage Co.	9	Night Warehouse Associate	1
MV Transportation	9	Driver	1
Northern Sheets LLC	9	Production Workers	3
Package One	9	Class A Truck Driver	1
Stations	9	Installer	4
Teledyne Microwave Solutions	9	Assembler 1	3
	9	Warehouse Loader	4
Trinity Fresh	9	Warehouse Loader	2
	9	Warehouse Loader/Selector	4
Villara Building Systems	9	Inventory Control Clerk	1
Wholesale Outlet, Inc.	9	Receiving	1
Woodmack Products, Inc.	9	Entry-Level Production Machine Operator	1
	9	Entry Level Production Welder	1
	9	Janitor & Machine Operator	1

Amazon	10	Part -Time Seasonal Associate	1
Arby's GH Restaurants	10	Team Member	7
Cintas Corporation	10	Route Service Sales Representative	5
Comcast	10	Individual Direct Sales	1
Express Employment Professionals	10	Telemarketer	1
Fish Window Cleaning	10	Window Cleaner	2
Frito-Lay	10	Detailer	1
	10	Merchandiser	1
Slingshot Connections	10	Outside Sales	5
Sun City Roseville Community Association	10	Line Cook	2
Thoughtful Food Inc.	10	Dishwasher	2
<b>Total</b>			<b>1292</b>

ITEM IV-C – INFORMATION  
DISLOCATED WORKER UPDATE

BACKGROUND:

Attached is a copy of the most current dislocated worker updates. Staff will be available to answer questions.

STAFF PRESENTER: William Walker

## Dislocated Worker Information PY 2015/2016

The following is an update of information as of April 12, 2016 on the Worker Adjustment and Training Notification (WARN) notices and Non WARN notifications in Sacramento County.					
	MONTH RECEIVE NOTICE	COMPANY AND ADDRESS	WARN STATUS	# OF AFFECTED WORKERS	SETA'S INTERVENTION
Official	5/8/2015	<b>Sutter Medical Foundation</b> 8170 Laguna Blvd Elk Grove, CA 95758	7/1/2015	15	6/25/2015
Unofficial	6/4/2015	<b>Bank of America</b> 10850 White Rock Rd. Rancho Cordova, CA 95670	10/30/2015	35	9/30/2015
Official	6/11/2015	<b>Intel</b> 1900 Prairie City Rd. Folsom, CA 95630	7/15/2015	152	Declined
Official	6/26/2015	<b>Raley's</b> 4551 Mack Road Sacramento, CA 95823	9/12/2015	60	Declined
Official	6/15/2015	<b>Insync</b> 3712 Douglas Blvd. Roseville, CA 95661	9/30/2015	148	7/1/2015 8/14/15
Official	7/27/2015	<b>Hank Fisher Properties, Inc.</b> 610 Fulton Avenue Suite 100 Sacramento, CA 95825	9/30/2015	243	10/15/15
Official	10/27/2015	<b>Isola USA Corporation</b> 233 Dwight Rd. Elk Grove, CA 95758	12/28/2015	72	12/8 & 12/9/15
Unofficial	11/9/2015	<b>L3 Narda</b> 107 Woodmere Folsom, CA 95630	11/18/2015	20	11/18/2015
Unofficial	11/16/2015	<b>Cegment</b> 9738 Lincoln Village Dr Sacramento, CA 95827	12/31/2015	25	12/11/2015 2/16/16
Official	12/4/2015	<b>Philips Electronics North America</b> 2870 Kilgore Rd. Rancho Cordova, CA 95670	2/16/2016	60	4/4/2016
Official	12/11/2015	<b>The Collective</b> 13000 Folsom Blvd. Folsom, CA 95630	1/7/2016	20	Packets Delivered
Official	1/6/2016	<b>Macy's (Country Club Mall)</b> 3500 El Camino Avenue Sacramento, CA 95821	3/14/2016	111	3/2/16 & 3/4/16 3/9/16 & 3/11/16
Official	1/12/2016	<b>Kmart</b> 8501 Auburn Blvd Citrus Heights, CA 95610	4/3/2016	86	2/3/16 & 2/5/16 2/10/16 & 2/13/16
Official	1/25/2016	<b>Cardinal Health</b> 3238 Dwight Rd. Elk Grove, CA 95158	3/31/2016	58	3/15 /16 & 3-16-16
Official	1/28/2016	<b>BlueShield of California</b> 3300 Zinfandel Dr. Rancho Cordova, CA 95670	4/28/2016	58	Pending
Unofficial	2/17/2016	<b>Save Mart</b> 2735 Marconi Ave Sacramento, CA 95821	3/3/2016	50	Declined
Unofficial	3/10/2016	<b>Orchard Supply Hardware</b> 905 E. Bidwell St. Folsom, CA 95630	6/1/2016	40	Pending
Official	3/22/2016	<b>ZETA Communications</b> 5321 Luce Avenue McClellan, CA 95652	3/22/2016	122	Declined
Official	4/8/2016	<b>Kohl's Department Store #1375</b> 11051 Olson Dr. Rancho Cordova, CA 95670	6/19/2016	85	Pending
			<b>Total # of Affected Workers</b>	1,460	

ITEM IV-D – INFORMATION

UNEMPLOYMENT UPDATE/PRESS RELEASE FROM THE EMPLOYMENT  
DEVELOPMENT DEPARTMENT

BACKGROUND:

The unemployment rate for Sacramento County for the month of March was 5.4%.

Attached is a copy of a press release from the Employment Development Department breaking down the job losses and job creations for the regional area.

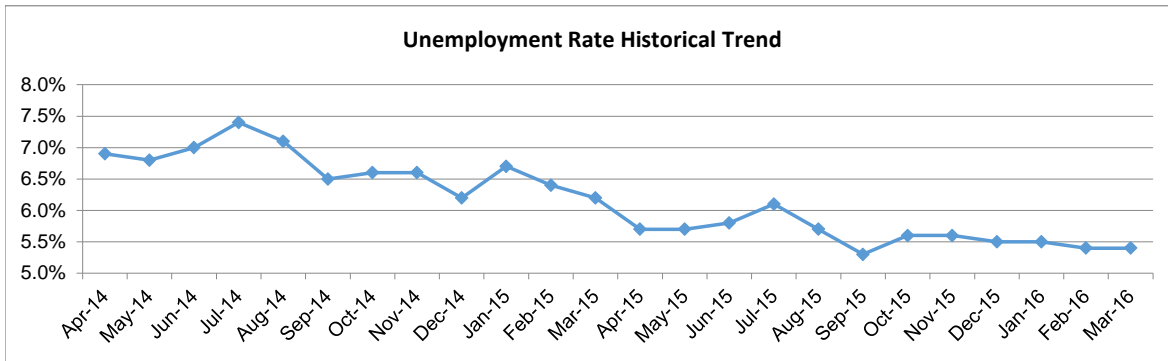
Staff will be available to answer questions.

STAFF PRESENTER: Roy Kim

IMMEDIATE RELEASE

SACRAMENTO--ROSEVILLE--ARDEN-ARCADE METROPOLITAN STATISTICAL AREA (MSA)  
**(El Dorado, Placer, Sacramento, and Yolo Counties)**

The unemployment rate in the Sacramento--Roseville--Arden-Arcade MSA was 5.4 percent in March 2016, unchanged from a revised 5.4 percent in February 2016, and below the year-ago estimate of 6.2 percent. This compares with an unadjusted unemployment rate of 5.6 percent for California and 5.1 percent for the nation during the same period. The unemployment rate was 5.4 percent in El Dorado County, 4.6 percent in Placer County, 5.5 percent in Sacramento County, and 6.5 percent in Yolo County.



Industry	Feb-2016	Mar-2016	Change		Mar-2015	Mar-2016	Change
	Revised	Prelim				Prelim	
Total, All Industries	931,200	935,800	4,600		914,000	935,800	21,800
Total Farm	7,900	8,700	800		9,000	8,700	(300)
Total Nonfarm	923,300	927,100	3,800		905,000	927,100	22,100
Mining, Logging, and Construction	50,700	51,900	1,200		46,600	51,900	5,300
Mining and Logging	500	500	0		500	500	0
Construction	50,200	51,400	1,200		46,100	51,400	5,300
Manufacturing	36,300	36,200	(100)		35,800	36,200	400
Trade, Transportation & Utilities	144,600	144,900	300		143,300	144,900	1,600
Information	14,000	13,900	(100)		14,100	13,900	(200)
Financial Activities	51,500	51,100	(400)		50,300	51,100	800
Professional & Business Services	119,000	119,100	100		117,800	119,100	1,300
Educational & Health Services	144,200	145,400	1,200		138,600	145,400	6,800
Leisure & Hospitality	97,200	97,900	700		94,800	97,900	3,100
Other Services	30,700	30,200	(500)		30,300	30,200	(100)
Government	235,100	236,500	1,400		233,400	236,500	3,100

Notes: Data not adjusted for seasonality. Data may not add due to rounding  
 Labor force data are revised month to month  
 Additional data are available on line at [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)

**SACRAMENTO—ROSEVILLE—ARDEN-ARCADE METROPOLITAN STATISTICAL AREA  
(MSA)**

**(EL DORADO, PLACER, SACRAMENTO, AND YOLO COUNTIES)**

**The greater Sacramento area gained 4,600 jobs over the month; 21,800 over the year**

The unemployment rate in the Sacramento--Roseville--Arden-Arcade MSA was 5.4 percent in March 2016, unchanged from a revised 5.4 percent in February 2016, and below the year-ago estimate of 6.2 percent. This compares with an unadjusted unemployment rate of 5.6 percent for California and 5.1 percent for the nation during the same period. The unemployment rate was 5.4 percent in El Dorado County, 4.6 percent in Placer County, 5.5 percent in Sacramento County, and 6.5 percent in Yolo County.

**Between February 2016 and March 2016**, combined employment located in the counties of El Dorado, Placer, Sacramento, and Yolo increased by 4,600 to total 935,800 jobs.

- Government led month-over job gains by adding 1,400 jobs. Local government (up 1,100 jobs) accounted for 79 percent of the gain. State government was up 300 jobs.
- Education and health services advanced by 1,200 jobs from February to March. Healthcare and social assistance accounted for a majority of the increase, adding 800 jobs. Educational services grew by 400 jobs.
- Construction also added 1,200 jobs over the month. Specialty trade contractors (up 800 jobs) accounted for 67 percent of the increase.
- Four industries experienced month-over declines. Other services was down 500 jobs. Financial activities decreased by 400 jobs. Information and manufacturing cut back 100 jobs each.

**Between March 2015 and March 2016**, total jobs in the region increased by 21,800, or 2.4 percent.

- Education and health services led year-over job growth, adding 6,800 jobs. Health care and social assistance increased by 7,300 jobs. This gain offset a decline in educational services (down 500 jobs).
- Construction grew by 5,300 jobs from last year. Specialty trade contractors accounted for 72 percent of the increase, adding 3,800 jobs.
- Government expanded by 3,100 jobs from last March. State government grew by 1,700 jobs; local government added 1,100 jobs; and federal government was up 300 jobs.
- Three industries experienced decline over the year. Farm was down 300 jobs. Information cut back 200 jobs. Other services dipped by 100 jobs.

**Monthly Labor Force Data for Cities and Census Designated Places (CDP)  
 March 2016 - Preliminary  
 Data Not Seasonally Adjusted**

<b>Area Name</b>	<b>Labor Force</b>	<b>Employment</b>	<b>Unemployment Number</b>	<b>Unemployment Rate</b>	<b>Census Ratios Emp</b>	<b>Census Ratios Unemp</b>
Sacramento County	689,600	651,700	37,900	5.5%	1.000000	1.000000
Arden Arcade CDP	44,300	41,500	2,800	6.3%	0.063708	0.073225
Carmichael CDP	29,800	28,000	1,900	6.3%	0.042896	0.049253
Citrus Heights city	43,300	40,800	2,500	5.8%	0.062606	0.066109
Elk Grove CDP	78,500	75,200	3,300	4.2%	0.115430	0.087482
Fair Oaks CDP	16,500	15,700	800	4.7%	0.024089	0.020444
Florin CDP	19,700	18,000	1,700	8.4%	0.027683	0.043810
Folsom city	35,700	34,500	1,300	3.6%	0.052870	0.033508
Foothill Farms CDP	15,900	15,000	900	5.7%	0.023006	0.023675
Galt city	11,000	10,300	700	6.5%	0.015735	0.018722
Gold River CDP	4,100	4,000	100	2.3%	0.006200	0.002541
Isleton city	300	300	0	9.7%	0.000473	0.000867
La Riviera CDP	5,700	5,400	300	5.9%	0.008235	0.008869
North Highlands CDP	17,600	16,800	900	4.9%	0.025707	0.022985
Orangevale CDP	17,200	16,300	1,000	5.6%	0.024970	0.025527
Rancho Cordova City	33,500	31,400	2,000	6.1%	0.048244	0.053744
Rancho Murieta CDP	2,800	2,700	100	3.5%	0.004112	0.002552
Rio Linda CDP	6,700	6,300	400	5.3%	0.009698	0.009363
Rosemont CDP	11,500	10,900	600	5.3%	0.016685	0.015989
Sacramento city	228,400	215,100	13,300	5.8%	0.330031	0.350305
Vineyard CDP	12,600	12,100	500	4.2%	0.018491	0.013869
Walnut Grove CDP	600	600	100	9.8%	0.000889	0.001656
Wilton CDP	1,700	1,700	0	2.6%	0.002610	0.001224

CDP is "Census Designated Place" - a recognized community that was unincorporated at the time of the 2013 Census.

**Notes:**

- 1) Data may not add due to rounding. All unemployment rates shown are calculated on unrounded data.
- 2) These data are not seasonally adjusted.

**Methodology:**

Monthly city and CDP labor force data are derived by multiplying current estimates of county employment and unemployment by the employment and unemployment shares (ratios) of each city and CDP at the time of the 2013 ACS Census. Ratios for cities and unincorporated areas were developed from special tabulations based on household population only from the Bureau of Labor Statistics. For smaller cities and CDP, ratios were calculated from published census data.



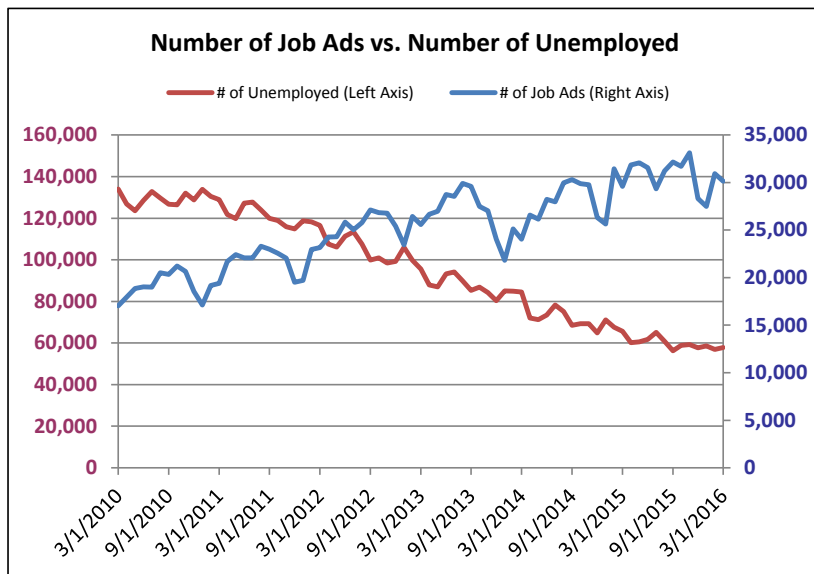
### Data Not Seasonally Adjusted

<b>Area Name</b>	<b>Labor Force</b>	<b>Employ- ment</b>	<b>Unemployment Number</b>	<b>Rate</b>	<b>Census Ratios</b>	
					<b>Emp</b>	<b>Unemp</b>

City and CDP unrounded employment and unemployment are summed to get the labor force. The unemployment rate is calculated by dividing unemployment by the labor force. Then the labor force, employment, and unemployment are rounded.

This method assumes that the rates of change in employment and unemployment, since 2013 ACS are exactly the same in each city and CDP as at the county level (i.e., that the shares are still accurate). If this assumption is not true for a specific city or CDP, then the estimates for that area may not represent the current economic conditions. Since this assumption is untested, caution should be employed when using these data.

# Recent Job Ads for Sacramento Roseville Arden Arcade MSA Not Seasonally Adjusted - March 2016

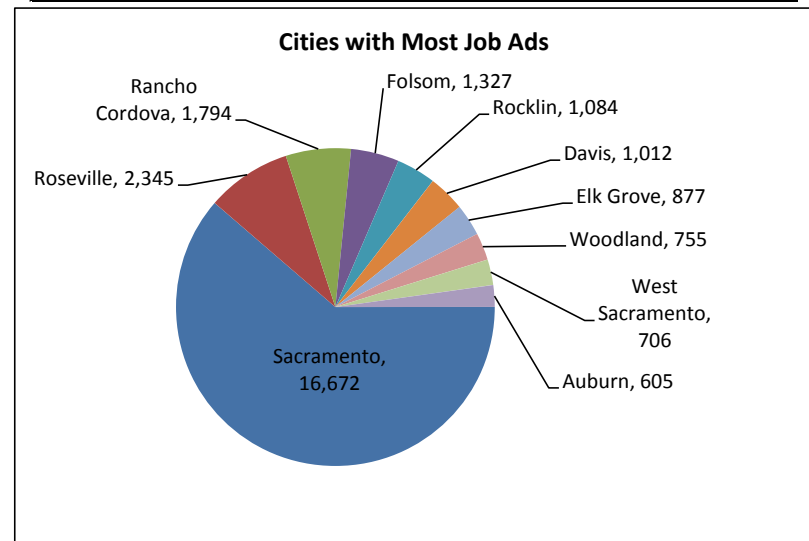


### Employers with Most Job Ads

Oracle	785
Sutter Health	522
Dignity Health	487
University of California, Davis	426
Kaiser Permanente	351
Robert Half International	294
Los Rios Community College District	290
Randstad	250
Anthem, Inc.	247
Wells Fargo	217

### Occupations with Most Job Ads

Registered Nurses	1196
Heavy and Tractor-Trailer Truck Drivers	841
Retail Salespersons	711
First-Line Supervisors of Office and Administrative Support	616
Computer Systems Analysts	526
Computer User Support Specialists	489
Customer Service Representatives	483
Software Developers, Applications	477
First-Line Supervisors of Retail Sales Workers	474
Medical and Health Services Managers	439



Note: The data provided does not suggest that the occupations of the unemployed directly align with the occupations of the advertised vacancies.  
Sources: Employment Development Department, Labor Market Information Division; Help Wanted Online from The Conference Board and WANTED Technologies

**REPORT 400 C**  
**Monthly Labor Force Data for Counties**  
**March 2016 - Preliminary**  
 Data Not Seasonally Adjusted

COUNTY	RANK BY RATE	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	RATE
<b>STATE TOTAL</b>	<b>---</b>	<b>19,028,200</b>	<b>17,971,100</b>	<b>1,057,100</b>	<b>5.6%</b>
ALAMEDA	7	826,800	791,500	35,300	4.3%
ALPINE	21	660	620	40	5.6%
AMADOR	28	14,530	13,580	950	6.5%
BUTTE	31	101,400	94,100	7,300	7.2%
CALAVERAS	27	20,460	19,180	1,280	6.2%
COLUSA	58	11,080	8,800	2,280	20.6%
CONTRA COSTA	10	551,000	526,100	24,800	4.5%
DEL NORTE	38	9,920	9,070	850	8.6%
EL DORADO	19	89,400	84,600	4,800	5.4%
FRESNO	49	446,600	399,200	47,400	10.6%
GLENN	42	13,420	12,170	1,250	9.3%
HUMBOLDT	17	62,440	59,130	3,310	5.3%
IMPERIAL	57	76,000	61,900	14,200	18.6%
INYO	23	9,080	8,560	520	5.7%
KERN	52	389,400	344,200	45,200	11.6%
KINGS	51	58,200	51,600	6,600	11.4%
LAKE	31	29,150	27,040	2,110	7.2%
LASSEN	36	10,630	9,750	880	8.3%
LOS ANGELES	13	5,007,500	4,756,400	251,000	5.0%
MADERA	47	61,400	55,000	6,400	10.5%
MARIN	2	141,900	137,300	4,600	3.2%
MARIPOSA	39	7,430	6,780	650	8.7%
MENDOCINO	26	40,210	37,810	2,400	6.0%
MERCED	55	115,500	101,000	14,400	12.5%
MODOC	45	3,190	2,870	320	9.9%
MONO	13	8,780	8,350	440	5.0%
MONTEREY	47	215,100	192,600	22,500	10.5%
NAPA	9	74,600	71,300	3,300	4.4%
NEVADA	13	48,740	46,300	2,440	5.0%
ORANGE	5	1,607,500	1,543,300	64,200	4.0%
PLACER	11	178,500	170,200	8,300	4.6%
PLUMAS	56	7,720	6,670	1,050	13.6%
RIVERSIDE	25	1,042,100	980,700	61,400	5.9%
SACRAMENTO	20	689,600	651,700	37,900	5.5%
SAN BENITO	33	30,000	27,700	2,400	7.8%
SAN BERNARDINO	21	932,700	880,300	52,400	5.6%
SAN DIEGO	12	1,569,700	1,495,900	73,800	4.7%
SAN FRANCISCO	3	553,400	535,200	18,200	3.3%
SAN JOAQUIN	40	318,000	289,900	28,100	8.8%
SAN LUIS OBISPO	7	144,500	138,300	6,200	4.3%
SAN MATEO	1	446,100	432,600	13,600	3.0%
SANTA BARBARA	17	222,400	210,700	11,700	5.3%
SANTA CLARA	4	1,028,100	989,400	38,700	3.8%
SANTA CRUZ	40	144,000	131,400	12,600	8.8%
SHASTA	34	74,200	68,300	5,900	8.0%
SIERRA	45	1,290	1,160	130	9.9%
SISKIYOU	50	17,690	15,780	1,910	10.8%
SOLANO	23	206,900	195,200	11,700	5.7%
SONOMA	6	261,700	250,900	10,800	4.1%
STANISLAUS	43	243,300	219,900	23,400	9.6%
SUTTER	53	44,900	39,600	5,300	11.9%
TEHAMA	34	24,600	22,640	1,960	8.0%
TRINITY	37	5,150	4,710	440	8.5%
TULARE	54	202,900	177,800	25,100	12.4%
TUOLUMNE	30	21,600	20,120	1,480	6.9%
VENTURA	13	432,300	410,900	21,500	5.0%
YOLO	28	104,400	97,600	6,800	6.5%
YUBA	44	28,300	25,500	2,700	9.7%

**Notes**

- 1) Data may not add due to rounding. The unemployment rate is calculated using unrounded data.
- 2) Labor force data for all geographic areas now reflect the March 2015 benchmark and Census 2010 population controls at the state level.

**REPORT 400 M**  
**Monthly Labor Force Data for California**  
**Counties and Metropolitan Areas**  
**March 2016 - Preliminary**  
 Data Not Seasonally Adjusted

Area	RANK BY RATE	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	RATE
<b>STATE TOTAL</b>	<b>---</b>	<b>19,028,200</b>	<b>17,971,100</b>	<b>1,057,100</b>	<b>5.6%</b>
ANAHEIM-SANTA ANA-IRVINE MD (Orange Co.)	7	1,607,500	1,543,300	64,200	4.0%
BAKERSFIELD MSA (Kern Co.)	58	389,400	344,200	45,200	11.6%
CHICO MSA (Butte Co.)	36	101,400	94,100	7,300	7.2%
EL CENTRO MSA (Imperial Co.)	63	76,000	61,900	14,200	18.6%
FRESNO MSA (Fresno Co.)	54	446,600	399,200	47,400	10.6%
HANFORD CORCORAN MSA (Kings Co.)	57	58,200	51,600	6,600	11.4%
LOS ANGELES LONG BEACH GLENDALE MD (Los Angeles Co.)	16	5,007,500	4,756,400	251,000	5.0%
MADERA MSA (Madera Co.)	52	61,400	55,000	6,400	10.5%
MERCED MSA (Merced Co.)	61	115,500	101,000	14,400	12.5%
MODESTO MSA (Stanislaus Co.)	48	243,300	219,900	23,400	9.6%
NAPA MSA (Napa Co.)	11	74,600	71,300	3,300	4.4%
OAKLAND HAYWARD BERKELEY MD	11	1,377,700	1,317,600	60,100	4.4%
Alameda Co.	9	826,800	791,500	35,300	4.3%
Contra Costa Co.	13	551,000	526,100	24,800	4.5%
OXNARD THOUSAND OAKS VENTURA MSA (Ventura Co.)	16	432,300	410,900	21,500	5.0%
REDDING MSA (Shasta Co.)	39	74,200	68,300	5,900	8.0%
RIVERSIDE SAN BERNARDINO ONTARIO MSA	29	1,974,800	1,861,000	113,800	5.8%
Riverside Co.	30	1,042,100	980,700	61,400	5.9%
San Bernardino Co.	25	932,700	880,300	52,400	5.6%
SACRAMENTO--ROSEVILLE--ARDEN-ARCADE MSA	22	1,061,900	1,004,100	57,800	5.4%
El Dorado Co.	22	89,400	84,600	4,800	5.4%
Placer Co.	14	178,500	170,200	8,300	4.6%
Sacramento Co.	24	689,600	651,700	37,900	5.5%
Yolo Co.	33	104,400	97,600	6,800	6.5%
SALINAS MSA (Monterey Co.)	52	215,100	192,600	22,500	10.5%
SAN DIEGO CARLSBAD MSA (San Diego Co.)	15	1,569,700	1,495,900	73,800	4.7%
SAN FRANCISCO REDWOOD CITY SOUTH SAN FRANCISCO MD	2	999,500	967,700	31,800	3.2%
San Francisco Co.	4	553,400	535,200	18,200	3.3%
San Mateo Co.	1	446,100	432,600	13,600	3.0%
SAN JOSE SUNNYVALE SANTA CLARA MSA	6	1,058,200	1,017,100	41,100	3.9%
San Benito Co.	38	30,000	27,700	2,400	7.8%
Santa Clara Co.	5	1,028,100	989,400	38,700	3.8%
SAN LUIS OBISPO PASO ROBLES ARROYO GRANDE MSA (San Luis Obispo Co.)	9	144,500	138,300	6,200	4.3%
SAN RAFAEL MD (Marin Co.)	2	141,900	137,300	4,600	3.2%
SANTA CRUZ WATSONVILLE MSA (Santa Cruz Co.)	45	144,000	131,400	12,600	8.8%
SANTA MARIA SANTA BARBARA MSA (Santa Barbara Co.)	20	222,400	210,700	11,700	5.3%
SANTA ROSA MSA (Sonoma Co.)	8	261,700	250,900	10,800	4.1%
STOCKTON LODI MSA (San Joaquin Co.)	45	318,000	289,900	28,100	8.8%
VALLEJO FAIRFIELD MSA (Solano Co.)	27	206,900	195,200	11,700	5.7%
VISALIA PORTERVILLE MSA (Tulare Co.)	60	202,900	177,800	25,100	12.4%
YUBA CITY MSA	56	73,200	65,100	8,100	11.0%
Sutter Co.	59	44,900	39,600	5,300	11.9%
Yuba Co.	49	28,300	25,500	2,700	9.7%
Alpine Co.	25	660	620	40	5.6%
Amador Co.	33	14,530	13,580	950	6.5%
Calaveras Co.	32	20,460	19,180	1,280	6.2%
Colusa Co.	64	11,080	8,800	2,280	20.6%
Del Norte Co.	43	9,920	9,070	850	8.6%
Glenn Co.	47	13,420	12,170	1,250	9.3%
Humboldt Co.	20	62,440	59,130	3,310	5.3%
Inyo Co.	27	9,080	8,560	520	5.7%
Lake Co.	36	29,150	27,040	2,110	7.2%
Lassen Co.	41	10,630	9,750	880	8.3%
Mariposa Co.	44	7,430	6,780	650	8.7%
Mendocino Co.	31	40,210	37,810	2,400	6.0%
Modoc Co.	50	3,190	2,870	320	9.9%
Mono Co.	16	8,780	8,350	440	5.0%
Nevada Co.	16	48,740	46,300	2,440	5.0%
Plumas Co.	62	7,720	6,670	1,050	13.6%
Sierra Co.	50	1,290	1,160	130	9.9%
Siskiyou Co.	55	17,690	15,780	1,910	10.8%
Tehama Co.	39	24,600	22,640	1,960	8.0%
Trinity Co.	42	5,150	4,710	440	8.5%
Tuolumne Co.	35	21,600	20,120	1,480	6.9%

**Notes**

- 1) Data may not add due to rounding. The unemployment rate is calculated using unrounded data.
- 2) Labor force data for all geographic areas now reflect the March 2015 benchmark and Census 2010 population controls at the state level.

**Monthly Labor Force Data for Cities and Census Designated Places (CDP)  
 March 2016 - Preliminary  
 Data Not Seasonally Adjusted**

<b>Area Name</b>	<b>Labor Force</b>	<b>Employment</b>	<b>Unemployment Number</b>	<b>Unemployment Rate</b>	<b>Census Ratios Emp</b>	<b>Census Ratios Unemp</b>
El Dorado County	89,400	84,600	4,800	5.4%	1.000000	1.000000
Cameron Park CDP	8,900	8,400	400	4.7%	0.099797	0.085585
Diamond Springs CDP	5,000	4,700	300	6.8%	0.055621	0.070626
El Dorado Hills CDP	21,500	20,700	800	3.8%	0.245026	0.169084
Georgetown CDP	1,000	900	100	9.4%	0.010742	0.019402
Placerville city	4,700	4,300	300	7.3%	0.050999	0.070532
Pollock Pines CDP	3,100	2,900	100	4.3%	0.034801	0.027652
Shingle Springs CDP	2,600	2,500	100	4.5%	0.029098	0.024025
South Lake Tahoe city	11,600	10,900	700	6.0%	0.129178	0.143933

CDP is "Census Designated Place" - a recognized community that was unincorporated at the time of the 2013 Census.

**Notes:**

- 1) Data may not add due to rounding. All unemployment rates shown are calculated on unrounded data.
- 2) These data are not seasonally adjusted.

**Methodology:**

Monthly city and CDP labor force data are derived by multiplying current estimates of county employment and unemployment by the employment and unemployment shares (ratios) of each city and CDP at the time of the 2013 ACS Census. Ratios for cities and unincorporated areas were developed from special tabulations based on household population only from the Bureau of Labor Statistics. For smaller cities and CDP, ratios were calculated from published census data.

City and CDP unrounded employment and unemployment are summed to get the labor force. The unemployment rate is calculated by dividing unemployment by the labor force. Then the labor force, employment, and unemployment are rounded.

This method assumes that the rates of change in employment and unemployment, since 2013 ACS are exactly the same in each city and CDP as at the county level (i.e., that the shares are still accurate). If this assumption is not true for a specific city or CDP, then the estimates for that area may not represent the current economic conditions. Since this assumption is untested, caution should be employed when using these data.

**Monthly Labor Force Data for Cities and Census Designated Places (CDP)  
 March 2016 - Preliminary  
 Data Not Seasonally Adjusted**

<b>Area Name</b>	<b>Labor Force</b>	<b>Employment</b>	<b>Unemployment Number</b>	<b>Unemployment Rate</b>	<b>Census Ratios Emp</b>	<b>Census Ratios Unemp</b>
Placer County	178,500	170,200	8,300	4.6%	1.000000	1.000000
Auburn city	6,800	6,500	400	5.4%	0.037945	0.044642
Colfax city	1,100	1,000	100	8.8%	0.005861	0.011639
Dollar Point CDP	500	500	0	1.1%	0.003152	0.000685
Foresthill CDP	900	900	0	4.0%	0.005264	0.004451
Granite Bay CDP	11,400	10,900	500	4.3%	0.064164	0.058659
Kings Beach CDP	2,500	2,400	200	6.0%	0.013845	0.018260
Lincoln city	18,500	17,600	900	5.1%	0.103334	0.113436
Loomis town	3,100	3,000	100	3.1%	0.017606	0.011748
Meadow Vista CDP	1,400	1,400	100	3.6%	0.008042	0.006163
North Auburn CDP	5,600	5,300	300	4.6%	0.031381	0.031155
Rocklin city	30,300	28,800	1,400	4.7%	0.169433	0.171575
Roseville city	64,300	61,500	2,800	4.4%	0.361434	0.339981
Sunnyside Tahoe City CDP	1,100	1,000	100	5.1%	0.006069	0.006676
Tahoe Vista CDP	1,000	1,000	0	4.2%	0.005670	0.005136

CDP is "Census Designated Place" - a recognized community that was unincorporated at the time of the 2013 Census.

**Notes:**

- 1) Data may not add due to rounding. All unemployment rates shown are calculated on unrounded data.
- 2) These data are not seasonally adjusted.

**Methodology:**

Monthly city and CDP labor force data are derived by multiplying current estimates of county employment and unemployment by the employment and unemployment shares (ratios) of each city and CDP at the time of the 2013 ACS Census. Ratios for cities and unincorporated areas were developed from special tabulations based on household population only from the Bureau of Labor Statistics. For smaller cities and CDP, ratios were calculated from published census data.

City and CDP unrounded employment and unemployment are summed to get the labor force. The unemployment rate is calculated by dividing unemployment by the labor force. Then the labor force, employment, and unemployment are rounded.

This method assumes that the rates of change in employment and unemployment, since 2013 ACS are exactly the same in each city and CDP as at the county level (i.e., that the shares are still accurate). If this assumption is not true for a specific city or CDP, then the estimates for that area

**Data Not Seasonally Adjusted**

<b>Area Name</b>	<b>Labor Force</b>	<b>Employ- ment</b>	<b>Unemployment Number</b>	<b>Rate</b>	<b>Census Ratios</b>	
					<b>Emp</b>	<b>Unemp</b>

may not represent the current economic conditions. Since this assumption is untested, caution should be employed when using these data.

**Monthly Labor Force Data for Cities and Census Designated Places (CDP)  
 March 2016 - Preliminary  
 Data Not Seasonally Adjusted**

<b>Area Name</b>	<b>Labor Force</b>	<b>Employment</b>	<b>Unemployment Number</b>	<b>Unemployment Rate</b>	<b>Census Ratios Emp</b>	<b>Unemp</b>
Yolo County	104,400	97,600	6,800	6.5%	1.000000	1.000000
Davis city	35,100	33,300	1,700	5.0%	0.341537	0.258240
Esparto CDP	1,400	1,300	100	7.2%	0.012881	0.014454
West Sacramento city	25,600	23,700	1,900	7.5%	0.242575	0.284938
Winters city	3,800	3,600	200	5.8%	0.036565	0.032407
Woodland city	29,400	27,400	2,000	6.9%	0.280928	0.299300

CDP is "Census Designated Place" - a recognized community that was unincorporated at the time of the 2013 Census.

**Notes:**

- 1) Data may not add due to rounding. All unemployment rates shown are calculated on unrounded data.
- 2) These data are not seasonally adjusted.

**Methodology:**

Monthly city and CDP labor force data are derived by multiplying current estimates of county employment and unemployment by the employment and unemployment shares (ratios) of each city and CDP at the time of the 2013 ACS Census. Ratios for cities and unincorporated areas were developed from special tabulations based on household population only from the Bureau of Labor Statistics. For smaller cities and CDP, ratios were calculated from published census data.

City and CDP unrounded employment and unemployment are summed to get the labor force. The unemployment rate is calculated by dividing unemployment by the labor force. Then the labor force, employment, and unemployment are rounded.

This method assumes that the rates of change in employment and unemployment, since 2013 ACS are exactly the same in each city and CDP as at the county level (i.e., that the shares are still accurate). If this assumption is not true for a specific city or CDP, then the estimates for that area may not represent the current economic conditions. Since this assumption is untested, caution should be employed when using these data.



## ITEM IV-E – INFORMATION

### HEAD START REPORTS

#### BACKGROUND:

This agenda item provides an opportunity for the Governing Board to review the following Head Start items:

- Fiscal Report (sent under separate cover)
- Policy Council Minutes
- Quality Assurance Report: San Juan Unified School District

Staff will be available to answer questions.

PRESENTER: Denise Lee

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

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

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

Tuesday, February 23, 2016  
9:00 a.m.

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

Mr. Kenneth Tate called the meeting to order at 9:07 a.m. The Pledge of Allegiance was recited. Mr. Tate read the thought of the day. Ms. Amanda Self called the roll and a quorum was established.

**PC Members Present:**

Phoua Lee, Sacramento City Unified School District (seated at 9:10 a.m.)  
Linda Litka, San Juan Unified School District  
Amanda Robinson, San Juan Unified School District, was seated.  
Reginald Castex, WCIC/Playmate Child Development Center  
Natalie Craig, SETA-Operated Program  
Georgina Schroeder, SETA-Operated Program  
Amanda Self, Early Head Start, SETA Operated Program  
Stacey Webster, Home Base Option  
Kenneth Tate, Past Parent Representative  
Robin Blanks, Grandparent Representative

**PC Members Absent:**

Lydia Razo, Elk Grove Unified School District (excused)  
Brian Short, WCIC/Playmate Child Development Center (excused)  
Penelope Scott, SETA-Operated Program (excused)  
Monica Reynoso, SETA-Operated Program (unexcused)  
Nicole Chilton, Birth and Beyond (unexcused)  
Jasmine Jamison, Past Parent Representative (unexcused)

**New Member Seated:**

Tyrone Broxton, Elk Grove Unified School District

**II. Consent Item**

**A. Approval of the Minutes of the January 26, 2016 Meeting**

There were no questions or corrections.

Moved/Blanks, second/Self, to approve the minutes of the January 26 meeting as distributed.

Show of hands vote:

Aye: 10 (Blanks, Broxton, Castex, Craig, Lee, Litka, Robinson, Schroeder, Self, Webster)

Nay: 0

Abstentions: 1 (Tate)

### **III. Action Item**

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

- and -

#### **CLOSED SESSION: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

Pursuant to Government Code Section 54957

The board went into closed session at 9:14 a.m. Mr. Tate called the meeting back in session at 9:52 a.m. and reported that the Policy Council approved eligible lists for: Teacher, Associate Teacher I & III, Associate Teacher IT, Site Supervisor, FSW I, FSW III. In addition, the employee personnel discipline action item was also approved.

### **IV. Information Items**

#### **A. Standing Information Items**

- PC/PAC Calendar of Events: Mr. Tate reviewed the calendar of events.
- Parent/Staff Recognitions – None.
- Community Resources-Parents/Staff – None.
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D’et Saurbourne stated that there is a schedule budget meeting on Friday, February 26; this will be starting the process for the grant writing. Overall the budget is below planned expenditures. There were no questions.
- Toastmasters Training – Mr. Tate urged all members to attend the Toastmasters Training.
- Early Learning Advocacy Day at the Capitol (Oral Reports) and National Families & Fathers Conference Report - Mr. Kenneth Tate reported out that this was a great outing which provided an opportunity for parents to become involved. Ms. Self reported that it was very enlightening and it opened her eyes at how far we have gone; it was great opportunity.

Mr. Tate and Mr. Silva attended the National Families & Fathers Conference; it was a wonderful experience.

**V. Committee Reports**

- Executive Committee Meeting Critique: Ms. Amanda Self reviewed the Executive Committee critique.

**VI. Other Reports**

- A. Head Start Deputy Director's Report: No report.
- B. Chair's Report: Mr. Tate stated that the election for Parliamentarian and MAACC representative will be presented for action next month.
- C. Open Discussion and Comments: Ms. Craig stated that there has been an issue with lice at her center. She inquired whether there were resources available for some parents to receive medication to deal with the lice. Ms. Denise Lee replied that this issue will be talked at an upcoming Budget/Planning Committee about possible resources.
- D. Public Participation: No comments.

**VII. Training**

The Parent Advisory Committee and Head Start Policy Council will participate in AB 1234 Ethics Training.

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



## Quality Assurance Summary Report

TO: SETA Policy Council and Governing Board members  
 RE: Quality Assurance/Monitoring Results – March 2016

Agency	Centers Visited	# of Classrooms	# of Files	Monitoring Purpose
San Juan Unified School District	Marvin Marshall HS/EHS Sunrise HS San Juan EHS General Davie HS/EHS Fair Oaks EHS Skycrest HS	8  4 Head Start 4 Early Head Start	20  12 Head Start 8 Early Head Start	<input checked="" type="checkbox"/> Initial <input type="checkbox"/> Follow-up <input type="checkbox"/> Special <input type="checkbox"/> Final

### ***Exemplary Practices (Above Compliance)***

- Enrollment process and early screening procedures are family and child-friendly, conducted in a welcoming environment.
- Nurturing classroom environment
- Intentional teaching with high engagement in the classes observed
- Team spirit and good communication system between administration, program and teaching staff
- Timely and well-documented follow-up on mental health services

Areas Reviewed	Percentage Of Compliance*	Issues/Concerns
<b>Health</b> <i>(Screenings, Tracking, Follow-up, Procedures, Hygiene)</i>	93% HS 85% EHS	1-Not all EHS medical and dental exams were completed within time lines. 2-Not all EHS physical exams contained dated screening results, making it difficult to determine appropriate schedule of well child checks.
<b>Nutrition</b> <i>(Nutrition Tracking and Follow-up, Menus, Meal Service, Special Diets)</i>	93% HS 95% EHS	No significant noted findings
<b>Safe Environments</b> <i>(Postings, Inspections, Food Prep Area, Restrooms, Classrooms, Playground, Disaster Preparedness)</i>	92% HS 97% EHS	No significant noted findings

<b>Family , Parent and Community Engagement</b> <i>(Family Partnership Building and Follow-up, Parent Meetings, Trainings, Information Sharing, Volunteer Activities, Transition))</i>	90%	No significant noted findings
<b>Adult Mental Health</b> <i>(Parent/Guardian Mental Health)</i>	100%	No significant noted findings
<b>Education</b> <i>(Screenings, Referrals, Follow-up, Individual Education Plans)</i>	83% HS 91% EHS	1-Head Start re-screen procedure was not completed/conducted in a timely manner. Process is unclear. 2-Results of Head Start educational screens were not accurately recorded in the <i>ChildPlus</i> tracking system.
<b>Written Individualization</b> <i>(Assessments, Individual Development Plans, Home Visits/Parent Conferences)</i>	43% HS 100% EHS	1-Some assessments were missing information, making it difficult to determine if appropriate time lines were met. 2-Not all IDPs had evidence of parent input or home strategies. 3-Home Visits/Parent Conference forms were missing dates, making it difficult to determine if all required visits/ conferences were performed.
<b>Curriculum/Implementation of Individualization</b> <i>(Ratios, Supervision, Daily Schedule, Lesson Plans, Indoor/Outdoor Environments)</i>	94% HS 99% EHS	No significant noted findings
<b>ERSEA</b> <i>(Eligibility, Recruitment, Selection, Enrollment, Attendance)</i>	96%	No significant noted findings

\*Scores between 90-99% will be addressed by the program but do not require a formal Monitoring Response Plan. Scores less than 90% require a written Monitoring Response Plan. Thresholds will be adjusted in the future when historical data is available.

### **Corrective Action Plans:**

The program has 30 days to submit a written Monitoring Response Plan for areas under 90%. Follow-up visits will be scheduled within 120 days or less.



## Head Start Monthly Report April 2016

### **SETA-Operated Program**

#### **Family Engagement**

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

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

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

#### **Governance**

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

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

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

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

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

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

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

### **Program Operations**

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

### **Health, Nutrition, and Safe Environments**

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

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



## **Elk Grove Unified School District**

### **Education Services Update**

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

### **Enrollment**

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

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

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

### **Health Services Update**

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

### **USDA Meals/Snacks**

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

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

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

The following classes or workshops were held in March:

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

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

### **Recruitment**

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

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

## **Sacramento City Unified School District**

### **Health and Nutrition**

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

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

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

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

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

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

### **Education**

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

Balanced Literacy cohorts 3A and 3B met.

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

Resource Teachers attended session 3 of the CSEFEL Teaching Pyramid Training for Trainers and Coaches. 2 Coordinators and 1 resource teacher successfully recertified their CLASS Reliability Test.

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

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

### **Mental Health**

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

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

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

### **Family and Community Engagement**

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

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

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

### **Early Head Start & Home-Based**

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

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

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

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

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

### **Special Education**

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

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

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

## **San Juan Unified School District**

### **Education Services Update**

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

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

### **Disabilities Services Update**

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

### **Mental Health Services Update**

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

### **Health & Nutrition Services Update**

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

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

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

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

### **Program Support/Staff Training Update**

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

### **Fiscal Update**

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

### **Early Head Start**

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

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

## **Twin Rivers Unified School District**

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

### **Events**

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

### **Professional Development**

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

### **Components**

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

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

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

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

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

### **Policy and Parent Committees**

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

### **Parent Trainings/Meetings**

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

### **Fiscal**

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

### **WCIC**

#### **Enrollment**

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

#### **Trainings**

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

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

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

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

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

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



# SETA Head Start Food Service Operations Monthly Report \*March 2016

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

**Meetings & Trainings:**

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

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

<b>Purchases:</b>	
Food	\$75,313.64
Non - Food	\$17,646.17

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

## SPECIAL EDUCATION REPORT

### Sacramento County Head Start/Early Head Start

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

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

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

*AFE: Annual Funded Enrollment*



**Sacramento County Head Start/Early Head Start  
Monthly Enrollment Report  
March 2016**

**Head Start**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/31/16	(b) % Actual to Funded	Average Daily Attendance for Month %
Elk Grove USD	440	447	102	85
Sacramento City USD	1,211	1,211	100	86
SETA	2,028	2,062	102	74
San Juan USD	688	682	102	78
Twin Rivers USD	233	233	100	82
WCIC/Playmate	120	120	100	85
<b>Total</b>	<b>4,700</b>	<b>4,755</b>		

**Early Head Start**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/31/16	(b) % Actual to Funded	Average Daily Attendance for Month %
Sacramento City USD	144	149	103	71
SETA	369	395	107	76
San Juan USD	160	171	107	82
<b>Total</b>	<b>673</b>	<b>715</b>		

**EHS-CC Partnership/Expansion**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/31/16	(b) % Actual to Funded	Average Daily Attendance for Month %
Kinder World	36	36	100	75
Sacramento City USD	40	38	95	70
SETA/Job Corps.*	4	4	100	TBD
<b>Total</b>	<b>80</b>	<b>78</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.

(c) Average Daily Attendance for month, excluding Home Based

\*This reflects the change of scope as approved by ACF on March 21, 2016

## ITEM VI - REPORTS TO THE BOARD

- A. CHAIR'S REPORT: The Chair of the SETA Governing Board, on a regular basis, receives numerous items of information concerning employment and training legislation, current programs, agency activities, and miscellaneous articles about human service programs throughout the nation, and attends meetings pertinent to SETA business.

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

- B. EXECUTIVE DIRECTOR'S REPORT: This item is set aside to allow the SETA Executive Director to report to the Board on any items of important information or to deal with special requests which need to be addressed but, because of time constraints, were not included in the formal SETA Governing Board Packet.

The Executive Director's Report also allows the opportunity for the SETA Executive Director to apprise the Board of upcoming events, significant agency activities, or conferences.

- C. DEPUTY DIRECTORS: This item is set aside to allow the Deputy Directors to report to the Board any items relative to the program operations.

- D. COUNSEL REPORT: The SETA Legal Counsel is the firm of Gregory D. Thatch, Attorney at Law. This item provides the opportunity for Agency Counsel to provide the SETA Governing Board with an oral or written report on legal activities

- E. MEMBERS OF THE BOARD: This item provides the opportunity for SETA Governing Board members to raise any items for consideration not covered under the formal agenda. It also provides the opportunity for Board members to request or to ask that certain items be placed on the next Governing Board agenda.

- F. PUBLIC PARTICIPATION: Participation of the general public at SETA Governing Board meetings is encouraged. The SETA Governing Board has decided to incorporate participants of the audience as part of its agenda for all meetings. Members of the audience are asked to address their requests to the Chairperson, if they wish to speak.