

Thought of the day: "A goal without a plan is Just a wish."

Antoine de Saint-Exupery

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

DATE: Tuesday, January 24, 2017

TIME: 9:00 a.m.

LOCATION: Renaissance Square
Birth and Beyond Board Room
1217 Del Paso Blvd.
Sacramento, CA 95815

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

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| | ➤ <u>Lisa Carr</u> - Family Engagement, Home Base, and ERSEA Services | |

- Robyn Caruso - Program Support, Quality Assurance, and EHS-CCP services
 - ✓ Quality Assurance Report: SOP Home Based
 - Martha Cisneros - Health, Nutrition and Safe Environments Services
 - ✓ Summary update on *What Parents Are Saying About Barriers to Children Use of Dental Services*
 - Karen Griffith - School Readiness, Special Education and Mental Health Services
- E. Open Discussion and Comments
- F. Public Participation

VI. Adjournment

DISTRIBUTION DATE: WEDNESDAY, JANUARY 18, 2017

Policy Council meeting is hosted by:
Kenneth Tate, Chair; Linda Litka, Vice Chair; Vacant, Secretary; Vacant,
Treasurer; Vacant, Parliamentarian

ITEM I - CALL TO ORDER/ROLL CALL

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

- _____ Elnora Nears, Elk Grove Unified School District
- _____ Linda Harris, Elk Grove Unified School District
- _____ Reginald Castex, WCIC/Playmate Child Development Center
- _____ Vocheri Thomas, WCIC/Playmate Child Development Center
- _____ Linda Litka, San Juan Unified School District
- _____ David Lesnick, San Juan Unified School District
- _____ Stacey Soloman, Sacramento City Unified School District
- _____ Andrea Scharnow, Sacramento City Unified School District
- _____ Jennifer Lane, Twin Rivers Unified School District
- _____ Ezell Humphrey-Grant, Twin Rivers Unified School District
- _____ Duvierica Schneiter, SETA Operated Program
- _____ Angela Burnell, SETA-Operated Program
- _____ Henrietta Gutierrez, SETA-Operated Program
- _____ Brianna Isaac, SETA-Operated Program
- _____ Angel Chenault, SETA-Operated Program
- _____ Taneya Zimmerman, Early Head Start, Sacramento City Unified School Dist.
- _____ Calvin Sheppard, Men's Activities Affecting Children Committee
- _____ Robin Blanks, Grandparent Representative
- _____ Terri McMillin, Past Parent Representative
- _____ Kenneth Tate, Past Parent Representative

New Members to be Seated:

- _____ Reginald Castex, WCIC/Playmate Child Development Center
- _____ Kimberly Mulhern, SETA-Operated Program
- _____ April Jean, Birth and Beyond

Seats Vacant:

- _____ Vacant (Vindiola-Huerta), Sacramento City Unified School District
- _____ Vacant (Robinson), San Juan Unified School District
- _____ Vacant, Home Base Option
- _____ Vacant (Self), Early Head Start (SETA)
- _____ Vacant (Siegel), Early Head Start, San Juan Unified School District
- _____ Vacant (White), Early Head Start/Home Base (SOP)
- _____ Vacant (Chilton), Birth and Beyond

**** Please call your alternate, Policy Council Chair (Kenneth Tate: (916) 236-7407), or Head Start staff (Marie Desha: 263-4082 or Nancy Hogan: 263-3827) if you will not be in attendance. ****

**POLICY COUNCIL
BOARD MEETING ATTENDANCE
PROGRAM YEAR 2016-2017**

The 2016-2017 Board was seated on **November 22, 2016** and
January 24, 2017

| BOARD MEMBER | SITE | 11/22 | 1/24 | 2/28 | 3/28 | 4/25 | 5/23 | 6/27 | 7/25 | 8/22 | 9/22 | 10/45 | 11/28 |
|--|-------------------|--------------|------|------|------|------|------|------|------|------|------|-------|-------|
| A. Burnell Seated 11/22 | SOP | X | | | | | | | | | | | |
| R. Castex Seated s/b/seated 11/22 | WCIC | E | | | | | | | | | | | |
| A. Chenault Seated 11/22 | SOP | X | | | | | | | | | | | |
| H. Gutierrez Seated 11/22 | SOP | X | | | | | | | | | | | |
| L. Harris Seated 11/22 | ELK | X | | | | | | | | | | | |
| E. Humphrey-Grant Seated 11/22 | TR | X | | | | | | | | | | | |
| B. Isaac Seated 11/22 | SOP | X | | | | | | | | | | | |
| A. Jean s/b/seated 11/22 | Birth & Beyond | U | | | | | | | | | | | |
| J. Lane Seated 11/22 | TR | X | | | | | | | | | | | |
| D. Lesnick Seated 11/22 | SJ | X | | | | | | | | | | | |
| K. Mulhern s/b/seated 11/22 | SOP | E | | | | | | | | | | | |
| E. Nears Seated 11/22 | ELK | X | | | | | | | | | | | |
| A. Scharnow Seated 11/22 | SAC | X | | | | | | | | | | | |
| E. Schneiter Seated 11/22 | SOP | X | | | | | | | | | | | |
| C. Sheppard Seated 4/26 | MAACC | X | | | | | | | | | | | |
| S. Solomon Seated 11/22 | SAC | X | | | | | | | | | | | |
| V. Thomas Seated 11/22 | WCIC | X | | | | | | | | | | | |
| M. Vindiola-Huerta Seated 11/22 | SAC | X | | | | | | | | | | | |
| T. Zimmerman Seated 11/22 | SAC EHS | X | | | | | | | | | | | |

GLOSSARY OF ACRONYMS

| ACRONYM | REPRESENTATIVE CENTER |
|---------|---|
| CHDP | Child Health and Disability Prevention Program |
| CR | Community Representative |
| EHS | Early Head Start |
| ELK | Elk Grove Unified School District |
| HB | Home based Option |
| MAACC | Men's Activities Affecting Children Committee |
| SAC | Sacramento City Unified School District |
| SJ | San Juan Unified School District |
| SOP | SETA-Operated Program |
| TR | Twin Rivers School District |
| WCIC | Women's Civic Improvement Club/Playmate Child Care Center |

- X:** Present
- E:** Excused
- R:** Resigned
- U:** Unexcused Absence
- S/B/S:** Should be Seated
- AP:** Alternate Present
- E/PCB:** Excused, Policy Council Business
- E/PCB:** Excused, Policy Committee Business
- OGC:** Outgoing Chair
- ***: Special Meeting

Current a/o 1/18/2017

ITEM II-A - CONSENT

APPROVAL OF MINUTES OF THE NOVEMBER 22, 2016 POLICY COUNCIL
MEETING

BACKGROUND:

Attached for the Policy Council's review are the minutes of the November 22, 2016 meeting.

RECOMMENDATION:

That the Policy Council approve the November 22 minutes.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

REGULAR MEETING OF THE HEAD START POLICY COUNCIL

(Minutes reflect the actual progress of the meeting.)

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

Tuesday, November 22, 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 9:09 a.m. The Pledge of Allegiance was recited. Mr. Tate read the thought of the day. Ms. Blanks, acting Secretary, called the roll and a quorum was established.

Members Present:

Tyrone Broxton, Elk Grove Unified School District (seated at 9:10 a.m.)
Stacy Lewis, Women’s Civic Improvement Club/Playmate
Andrea Scharnow, Sacramento City Unified School District
Linda Litka, San Juan Unified School District
Penelope Scott, SETA-Operated Program
Kenneth Tate, Past Parent Representative
Robin Blanks, Grandparent Representative
Calvin Sheppard, Men’s Activities Affecting Children Committee
Terri McMillin, Past Parent Representative
Thelma Adams SETA (seated at 9:13 a.m.)

Member Absent:

Reginald Castex, Women’s Civic Improvement Club/Playmate (excused)

II. Consent Item

A. Approval of the Minutes of the October 25, 2016 Regular Meeting

Mr. Tyrone Broxton was seated at 9:10 a.m.

The minutes were reviewed; no questions or corrections.

Moved/McMillin, second/Litka, to approve the October 25, 2016 minutes.

Show of hands vote:

Aye: 8

Nay: 0

Abstention: 1 (Tate)

Absent: 2 (Adams and Castex)

III. Action Items

Ms. Thelma Adams was seated at 9:13 a.m.

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

The board went into closed session at 9:15 a.m. Mr. Tate called the meeting back to order at 9:29 a.m. and reported that the Policy Council took action to approve the following eligible lists for: Associate Teacher, Associate Teacher/ Infant Toddler, Head Start Teacher, Facilities Supply Clerk, Payroll Specialist, Senior Payroll Specialist, and Accountant II.

B. **TIMED ITEM 9:00 A.M. AND PUBLIC HEARING:** Second Reading and Approval of Modifications to the Bylaws of the SETA-Operated Head Start/Early Head Start Policy Council

Mr. Tate reviewed the modifications to the bylaws; there was no additional public testimony. Mr. Tate reminded the board that a public hearing was opened at the October 25 meeting.

Moved/McMillin, second/Litka, to close the public hearing and approve modifications to the bylaws of the SETA-Operated Head Start/Early Head Start Policy Council.

Show of hands vote:

Aye: 8 (Adams, Blanks, Lewis, Litka, McMillin, Scharnow, Scott, Sheppard,

Nay: 0

Abstention: 1 (Tate)

Absent: 1 (Castex)

Mr. Broxton stepped out of the room during the discussion and vote on item III-B.

C. **TIMED ITEM 9:00 A.M. AND PUBLIC HEARING:** Approval of Revisions to the Salary Schedule for Head Start Parent Intern, Student Intern, Head Start Child Care Teacher Assistant, Head Start On-Call Cook Driver, and Head Start Substitute Child Care Teacher

Mr. John Allen stated that this is due to the federal increase in the minimum wage. The Head Start On-call Cook Driver and the Head Start Substitute Child care Teacher positions are considered temporary which is why there is no step increase indicated.

Mr. Tate opened a public hearing and requested testimony on this item.

Moved/Blanks, second/Scharnow, to close the public hearing and approve the new pay ranges for the Head Start Parent Intern, Student Intern, Head Start Child Care Teacher Assistant, Head Start On-Call Cook Driver, and Head Start Substitute Child Care Teacher.

Show of hands vote:

Aye: 9 (Adams, Blanks, Broxton, Lewis, Litka, McMillin, Scharnow, Scott, Sheppard)

Nay: 0

Abstentions: 1 (Tate)

Absent: 1 (Castex)

IV. Information Items

A. Standing Information Items

- Parent/Staff Recognition: Mr. Kenneth Tate and Ms. Linda Litka
 - ✓ Perfect Attendance Recognition: Mr. Calvin Sheppard, Ms. Robin Blanks, Ms. Linda Litka, and Mr. Kenneth Tate were presented with perfect attendance awards.
- Toastmasters Report(s): Ms. Litka provided a report on the most recent Toastmasters training. Training will be from March through June, 2017.
- Committee Reports: None.

Mr. Tate extended condolences to Ms. Robin Blanks on the recent passing of her sister.

- ✓ Budget/Planning Committee: The December 13 meeting was canceled; the next meeting will be planned for January 10, 2017. Ms. Scott reported at the last meeting where Ms. Cisneros provided an overview of immunizations.
- ✓ Executive Committee: Ms. Linda Litka reviewed the Executive Committee Critique.

- Seating of New Policy Council Members (2016-2017): Mr. Tate seated the following new board members:

Elnora Nears, Elk Grove Unified School District
Linda Harris, Elk Grove Unified School District
Vocheri Thomas, WCIC/Playmate Child Development Center
David Lesnick, San Juan Unified School District
Stacey Soloman, Sacramento City Unified School District
Mayra Vindiola-Huerta, Sacramento City Unified School District
Andrea Scharnow, Sacramento City Unified School District
Jennifer Lane, Twin Rivers Unified School District
Ezell Humphrey-Grant, Twin Rivers Unified School District
Taneya Zimmerman, Early Head Start, Sac. City Unified School Dist.
Duvierica Schneiter, SETA Operated Program
Angela Burnell, SETA-Operated Program
Henrietta Gutierrez, SETA-Operated Program
Brianna Isaac, SETA-Operated Program
Angel Chenault, SETA-Operated Program

Members to be seated but absent:

Reginald Castex, WCIC/Playmate Child Development Center (excused)

Kimberly Mulhern, SETA-Operated Program (excused)
April Jean, Birth and Beyond (unexcused)

Board members still holding positions:

- ✓ Kenneth Tate, Past Parent
- ✓ Terri McMillin, Past Parent
- ✓ Robin Blanks, Grandparent
- ✓ Calvin Sheppard, MAACC
- ✓ Linda Litka, San Juan
- ✓ Stacy Lewis, WCIC: Mr. Lewis is still holding until WCIC can fill a vacancy
- ✓ Penelope Scott, SOP: Ms. Scott will hold the seat because Ms. Kimberly Mulhern is not yet seated.

Members stepping down:

- Mr. Tyrone Broxton was thanked for his service and stepped down.
- Ms. Thelma Adams was thanked for her service and stepped down.

- Introduction of Policy Council Members: Newly seated PC representatives introduced themselves.
- Introduction of Staff: SETA/Head start staff introduced themselves.
- How to Present and Make Motions: Ms. Linda Litka and Mr. Kenneth Tate reviewed the process by which motions are made and approved.
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account: Ms. D'et Saurbourne provided a fiscal overview for the \$52 million Head Start grant. This is a use it or lose it grant and staff and board members work diligently to ensure every dollar is spent wisely. The Training/Technical Assistance funds are utilized to train staff, parents, and board members. Our budget requires that a non-federal match of 25% be from a non-federal source, i.e., volunteer time, reading in the FLIP program. It is very important to meet the 25% non-federal share match. The administrative expenditures cannot be more than 15% of all costs. This report is a 'big picture' overview of the county budget. Mr. Tate urged board members to consider serving on the Budget/Planning Committee.

Ms. Brianna Isaac left the meeting at 10:51 a.m.

- Board Procedures
 - ✓ Reimbursements & Budget/Planning: Ms. D'et Saurbourne reviewed the budget planning committee and how to fill out the meeting reimbursement forms.
 - ✓ Personnel: Ms. Allison Noren and Mr. John Allen reviewed the process by which Board members participate in the hiring/interview process for Head Start employees. Ms. Denise Lee and Mr. Tate urged board members to participate in this very important process. There is a sign-up sheet for those that are interested in participating in the screening process.
 - ✓ Conflict of Interest: Ms. Nancy Hogan reviewed SETA's conflict of interest policy.

- Committee Reports (continued): Mr. Kenneth Tate
 - ✓ Maternal, Child and Adolescent Advisory Committee: Ms. Robin Blanks provided an oral report on the most recent committee meeting.
 - ✓ Sacramento Medi-Cal Dental Advisory Committee: Ms. Robin Blanks provided an overview of this committee.
- Officer Elections will be held on January 24, 2017: Mr. Kenneth Tate
- PC/PAC Calendar of Events: Mr. Tate reviewed the calendar of events.
- Community Resources: Parents/Staff: None.

III. **Action Items** (continued)

- D. Approval to Delegate Authority to the Parent Advisory Committee to Function in the Screening and Interviewing of Prospective Applicants Directly Related to the SETA-Operated Program

Mr. Tate reviewed this item; board members read the item; there were no questions or comments.

Moved/Thomas, second/Blanks, to approve the delegation of authority to the Parent Advisory Committee to function in the screening and interviewing of prospective applicants directly related to the SETA-Operated Program.

Show of hands vote:

Aye: 20 (Blanks, Burnell, Chenault, Gutierrez, Harris, Humphrey-Grant, Lane, Lesnick, Lewis, Litka, McMillin, Nears, Scharnow, Schneiter, Scott, Sheppard, Soloman, Thomas, Vindiola-Huerta, Zimmerman)

Nay: 0

Abstention: 1 (Tate)

Absent: 1 (Castex, Isaac)

IV. **Information Items** (continued)

- B. Fiscal Monitoring Reports: No questions.
- C. Governing Board Minutes of October 6, 2016: No questions or comments.

V. **Other Reports**

- A. Executive Director's Report: No report.
- B. Chair's Report: No report.
- C. Head Start Deputy Director's Report
 - Monthly Head Start Report: No comments on reports.
 - California Head Start Association Conference: Ms. Lee stated that this is an association of Head Start and Early Head Start programs in California. This organization keeps money coming into California. There will be a state conference in Sacramento in January to be held at the Hyatt

Regency Hotel and the Sacramento Convention Center. There are two parts to the conference: Parent and Family Engagement, which is tailored for parents, and Education, which is tailored for staff. Parents can participate by attending the conference on January 9 and 10. SETA will pay the registration fee, child care, and mileage for participation in the conference. Another way to participate is to volunteer for the Education Conference, January 11-13. There are a number of options available as a volunteer. Ms. Lee distributed a sign-up sheet for those interested in attending, volunteering, or both. Ms. Lee thanked board members for joining the board.

D. Head Start Managers' Reports

- Lisa Carr - Family Engagement, Home Base, and ERSEA Services: Ms. Lisa Carr stated that all managers will be tabling their reports.
- Robyn Caruso - Program Support, Quality Assurance, and EHS-CCP services
 - ✓ Quality Assurance Report for Elk Grove Unified School District
- Martha Cisneros - Health, Nutrition and Safe Environments Services
- Karen Griffith - School Readiness, Special Education and Mental Health Services

E. Open Discussion and Comments: None.

F. Public Participation: None.

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

ITEM III-A - ACTION

CLOSED SESSION: PERSONNEL

BACKGROUND:

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

NOTES:

ITEM III-B – ACTION

ELECTION OF COMMUNITY REPRESENTATIVES AND ALTERNATES

BACKGROUND:

This agenda item provides an opportunity for the Policy Council (PC) to elect Community Representatives for Program Year 2016-2017. The duties of PC Community Representatives are prescribed in the Bylaws in Article III – Membership, Section 2B.

SECTION 2: B. Community Representatives

Additional PC members will include:

One (1) Representative elected by the Men’s Activities Affecting Children Committee (MAACC) - This representative may or may not be a current parent. There will be one (1) Alternate position.

One (1) Outgoing PC Chair - may not be held by any other party.

Two (2) Community Agency Representatives elected by the PC.

Four (4) Community Representatives will be elected by the outgoing PC. Representatives may be elected by the current PC if the outgoing PC has been dissolved. These representatives may or may not be a current parent. There will be four (4) Community Representative alternate positions.

This board item provides an opportunity for the PC to elect four Community Representatives and four Alternates.

RECOMMENDATION:

That the Policy Council elect four Community Representatives and four Alternates.

Community Representatives:

Alternates:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

ITEM III-C – ACTION

ELECTION OF POLICY COUNCIL OFFICERS 2016-2017

BACKGROUND:

This agenda item provides an opportunity for the Policy Council (PC) to elect officers for Program Year 2016-2017. The duties of PC officers shall be as prescribed in the Bylaws and shall also include such other duties as may be established by the PC that are not in conflict with these Bylaws, Article V – Officers, Section 2B and 2C:

Section 2, B of the Bylaws states: No member shall hold more than one (1) office at a time, and no member shall be eligible to serve more than two (2) terms in the same office. No more than one (1) representative per each of the SOP, Delegate Agencies, or Community Representatives shall serve as an officer.

Section 2, C of the Bylaws States: A SOP Parent Advisory Committee (PAC) member who has not been re-elected/replaced (called a holding member) shall not be eligible for election to represent PAC on PC or hold an officer position.

SECTION 3: Duties of Officers

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

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

- A. The Chair of the PC shall preside over all meetings of the PC and implement all policies and programs of the PC. The Chair shall act as the official agent of the PC in all matters relating to the PC, and shall be the chief spokesperson and public relations officer for the PC. The Chair shall have the power to appoint, both in and out of the PC, any additional positions as needed with ratification of the PC. The Chair shall represent the PC at the National Head Start Association Parent Conference. The Chair shall be an ex-officio member of all committees and shall represent the PC at all Governing Board meetings, but shall adhere to Article IV, Section 8 as it relates to reimbursement.
- B. The Vice Chair shall serve as Chair of the PC in the absence of the Chair, and shall have all the delegated powers. The Vice Chair will assume the position of Chair if the seat of Chair is vacated. An election will be held for Vice Chair.

ITEM III-C-ACTION (continued)
Page 2

Should both the Chair and Vice Chair leave office simultaneously, an election will be held at the next regularly scheduled meeting to replace both. The Secretary shall preside over the election in this event. The Vice Chair shall oversee the Parent Ambassador Committee.

- C. The Secretary shall call the roll, keep records of the current and preceding minutes at each meeting, and record resolutions or motions adopted, as may be necessary to expedite the PC's business. The Secretary shall oversee the Social/Hospitality Committee, and shall be a member of the Parent Ambassador Committee.
- D. The Treasurer shall work with staff and Council Secretary and keep such records, files and accounts as may be necessary to expedite the PC's business, work with the Staff and Council Secretary. The Treasurer shall be a member of the Social/Hospitality Committee and the Parent Ambassador Committee.
- E. The Parliamentarian shall advise the presiding officer on matters pertaining to parliamentary procedure and oversee the Personnel/Bylaws Committee. If the Parliamentarian sits by the Chair, he or she is not entitled to make motions, discuss motions, or vote.

RECOMMENDATION:

That the Policy Council elect a Chair, Vice Chair, Secretary, Treasurer, and Parliamentarian.

Chair:

Vice Chair:

Secretary:

Treasurer:

Parliamentarian:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

ITEM III-D - ACTION

TIMED ITEM 9:00 A.M. AND PUBLIC HEARING: APPROVAL TO MERGE THE HEAD START SUBSTITUTE TEACHER ASSISTANT AND HEAD START SUBSTITUTE CHILD CARE TEACHER CLASSIFICATIONS BY UPDATING THE HEAD START SUBSTITUTE TEACHER ASSISTANT JOB SPECIFICATION AND ELIMINATING THE HEAD START SUBSTITUTE TEACHER CHILD CARE TEACHER CLASSIFICATION, AND RECLASSIFY CURRENT INCUMBENTS FROM HEAD START SUBSTITUTE CHILD CARE TEACHER TO HEAD START SUBSTITUTE TEACHER ASSISTANT

BACKGROUND:

To address increased competition for staff, new Head Start performance standards, and increased minimum wage, the Children and Family Services Department (CFS) is updating and streamlining, where possible, job specifications.

Currently, CFS recruits substitute teachers under two different job specifications - the Head Start Substitute Teacher Assistant and the Head Start Substitute Child Care Teacher. In the past, CFS was able to hire entry level substitute teachers with different unit requirements. However, with updates in the Head Start Act and the newly revised Head Start Program Performance Standards, unit requirements are more aligned. Additionally, tasks, hours and responsibilities being assigned to substitutes no longer differ from one specification to the other. It follows that the Agency would merge the two classifications into one.

| Title | Current Salary Schedule | Wage 1/1/2017 New Salary Schedule |
|---|-------------------------|-----------------------------------|
| Head Start Substitute Teacher Assistant | \$10.41 | \$10.50 |

RECOMMENDATION:

Open a public hearing, receive input, close the public hearing, and approve the merge of the Head Start Substitute Child Care Teacher and Head Start Substitute Teacher Assistant job classifications, approve the updated job specification for the Head Start Substitute Teacher Assistant, eliminate the Head Start Substitute Child Care Teacher classification, reclassify current incumbents into the new classification and approve the hourly wage of \$10.50.

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

HEAD START SUBSTITUTE ~~CHILD CARE~~ TEACHER ASSISTANT

ORGANIZATIONAL RESPONSIBILITY

The Head Start Substitute ~~Child Care~~ Teacher Assistant is responsible to a Site Supervisor or designee.

DEFINITION

Under general supervision, to plan and conduct activities for children ~~186~~ months to 5 years old in a child day care program; to provide direction to Head Start/Early Head Start~~child care~~ program teachers assistants and parent volunteers; and to do related work as required.

DISTINGUISHING CHARACTERISTICS

This is a specialized classification for on-call positions assigned to provide a variety of educational activities at a program site for the Head Start/Early Head Start Program operated by the Sacramento Employment and Training Agency.

INTERPERSONAL SKILLS EXPECTATIONS

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

- Must be able to establish and maintain cooperative working relationships with the majority of the staff.
- Must be open and able to share, discuss, and work through ideas with others in order to arrive at solutions, conclusions, and/or agreements.
- Must be able to interact positively and professionally with the public, staff, children, and vendors.
- Must be able to listen, interact and get along with persons of various social, cultural, economic, and educational backgrounds in a respectful and productive manner.

EXAMPLES OF ESSENTIAL DUTIES

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

1. Under general supervision, to plan and conduct classroom activities which provide individual developmental experiences for children;
2. To perform classroom teaching duties;
3. To be responsible for the health, safety, and personal welfare of assigned children;
4. ~~To provide some direction for Teacher Assistants and parent volunteers;~~
5. To ~~conduct home visits and~~ promote parent involvement in the classroom; and to do related work as required.

SPECIAL REQUIREMENTS

~~Candidates must possess a minimum of six (6) college units in Early Childhood Education (ECE). When assigned to infant care, the teacher shall have at least three (3) of the semester units above related to the care of infants.~~

MINIMUM QUALIFICATIONS

Knowledge of:

- ChildDay Care programs and functions,

- Developmental stages and needs of infants to 5 years old;
- Child abuse reporting laws; problems and needs of low-income families;
- Teaching methods and techniques.

Ability to:

- Plan and implement daily activities for children from 186 months to 5 years in a child day-care program operated by Head Start/Early Head Start;
- ~~Provide guidance for the parent volunteers and teacher assistants;~~
- Promote the SETA program within the community it serves;
- Work effectively with low-income families and parent groups;
- Speak and write effectively;
- ~~Mainstream records and prepare reports;~~
- Deal tactfully and courteously with persons seeking information and expressing concerns about program policies and functions;
- Establish and maintain cooperative working relationships.
- Arrive to work on time and work throughout the shift.

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

- I. ~~Possession of a minimum of six (6) college units in Early Childhood Education (ECE) or equivalent education. Child Development Permit, Associate’s Degree Bachelor’s Degree, or higher. At least one (1) year of successful work experience as a teacher or a teacher assistant in an educational or recreational setting for children 0-5 years old.~~

OR

- II. ~~At least one (1) year of volunteer experience as a teacher or teacher assistant in an educational or recreational setting for children 0-5 years old.~~

OR

- III. ~~Any combination of education, work, and volunteer hours that would adequately prepare the candidate for the work.~~

PHYSICAL DEMANDS/QUALIFICATIONS

| | |
|------------------|--|
| <u>Balancing</u> | <u>Frequently, maintaining body equilibrium to prevent falling and walking, standing or crouching on uneven or slippery surfaces.</u> |
| <u>Stooping</u> | <u>Frequently bending body downward and forward by bending spine at the waist.</u> |
| <u>Kneeling</u> | <u>Frequently bending legs at knee to come to a rest on knee or knees.</u> |
| <u>Crouching</u> | <u>Frequently bending the body downward and forward by bending leg and spine.</u> |
| <u>Crawling</u> | <u>Rarely moving about on hands and knees or hands and feet.</u> |
| <u>Reaching</u> | <u>Frequently reaching. Extending hand(s) and arm(s) in any direction.</u> |
| <u>Standing</u> | <u>Frequently Standing. Particularly for sustained periods of time.</u> |
| <u>Walking</u> | <u>Often walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.</u> |
| <u>Pushing</u> | <u>Occasionally pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.</u> |
| <u>Pulling</u> | <u>Occasionally pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.</u> |
| <u>Lifting</u> | <u>Occasionally raising objects from a lower to a higher position or moving objects horizontally from position-to-position.</u> |
| <u>Dexterity</u> | <u>Occasionally fingering, picking, pinching, typing or otherwise working, primarily with</u> |

| | |
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| | <u>fingers rather than with the whole hand as in handling.</u> |
| <u>Grasping</u> | <u>Occasionally grasping. Applying pressure to an object with the fingers and palm.</u> |
| <u>Feeling</u> | <u>Occasionally perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.</u> |
| <u>Talking</u> | <u>Constantly talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.</u> |
| <u>Hearing</u> | <u>Constantly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound, with or without correction.</u> |
| <u>Physical Requirements</u> | <u>Medium Work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force regularly to move objects.</u> |
| <u>Visual Requirements</u> | <u>The worker is required to have visual acuity to provide feedback on the work done, read the fine print on medication, and observe and make general observations of facilities, play areas, and children, with or without correction.</u> |
| <u>Environmental</u> | <u>The worker is subject to both environmental conditions. Activities occur inside and outside.</u> |
| <u>Biohazard</u> | <u>The worker will come in contact with various bodily fluids and human waste.</u> |

Essential Physical Attributes:

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

1. ~~Sufficient Speech to:~~
 - ~~Engage in conversations with children, parents and staff;~~
 - ~~Lead educational activities.~~
2. ~~Sufficient Hearing to:~~
 - ~~Supervise children;~~
 - ~~Engage in conversations with children, parents and staff;~~
 - ~~Hear sounds of the environment.~~
3. ~~Sufficient Vision to:~~
 - ~~Supervise children;~~
 - ~~Observe the environment for health and safety.~~
4. ~~Sufficient Sensitivity of Touch or Dexterity to:~~
 - ~~Tie children's shoes;~~
 - ~~Check children's health.~~
5. ~~Sufficient Ability to Smell to:~~
 - ~~Monitor the environment;~~
 - ~~Check children's health;~~
6. ~~Sufficient Strength and Conditioning to:~~
 - ~~Sit on floor or low chairs, reach with hands and arms, stoop, kneel, crouch, bend, crawl, stand, walk, run, climb, and balance in assisting children in their physical, cognitive, and social, development;~~
 - ~~Occasionally lift up to thirty (30) pounds and occasionally move up to one hundred (100) pounds. The job involves moving and holding children.~~

Non-essential Physical Attributes:

1. ~~Ability to Taste.~~

ITEM III-E - ACTION

**TIMED ITEM 9:00 A.M. AND PUBLIC HEARING: APPROVAL OF
JOB SPECIFICATION CHANGES FOR FAMILY SERVICES
WORKER (I, II, and III), ASSOCIATE TEACHER INFANT TODDLER, EARLY
HEAD START EDUCATOR, AND HEAD START COOK/DRIVER**

BACKGROUND:

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

For each classification:

1. Job titles were examined and adjusted as necessary to more accurately reflect the job market or the evolution of the classification.
2. Definitions and Distinguishing Characteristics were edited to better encapsulate expectations for the positions.
3. Interpersonal Skills expectations were added. In a collaborative team based work environment it is important to stress interpersonal skills. The ability to work collaboratively with a diverse group of people across work groups, agencies, backgrounds, and assignments is critical to providing excellent service.
4. Job Duties were added and/or eliminated based upon changes to the positions with input from the affected staff. In the last five years the expectations, staffing levels, technology, regulations, and funding have changed. Duties have needed to be updated to ensure accuracy in the work assigned.
5. Minimum Requirements were updated to ensure that the requirements for the position accurately reflect the job market, skills needed to be successful, requirements based upon regulations, and recruitment history.
6. Physical Demands were reviewed and updated to ensure accuracy. It is important to have accurate physical demands for a position when considering applicable regulations: Worker's Compensation, ADA, FMLA/CFRA, etc.

Attached are the updated job specifications for the following positions:

- Family Services Worker (I, II, and III)
- Associate Teacher/Infant Toddler
- Early Head Start Educator (name change to Infant Toddler Lead Teacher)
- Head Start Cook/Driver

Feedback was solicited from all impacted parties (Manager, Supervisor, Employee, Union, etc.). There is no financial impact with this action. Staff will be available to answer questions.

ITEM III-E – ACTION (continued)
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RECOMMENDATION:

Open a public hearing, hear testimony, close the public hearing and approve the updated job specifications for Family Services Worker (I, II, and III), Associate Teacher/Infant Toddler, Early Head Start Educator (new title: Infant Toddler Lead Teacher), and Head Start Cook/Driver.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye _____ Nay: _____ Abstain: _____

FAMILY SERVICES WORKER

ORGANIZATIONAL RESPONSIBILITY

A Family Services Worker (FSW) is responsible to a Head Start Manager or designee.

DEFINITION

Under general supervision, the FSW class is responsible to maintain full enrollment at the site level and to ensure enrollments follow applicable selection criteria and enrollment procedures put in place by the Head Start and State funded programs operated by the Sacramento Employment and Training Agency. In addition, the FSW class is responsible to provide services to families.

DISTINGUISHING CHARACTERISTICS

This is a deep class with three ranges. Professional development factors required for FSW incumbents in each of the three ranges is assessed to determine readiness for advancement in rank. Actual range advancement is dependent upon:

1. Documentation of the required level of competence as determined in accordance with the Family Services Worker (FSW) Alternative Range Criteria, which is attached to and made part of this specification, and
2. The availability of an assignment with a predetermined degree of complexity (see Alternative Range Criteria) based upon such factors as:
 - Size of caseload;
 - Knowledge of state preschool funding terms and conditions;
 - Volume and variety of data entry;
 - Complexity of special projects;
 - Act as a mentor when assigned.

INTERPERSONAL SKILLS EXPECTATIONS

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

- Must be able to establish and maintain cooperative working relationships with the majority of the staff.
- Must be open and able to share, discuss, and work through ideas with others in order to arrive at solutions, conclusions, and/or agreements.
- Must be able to interact positively and professionally with the public, staff, children, and vendors.
- Must be able to listen, interact and get along with persons of various social, cultural, economic, and educational backgrounds in a respectful and productive manner.

- Must be ready and willing to work on daily assignments and special projects with quick turnaround and a can-do attitude.
- Must be self-directed and able to work collaboratively as a team to get larger department work completed.

ALL LEVELS:

EXAMPLES OF ESSENTIAL DUTIES:

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

1. Completes all Head Start enrollment documentation for each child and when necessary, all State required paperwork;
2. Effectively uses computer software, general applications and software specifically to perform work;
3. Plans and implements parent involvement activities; and facilitates monthly parent meetings;
4. Conducts all health screenings and follow-up procedures required by federal Performance Standards, and maintains health records;
5. Tracks health requirements utilizing electronic tracking systems and software;
6. Develops Family Partnership Agreements with each family and conducts follow up;
7. Assists with presenting health information to students and parents;
8. Coordinates work assignments with other Head Start staff;
9. Works with parent advisory groups and organizations;
10. Assists families in locating and using community resources;
11. Contacts families and provides information on Head Start and State funded;
12. Attends home visits and discusses programs and family issues with parents and families;
13. Attends meetings concerned with Head Start operations and any other mandatory meetings;
14. Submits time sensitive reports;
15. Monitors work to ensure full compliance of Performance Standards;
16. Manages caseload and family needs;
17. Recruits and maintains a Parent Advisory Committee (PAC) representative.

MINIMUM QUALIFICATIONS

Knowledge of:

- Basic knowledge of Head Start programs, functions and procedures;
- Effective case management principles;
- Goal setting and follow up strategies;
- Effective interviewing techniques;
- Local community, social, employment and educational resources;
- Basic computer skills and business machinery, including word processing, fax use and use of scanners;

- Basic customer service skills;
- Personal time management including appropriate attendance patterns.

ABILITIES

Ability to:

- Work collaboratively with staff, customers, community agencies and the general public;
- Fill out all paperwork accurately and within timelines determined by either federal Performance Standards or the Agency;
- Document all Family Contacts and update Family Partnership Agreements (FPAs) within required timelines;
- Speak and write effectively by accurately completing reports, petty cash requests, parent activity forms and other reports or forms; keeping cohesive case notes, ability to use basic grammar and sentence structure, speak clearly;
- Provide customer service and maintain professional working relationships by meeting and greeting families, staff and the community in a professional manner in person and on the phone, promptly responding to family needs and requests for services;
- Exhibit personal time management by arriving to work on time ready to work, follow outlined call-in procedures when absent, maintaining reasonably predictable attendance;
- Make appropriate referrals when requested or determined necessary, and utilize agencies for parent meetings, and recruitment opportunities;
- Operate audiovisual, computer, and other appropriate electronic equipment and access the Internet; create flyers, agendas, meeting minutes; send and receive email with attachments; scan documents and send and receive faxes;
- Plan, organize and facilitate parent meetings and parent activities by filling out appropriate paperwork and submitting in a timely manner, prepare flyers, advertise, create agendas, type minutes and keep an up to date parent meeting binder.

Training and Experience:

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

1. _____ Previous experience in working with pre-school children and community groups on a paid or volunteer basis is highly desirable. Some selection preference may be given to current or past Head Start parents.

_____ **AND** _____

2. Have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

RANGE – 2 – IN ADDITION TO THE ABOVE
EXAMPLES OF ESSENTIAL DUTIES

18. Responsible for data entering all fields for Health events in child tracking/reporting system;
19. Responsible for carrying a caseload of 41-60 Head Start only or at least 20 Full Day State Preschool families to total between 41-60 total enrollments;
20. Responsible for maintaining state preschool required documentation, including enrollment applications, work/school verification, and completing and updating Notices of Action (NOA's) on a routine basis;
21. Serves as an Agency representative for Recruitment Fairs and recruitment events that take place within the community.

MINIMUM QUALIFICATIONS

Knowledge of:

- Funding Terms and Conditions for State funded programs including eligibility, and all other paperwork including work/school verification, and updated NOA's;
- Health tracking software (i.e., Child Plus; EZ-ID or other related data tracking system);
- Workshop facilitation;
- Recruitment and community outreach.

ABILITIES

Ability to:

- Data enter all health data with required information, using accurate codes and events, treatment tracking, complete reports accurately and timely and submit to appropriate designee;
- Plan, prepare and organize workshops by reserving space, preparing handouts, invitations or flyers; advertise; create agendas; schedule guest speakers, type minutes and gather evaluations;
- Gather and analyze a variety of data and information;
- Assist in the development and preparation of a variety of reports;
- Enroll families into Full Day California State Preschool Program (Full Day -CSPP) and maintain NOA's and contract hours;
- Competently use program specific databases and software;
- Conduct file review, indicating areas of non-compliance and prepare plans of correction.

Training and Experience:

A typical way of obtaining the required training and experience would include at least two (2) years in the work described above.

OR

An alternative path would be educational achievement in a Social Services discipline or psychology with an emphasis in family dynamics or a related field and at least two (2) years' experience in community social services.

RANGE – 3 – IN ADDITION TO THE ABOVE

EXAMPLES OF ESSENTIAL DUTIES

- 22. Responsible for accurately data entering all fields for enrollment applications in child tracking/reporting system;
- 23. Responsible for a caseload of 60 Head Start families or 40 or more full day State preschool families;
- 24. Other special projects as assigned, including Self-Assessment, mentor FSW's, and file review.

MINIMUM QUALIFICATIONS

Knowledge of:

- Application data entry into child tracking software systems;
- File Review Procedures utilizing developed tool;
- Mentoring relationships.

ABILITIES

Ability to:

- Coordinate projects, services and activities and follow them through to conclusion;
- Data enter enrollment applications into child tracking software databases accurately and within timelines dictated by the manager or the designee;
- Represent Head Start in the coordination of services with a variety of community partners;
- Provide training and technical assistance to staff including developing mentor relationships, training plans with staff and developing follow up plans and a way to monitor those plans;
- Monitor files using a predetermined tool, indicate areas of noncompliance, develop plans of correction, and complete with accuracy, plans of correction.

Training and Experience:

A typical way of obtaining the required training and experience would include at least three (3) years in the work described above.

OR

An alternative path would be educational achievement in a Social Services discipline or psychology with an emphasis in family dynamics or a related field and at least three (3) years' experience in community social services.

PHYSICAL DEMANDS/QUALIFICATIONS

Essential Physical Attributes:

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

| <u>Required Activity</u> | <u>Description</u> |
|--------------------------|--------------------|
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|---------------------------------|--|
| <u>Dexterity</u> | <u>Frequently picking, pinching, typing or otherwise working, primarily with fingers rather than whole hand as in handling</u> |
| <u>Talking</u> | <u>Regularly expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.</u> |
| <u>Hearing</u> | <u>Regularly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.</u> |
| <u>Repetitive Motion</u> | <u>Frequently making substantial movements (motions) of the wrists, hands, and/or fingers.</u> |
| <u>Sedentary Work</u> | <u>Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</u> |
| <u>Visual Acuity</u> | <u>The worker is required to have close visual acuity to perform an activity such as preparing and analyzing data and figures; transcribing; viewing a computer terminal; and/or extensive reading.</u> |
| <u>Environment</u> | <u>The worker is not substantially exposed to adverse environmental conditions.</u> |
| <u>Relational</u> | <u>The worker is required to interact with a variety of people from diverse backgrounds. Must be able to be professional and handle emotionally charged conversations while remaining calm.</u> |

1. ~~Sufficient Speech to:~~
 - ~~Engage in conversation both in person and on the phone.~~
2. ~~Sufficient Hearing to:~~
 - ~~Understand conversation in person or on the phone.~~
3. ~~Sufficient Vision to:~~
 - ~~Operate a personal computer.~~
4. ~~Sufficient Sensitivity of Touch to:~~
 - ~~Operate a personal computer.~~
5. ~~Sufficient Strength and Conditioning to:~~
 - ~~Sit for long periods of time throughout the day;~~
 - ~~Operate a personal computer throughout the day without experiencing abnormal hand, wrist or eye strain;~~

- ~~Exert a small amount of effort in moving and lifting (at least 15 lbs.) papers, binders, desk supplies and files in a sedentary or light work environment.~~

ALTERNATE RANGE CRITERIA

Readiness to move from ranges will be assessed by the supervisor and approved by management. Range advancement requires assessment through an on-line CSUS Career Skills Assessment, demonstration of competency in the Performance Measures, and the availability of an assignment in the higher range.

READINESS FACTORS:

PERFORMANCE MEASURES:

ALL LEVELS

- Completes enrollment paperwork accurately and submits timely to Placement Unit, including routings;
- Checks email daily and several times throughout the day and uses the agency electronic email system to correspond appropriately with supervisors and staff;
- Demonstrates computer knowledge by using word processing software to create flyers, agendas, minutes and correspondence for the center and open and create attachments for email;
- Utilizes Child Plus to enter Program Information Report data (PIR);
- Submits requests for petty cash and parent activities timely and demonstrates recordkeeping organizational skill by returning receipts, minutes, and handouts given within time frames;
- Makes room reservations when necessary and contacts community resource presenters to speak at parent meetings;
- Prepares for meetings by advertising, shopping for refreshments and securing babysitters;
- Maintains center parent meeting binder;
- Completes all screenings within initial 45-day timeframe and follow-up screenings as required. Makes referrals as necessary for results needing follow-up and completes paperwork accurately. Maintains all health records including physicals, dentals, lead results, and 2nd year signatures;
- Enters EZ-ID information accurately and timely, and includes copy in file;
- Reviews Family Partnership Agreement (FPA) form with each family and provides info on requested areas of interest; develops at least one goal with each family and follows-up in a timely manner;
- Interprets and explains screening results to parents and provides them with documentation; also provides documentation on information noted or requested on health or nutrition history;
- Works cooperatively with other center staff, or staff at other centers or main office;
- Actively recruits and educates Parent Advisory Committee (PAC) center member and assists with transition to PAC participation;
- Knowledge of community resources (including career centers) and provides

- information to parents as requested or needed and follows-up on referrals;
- Knowledge of Head Start program including eligibility requirements and contacts families on waiting list for potential enrollment;
- Works cooperatively with education staff to coordinate home visit participation; to gather FPA, health and nutrition information and document outcomes;
- Consistently attends all required monthly and mandatory meetings, arriving on time;
- Consistently meets deadlines and submits reports to appropriate units timely;
- Maintains files regularly to ensure family contact notes are updated and all required documentation is on file, to ensure family needs are met as well as time sensitive information;
- Arrive at work on time, ready to work, maintains attendance, and follows call-in procedures when calling in for absences.

RANGE – 2 – IN ADDITION TO THE ABOVE

- Enters all information accurately and timely as it relates to all health screenings and events, prints out a copy and submits it to the health/nutrition unit, keeps a copy for the records;
- Maintains: a caseload of between 41 and 60 Head Start families or at least 20 full day preschool families; regular family contact entries; and full enrollment at all times;
- Knowledge of State preschool requirements including Notice of Action (NOA's), employment/training verification, declarations of family size, income, employment status or self-employment, seeking work, semester grades, and statements of parent incapacity;
- Attends recruitment fairs and recruits potential children for enrollment, actively follows up on waiting lists with appropriate centers.

RANGE – 3 – IN ADDITION TO THE ABOVE

- Enters all fields of the application in ChildPlus accurately, and submits completed information to the Placement Unit timely;
- Maintains: a caseload of 60 Head Start families; or 40 – 60 full day State preschool families, including regular family contact entries; and full enrollment at all times;
- Completes other special assignments timely and accurately, including but not limited to mentoring, file review, self-assessment, recording contact hours, etc.

ASSIGNMENT STANDARDS:

CFS, FSW (Range 1)

- Caseload of 40 Head Start families.

CFS, FSW (Range 2)

- Caseload of 41-60 Head Start families; or
- Full Day California State Preschool Program (FD-CSPP) for a total caseload of 40-60);

- Child Plus Health data entry;
- Serves as a facilitator for Recruitment Fairs and recruitment events that happen in the community.

CFS, FSW (*Range 3*)

- Caseload of 60 Head Start families or at least 40 FD CSPP;
- Child Plus Health-responsible for data entering all health events and screenings;
- Child Plus Applications -- responsible for data entering all fields for enrollment applications in Child Plus.

Other projects that may be assigned at Range 3:

- NOA's/ Contract Hours-go to all FD-CSPP sites and fill out tracking sheet to ensure NOA's match contract hours;
- Coordinate file review;
- Coordinate Drop File Week;
- Be a trainer for new FSW's (job shadowing);
- Work on Annual Self-Assessment.

ASSOCIATE TEACHER/INFANT TODDLER

ORGANIZATIONAL RESPONSIBILITIES

An Associate Teacher/Infant Toddler is responsible to the Site Supervisor.

DEFINITION

Under general supervision, conduct activities for children birth to 3 years old in an Early Head Start Infant Toddler program; supervise and assist children with learning activities; work with parents; provide direction to parent volunteers and substitutes; and perform related work as required.

DISTINGUISHING CHARACTERISTICS

This is a specialized classification for positions assigned to provide a variety of educational activities at a program site for the Infant Toddler Early Head Start Program operated by the Sacramento Employment and Training Agency. Responsibilities include educational activity planning, teaching, and promotion of parent involvement in site activities.

INTERPERSONAL SKILLS EXPECTATIONS

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

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

EXAMPLES OF ESSENTIAL DUTIES

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

1. Under general supervision, conducts classroom activities which provide individual developmental experiences for children;
2. Performs classroom teaching duties;

3. Responsible for the health, safety, and personal welfare of assigned children,
4. Assists in planning and implementing educational activities in an Early Head Start classroom;
5. Assists with observing and assessing the progress of children;
6. Supervise children in outdoor activities and field trips;
7. Participates in parent and staff meetings;
8. Assists children with basic needs;
9. Provides some direction for parent volunteers;
10. Promotes parent involvement in the classroom;
11. Performs related work as required.

MINIMUM QUALIFICATIONS

Knowledge of:

- Child Care programs and functions,
- Developmental stages and needs of infants to toddlers;
- Problems and needs of low-income families;
- Teaching methods and techniques;
- Some word processing software.

AND

Ability to:

- Perform care-giving routines for children from 6 months to 3 years in a child care program operated by SETA;
- Provide developmentally appropriate center-based activities for infants/toddlers;
- Provide guidance for the parent volunteers and substitutes;
- Promote the SETA program within the community it serves;
- Work effectively with low-income families and parent groups;
- Speak and write effectively;
- Maintain records and prepare reports;
- Deal tactfully and courteously with persons seeking information and expressing concerns about program policies and functions;
- Establish and maintain cooperative working relationships.

AND

MINIMUM QUALIFICATIONS

Education: Possession of a current Child Development Associate Teacher Permit or higher as issued by the State of California Commission on Teacher Credentialing, including a minimum of ~~three (3)~~ ~~six (6)~~ units infant/toddler ~~development~~ coursework.

OR

I. An Associate, Bachelor's or advanced degree in early childhood education and three (3) units of infant/toddler development coursework;

OR

II. An Associate degree in a field related to early childhood education and possession of a Associate Teacher Permit or higher as verified by the State of California Commission on Teacher Credentialing, plus three (3)six (6) units of infant/toddler development coursework;

OR

III. A Bachelor's or advanced degree in any field and possession of a Child Development Associate Teacher Permit or higher as verified by the State of California Commission on Teacher Credentialing, plus three (3)six (6) units of infant/toddler development coursework.

Experience: ~~At least one (1) year of successful work experiences as a Teacher Assistant.~~

PHYSICAL DEMANDS/QUALIFICATIONS

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|------------------------------|--|
| <u>Balancing</u> | <u>Frequently, maintaining body equilibrium to prevent falling and walking, standing or crouching on uneven or slippery surfaces.</u> |
| <u>Stooping</u> | <u>Frequently bending body downward and forward by bending spine at the waist.</u> |
| <u>Kneeling</u> | <u>Frequently bending legs at knee to come to a rest on knee or knees.</u> |
| <u>Crouching</u> | <u>Frequently bending the body downward and forward by bending leg and spine.</u> |
| <u>Crawling</u> | <u>Rarely moving about on hands and knees or hands and feet.</u> |
| <u>Reaching</u> | <u>Frequently reaching. Extending hand(s) and arm(s) in any direction.</u> |
| <u>Standing</u> | <u>Frequently Standing. Particularly for sustained periods of time.</u> |
| <u>Walking</u> | <u>Often walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.</u> |
| <u>Pushing</u> | <u>Occasionally pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.</u> |
| <u>Pulling</u> | <u>Occasionally pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.</u> |
| <u>Lifting</u> | <u>Occasionally raising objects from a lower to a higher position or moving objects horizontally from position-to-position.</u> |
| <u>Dexterity</u> | <u>Occasionally fingering, picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.</u> |
| <u>Grasping</u> | <u>Occasionally grasping. Applying pressure to an object with the fingers and palm.</u> |
| <u>Feeling</u> | <u>Occasionally perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.</u> |
| <u>Talking</u> | <u>Constantly talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.</u> |
| <u>Hearing</u> | <u>Constantly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.</u> |
| <u>Physical Requirements</u> | <u>Medium Work. Exerting up to 40 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move</u> |

| | |
|----------------------------|---|
| | <u>objects.</u> |
| <u>Visual Requirements</u> | <u>The worker is required to have visual acuity to provide feedback on the work done, read the fine print on medication, and observe and make general observations of facilities, play areas, and children.</u> |
| <u>Environmental</u> | <u>The worker is subject to both environmental conditions. Activities occur inside and outside.</u> |

Essential Physical Attributes:

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

~~1. Sufficient Speech to:~~

- ~~• Engage in conversations with children, parents and staff;~~
- ~~• Lead educational activities.~~

~~2. Sufficient Hearing to:~~

- ~~• Supervise children;~~
- ~~• Engage in conversations with children, parents and staff;~~
- ~~• Hear sounds of the environment.~~

~~3. Sufficient Vision to:~~

- ~~• Supervise children;~~
- ~~• Observe the environment for health and safety.~~

~~4. Sufficient Sensitivity of Touch or Dexterity to:~~

- ~~• Tie children's shoes;~~
- ~~• Check children's health.~~

~~5. Sufficient Ability to Smell to:~~

- ~~• Monitor the environment;~~
- ~~• Check children's health.~~

~~6. Sufficient Strength and Conditioning to:~~

- ~~• Sit on floor or low chairs, reach with hands and arms, stoop, kneel, crouch, bend, crawl, stand, walk, run, climb, and balance in assisting children in their physical, cognitive, and social, development;~~
- ~~• Occasionally move up to fifty (50) pounds and occasionally move up to one hundred (100) pounds. The job involves moving and holding children.~~

Non-essential Physical Attributes:

~~1. Ability to Taste.~~

INFANT TODDLER LEAD TEACHER/EARLY HEAD START EDUCATOR

ORGANIZATIONAL RESPONSIBILITY

An Infant Toddler Lead Teacher/Early Head Start Educator is responsible to the Deputy Director/Children and Family Services Department or designee, Head Start Coordinator (Education) (Supervisory) or designee.

DEFINITION

The Infant Toddler Lead Teacher is responsible for the care, supervision and management of infants and toddlers (ages birth to 36 months old) in accordance with the goals and curriculum plan of the SETA Head Start/Early Head Start program. The principal duties of the Infant Toddler Lead Teacher include: conduct focused observations of children, develop action plans, carry out and evaluate the effectiveness of child development activities, ensure the safety and well-being of the children, maintain regular communication with parents, and contribute to the effective operation of the overall early care and education of young children. The Infant Toddler Lead Teacher reports to the Site Supervisor in a center-based program and an Education Coordinator (Supervisory) in the home-based program. Under general supervision, the Early Head Start Educator is responsible for the planning, and implementation of individualized home based and center based programs for a specific number of infants/toddlers and their families.

DISTINGUISHING CHARACTERISTICS

There are two distinct areas an Infant Toddler Lead Teacher could be assigned: 1) in a center-based location or 2) in the home-based program. This classification is designed to combine all the skill of a Tier III Head Start Associate Teacher with an educational outlook that transcends the classroom environment.

INTERPERSONAL SKILLS EXPECTATIONS

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

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

- Must be self-directed and able to work collaboratively as a team to get larger department work completed.

EXAMPLES OF ESSENTIAL DUTIES

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

1. Plan and conduct an effective child development program to meet the physical, social, emotional and intellectual needs of each child. This should be done based on the goals and general curriculum plan of the SETA Head Start/Early Head Start program.
2. Create an open, friendly, and cooperative atmosphere in which children and families feel comfortable and secure.
3. Provide experiences that promote individual expression through conversation, play and creativity.
4. Provide a variety of language stimulation activities.
5. Maintain written records designed to evaluate each individual child.
6. Promote and nurture parent-child bonding and relationships.
7. Make referrals to program specialists and/or outside agencies as necessary in order to meet family needs.
8. Plan and participate in parent meetings and group activities for parents.
9. Greet infant/toddlers and their parents warmly and with enthusiasm.
10. Observe children to detect signs of illness, injury, abuse, neglect, emotional disturbance, or other special needs, and report these signs immediately to the supervisor.
11. Obtain children's health histories and ensures that physical examinations are obtained from the family doctor, Child Health Disability Prevention Program (CHDP) provider or the SETA health team at the time of enrollment.
12. Work with parents and the SETA health team to ensure that all immunizations and other medical and dental follow-up is completed.
13. Maintain confidentiality of child and family information at all times.
14. Work as a member of a team to ensure continuity and a high standard of quality in all areas of service.

Administrative—

- ~~1. Maintains close contact with Head Start Coordinator (Education) (Supervisory), other Early Head Start staff, and community resource persons;~~
- ~~2. Responsible for preparation and maintenance of infants/toddlers, family file;~~
- ~~3. Responsible for the proper use and maintenance of equipment and supplies;~~
- ~~4. Responsible for recording child attendance, sign-in/sign-out sheet, parent and volunteer time, parent meeting attendance, and home visit documentation;~~
- ~~5. Responsible for reviewing and signing all forms to be turned in;~~
- ~~6. Performs related duties as assigned.~~

Home Visiting/CENTER BASED Program – IN ADDITION TO THE DUTIES LISTED ABOVE:

Teaching—

1. Ensure the safety of children through constant supervision, effective arrangement of space, proper maintenance of equipment, and regular practice of fire drills and other emergency procedures.

2. Ensure that child care routines are carried out in a manner that is prompt, hygienic, and consistent with the good child development principles. This includes routines related to diapering, hand washing, eating, napping and transitioning between activities.
3. Operate the classroom in compliance with all child care licensing standards and SETA policies and procedures.
4. Ensure that parents receive adequate information about their child's experiences at the center through daily contacts and regularly scheduled parent conferences and home visits.
5. Display children's creative art work on bulletin boards, changing monthly (when age appropriate).
6. Provide daily care individually to each infant/toddler, including but not limited to diapering every 2 hours and feeding on demand.
7. Use equipment and supplies safely and conscientiously, keeping the physical environment clean and orderly.
8. Inspect the indoor and outdoor environment and equipment for potential safety hazards; taking corrective action or informing the Site Supervisor to prevent injuries.
9. Participates in on-going staff training taking related courses when necessary or when directed as a program recommendation.
10. Contribute to the operation of the center by participating in staff meetings and sharing information gained through attendance at workshops and professional development activities.
11. Initiate classroom activities daily (sing-a-longs, art projects, sensory exploration, outdoor stimulation);
12. Work with children individually and in groups on activities which promote language, cognitive, social, emotional and physical development;
13. Plan and implement field trips and/or on-site visiting experts;
14. Complete Individual Family Development Plan for each family within 60 days of enrollment.
- ~~1. Provides high quality, early education services;~~
- ~~2. Develops plan for each family, taking into consideration the individual needs of the total family;~~
- ~~Spends one and one-half to two hours per week with each individually enrolled family performing education, nutrition, health and safety activities;~~
- ~~3. Develops a daily schedule and prepares learning areas in the classroom;~~
- ~~4. Conducts a socialization for all enrolled children once per week;~~
- ~~5. Works with children individually and in groups on activities which promote language, cognitive, social, emotional and physical development;~~
- ~~6. Plans and implements field trips;~~
- ~~7. Develops an Individual Development Plan for each infant/toddler within 45 days of enrollment;~~
- ~~8. Assist parents in developing ways of using household resources for educational activities with their children;~~
- ~~9. Provides developmentally appropriate center-based activities for infants/toddlers.~~
- 15.

HOME-BASED - IN ADDITION TO DUTIES LISTED ABOVE IN ESSENTIAL DUTIES:

1. Develops plan for each family, taking into consideration the individual needs of the total family;

2. Spends one and one-half to two hours per week with each individually enrolled family performing education, nutrition, health and safety activities;
3. Conducts a socialization for all enrolled children twice per month. —once per week;
4. Assist parents in developing ways of using household resources for educational activities with their children;
5. Visually inspect the home and equipment for potential safety hazards; assisting the parent with remedies to prevent injuries.
6. Contribute to the operation of the home based program by participating in staff meetings and sharing information gained through attendance at workshops and professional development activities.

~~Continuing Education—~~

~~The Educator participates in ongoing staff training taking related courses when necessary or when directed as a program recommendation.~~

MINIMUM QUALIFICATIONS

~~Education: Possession of a current Child Development Associate Teacher Permit or higher as issued by the State of California Commission on Teacher Credentialing, including a minimum of six (6) units infant/toddler development coursework.~~

~~OR~~

- ~~I. An Associate, Bachelor's or advanced degree in early childhood education and three (3) units of infant/toddler development coursework;~~

~~OR~~

- ~~II. An Associate degree in a field related to early childhood education and possession of a Associate Teacher Permit or higher as verified by the State of California Commission on Teacher Credentialing, plus six (6) units of infant/toddler development coursework;~~

~~OR~~

- ~~III. A Bachelor's or advanced degree in any field and possession of a Child Development Associate Teacher Permit or higher as verified by the State of California Commission on Teacher Credentialing, plus six (6) units of infant/toddler development coursework.~~

Knowledge of:

- Child Development principles;
- Developmentally - appropriate curriculum for infants/toddlers;
- Positive guidance techniques;
- Health and safety for infants/toddlers;
- Parent education techniques;
- Community resources;
- Some word processing software.

AND

Ability to:

- Read and write effectively;
- Maintain accurate records;
- Work effectively with infants/toddlers including children with disabilities;
- Set up classroom environment and provide developmentally appropriate center-based activities;
- Administer developmental assessments;
- Prepare Individual Development Plans and lesson plans;
- Relate to persons from diverse cultures and to persons from low-income families;
- Conduct home visits and parent meetings.

AND

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

a. At least one (1) year of successful work experience in an infant/toddler program or in a Head Start program, Early Head Start program, and/or home visiting program

AND-

II. Education:

a. -Possession of a current Child Development Associate Teacher Permit or higher as issued by the State of California Commission on Teacher Credentialing, including a minimum of three (3) ~~six (6)~~ units of infant/toddler development coursework.

OR

b. An Associate, Bachelor's or advanced degree in early childhood education and three (3) units of infant/toddler development coursework;

OR

c. An Associate degree in a field related to early childhood education and possession of an Associate Teacher Permit or higher as verified by the State of California Commission on Teacher Credentialing, plus three (3) ~~six (6)~~ units of infant/toddler development coursework;

OR

d. A Bachelor's or advanced degree in any field and possession of a Child Development Associate Teacher Permit or higher as verified by the State of California Commission on Teacher Credentialing, plus three (3) ~~six (6)~~ units of infant/toddler development coursework.

SPECIAL REQUIREMENTS

Possession of a current First Aid Certificate and CPR Training Certificate (may be obtained within three (3) months of employment). Possession of, or ability to obtain, a valid Class C Driver's License is required. A good driving record of at least three (3) ~~two (2)~~ years duration, as evidenced by freedom from multiple or serious traffic violations or accidents, is required. Readily available transportation and minimum insurance as required by law.

PHYSICAL DEMANDS/QUALIFICATIONS

| | |
|------------------|---|
| <u>Balancing</u> | <u>Frequently, maintaining body equilibrium to prevent falling and walking, standing or crouching on uneven or slippery surfaces.</u> |
| <u>Stooping</u> | <u>Frequently bending body downward and forward by bending spine at the waist.</u> |
| <u>Kneeling</u> | <u>Frequently bending legs at knee to come to a rest on knee or knees.</u> |
| <u>Crouching</u> | <u>Frequently bending the body downward and forward by bending leg and spine.</u> |
| <u>Crawling</u> | <u>Rarely moving about on hands and knees or hands and feet.</u> |
| <u>Reaching</u> | <u>Frequently reaching. Extending hand(s) and arm(s) in any direction.</u> |
| <u>Standing</u> | <u>Frequently Standing. Particularly for sustained periods of time.</u> |
| <u>Walking</u> | <u>Often walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.</u> |
| <u>Pushing</u> | <u>Occasionally pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.</u> |
| <u>Pulling</u> | <u>Occasionally pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.</u> |
| <u>Lifting</u> | <u>Occasionally raising objects from a lower to a higher position or moving objects horizontally from position-to-position.</u> |
| <u>Dexterity</u> | <u>Occasionally fingering, picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.</u> |
| <u>Grasping</u> | <u>Occasionally grasping. Applying pressure to an object with the fingers and palm.</u> |
| <u>Feeling</u> | <u>Occasionally perceiving attributes of objects, such as size, shape, temperature</u> |

| | |
|------------------------------|--|
| | <u>or texture by touching with skin, particularly that of fingertips.</u> |
| <u>Talking</u> | <u>Constantly talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.</u> |
| <u>Hearing</u> | <u>Constantly perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.</u> |
| <u>Physical Requirements</u> | <u>Medium Work. Exerting up to 40 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.</u> |
| <u>Visual Requirements</u> | <u>The worker is required to have visual acuity to provide feedback on the work done, read the fine print on medication, and observe and make general observations of facilities, play areas, and children.</u> |
| <u>Environmental</u> | <u>The worker is subject to both environmental conditions. Activities occur inside and outside.</u> |

Essential Physical Attributes:

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

~~Sufficient Speech to:~~

~~Engage in conversations with children, parents and staff;~~

~~Lead educational activities.~~

~~Sufficient Hearing to:~~

~~Supervise children;~~

~~Engage in conversations with children, parents and staff;~~

~~Hear sounds of the environment.~~

~~Sufficient Vision to:~~

~~Supervise children;~~

~~Observe the environment for health and safety.~~

~~Sufficient Sensitivity of Touch or Dexterity to:~~

~~Tie children's shoes;~~

~~Check children's health.~~

~~Sufficient Ability to Smell to:~~

~~Monitor the environment;~~

~~Check children's health;~~

~~Sufficient Strength and Conditioning to:~~

~~Sit on floor or low chairs, reach with hands and arms, stoop, kneel, crouch, bend, crawl, stand, walk, run, climb, and balance in assisting children in their physical, cognitive, and social development;~~

~~Occasionally move up to fifty (50) pounds and occasionally move up to one hundred (100) pounds. The job involves moving and holding children.~~

Non-essential Physical Attributes:

~~Ability to Taste.~~

HEAD START COOK/DRIVER

ORGANIZATIONAL RESPONSIBILITY

A Head Start Cook/Driver is responsible to the Head Start Head Cook or the Food Service Coordinator.

DEFINITION

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

DISTINGUISHING CHARACTERISTICS

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

In addition to regular full-time positions, SETA offers temporary on-call Cook/Driver positions ~~an entry level~~ which are ~~is~~ scheduled on an as-needed basis. This position ~~is~~ designed to provide entry level work opportunities within the food and beverage industry.

INTERPERSONAL SKILLS EXPECTATIONS

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

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

EXAMPLES OF ESSENTIAL DUTIES

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

- ~~1. Assists with menu planning and working with parent groups;~~

- 2-1. Assists with ordering, inventory, and storage of food and supplies;
- 3-2. Prepares food for meals and snacks;
- 4-3. Maintains food service and preparation facilities in a clean and sanitary condition;
- 5-4. Assists with record keeping assignments;
- 6-5. Picks up and delivers food to various Head Start sites.

DESIRABLE QUALIFICATIONS

Knowledge of:

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

AND

Ability to:

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

AND

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

For a Regular/Full Time Cook/Driver position, aAt least one year of working experience (paid or volunteer) as a cook or experience working at SETA as an Temporary/On-call Cook/Driver.

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

SPECIAL REQUIREMENTS

Possession of a valid class C California Driver's License is required. A good driving record of at least two-three (32) years duration, as evidenced by freedom from multiple or serious traffic violations or accidents. Ability to pass and oObtain any legally required food handling certifications coursework, as provided by SETA.

PHYSICAL DEMANDS/QUALIFICATIONS

| | |
|------------------|--|
| <u>Climbing</u> | <u>Occasionally ascending or descending step stools and the like, using feet and legs. Regularly entering and exiting vehicles in order to transport and deliver food.</u> |
| <u>Balancing</u> | <u>Frequently, maintaining body equilibrium to prevent falling and walking, standing or crouching on uneven or slippery surfaces.</u> |
| <u>Kneeling</u> | <u>Frequently bending legs at knee to come to a rest on knee or knees.</u> |
| <u>Crouching</u> | <u>Frequently bending the body downward and forward by bending leg and spine.</u> |

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

Essential Physical Attributes:

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

1. Sufficient Speech to:

- Communicate safety issues in a hazardous environment;
- Give or relay directions.

2. Sufficient Hearing to :

- Hear safety warnings;
- Receive verbal directions.

3. Sufficient Vision to:

- Receive a license to drive;
- View and judge the condition of food under preparation.

4. Sufficient Sensitivity to Touch:

- To determine that kitchen items are at a hazardous temperature.

~~5. Sufficient Ability to Taste to:~~

- ~~• Prepare food.~~

~~6. Sufficient Ability to Smell to:~~

- ~~• Determine food freshness;~~
- ~~• Detect Kitchen hazards.~~

~~7. Sufficient Strength and Conditioning to:~~

- ~~• Reach with hands and arms, stoop, kneel, bend, crouch, walk and stand while moving and storing kitchen supplies and food stuffs;~~
- ~~• Lift and move up to (50) pounds of food stuffs and kitchen items;~~
- ~~• Operate a motor vehicle.~~

ITEM IV-A – INFORMATION

PARENT SURVEY

BACKGROUND:

To assist staff to provide training and services that meet your needs as a board member, Ms. Alma Walton Hawkins, Social Services/Parent Involvement Specialist, will be asking parents to complete parent survey and return at the end of the meeting.

NOTES:

ITEM IV-B – INFORMATION

STANDING INFORMATION

BACKGROUND:

- PC/PAC Calendar of Events: Mr. Kenneth Tate
- Parent/Staff Recognition: Mr. Kenneth Tate
- CHSA Parent Conference Update: Mr. Kenneth Tate
- Toastmasters Update: Mr. Kenneth Tate
- Committee Reports: Mr. Kenneth Tate
 - ✓ Executive Committee: Mr. Kenneth Tate
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account: Ms. D'et Saurbourne
- Community Resources: Parents/Staff: Mr. Kenneth Tate

NOTES:

CALENDAR OF EVENTS

| <u>EVENT</u> | <u>DATE</u> |
|----------------------------------|---|
| PAC Executive Committee | Friday, January 20, 2017 11:00 a.m. Oak Room |
| PC Executive Committee | Friday, January 27, 2017 9:00 a.m. Redwood Room |
| PC/PAC New Member Orientation | Friday, February 3, 2017 8:30 a.m. – 1:00 p.m. Registration: 8:30 a.m. Training: 9:00 a.m. – 1:00 p.m. Sequoia Room |
| Countywide Officer Training | Friday, February 10, 2017 Registration: 8:30 a.m. Training: 9:00 a.m. – 12:30 p.m. Birth and Beyond 1217 Del Paso Blvd. Sacramento, CA 95815 |
| PC/PAC Budget/Planning Committee | Tuesday, February 14, 2017 1:00 p.m. Oak Room |
| Governance Self-Assessment | Tuesday, February 21, 2017 Registration: 8:30 a.m. Self-Assessment: 9:00 a.m. – 11:00 a.m. SETA Board Room |

COMMITTEE REPORTS

➤ Executive Committee

This item provides the opportunity for the Executive Committee to submit an oral report to the Policy Council. The Executive Committee met and evaluated the November 22, 2016 Policy Council meeting.

| GOOD!!! |
|---|
| Thank you, Ms. Denise Lee for your welcome and staff introductions. |
| Thank you, Mr. John Allen for the revisions to the salary schedule for Head Start.. |
| Thank you, Ms. Allison Noren for the personnel overview. |
| Thank you, Ms. D'et Saurbourne for the fiscal presentation and reimbursement overview. |
| Thank you, Ms. Nancy Hogan for the overview of conflict of interest. |
| Thank you to the newly seated board members of 2016-17 for your attendance. |
| NEEDS IMPROVEMENT |
| Please be recognized by the Chair by raising your hand before speaking. |
| **Please turn off all electrical devices, i.e., phones.** |
| Please refrain from TEXTING!! |
| Attendance. |
| Please be recognized by the Chair before leaving your seat by saying, "question of privilege." |
| If unable to attend, or will arrive late to a meeting, please notify the Chair, Ms. Nancy Hogan, or Ms. Marie Desha and contact your alternate. |
| REMINDERS |
| Arrive on time and be seated by 8:50 a.m. to start meeting. |
| Refrain from leaving your seat during any presentation. |
| No eating in the Board Room. |
| Provide Ms. Marie Desha with community resource information/flyer seven days prior to meeting for approval. |

ITEM IV-C – INFORMATION
FISCAL MONITORING REPORTS

BACKGROUND:

Attached are the most recent fiscal monitoring reports. Staff will be available to answer questions.

NOTES:

Program Operator: River Oak Center for Children

Findings and General Observations:

- 1) The total costs as reported to SETA for the Early Head Start program from October 1, 2015 to July 31, 2016 have been traced to the delegate agency records. The records were verified and appear to be in order.

Recommendations for Corrective Action:

- 1) None.

cc: Kathy Kossick
Governing Board

MEMORANDUM

TO: Mr. Jim Walters DATE: December 1, 2016

FROM: Mayxay Xiong, SETA Fiscal Monitor

RE: On-Site Fiscal Monitoring of San Juan U. S. D.

| <u>PROGRAM</u> | <u>ACTIVITY</u> | <u>FUNDING</u> | <u>CONTRACT PERIOD</u> | <u>PERIOD COVERED</u> |
|-----------------------|------------------------|-----------------------|-------------------------------|------------------------------|
| Head Start | Basic | \$ 4,570,140 | 8/1/15-7/31/16 | 11/1/15-7/31/16 |
| Head Start | T & TA | \$15,000 | 8/1/15-7/31/16 | 11/1/15-7/31/16 |
| Early HS | Basic | \$1,711,124 | 8/1/15-7/31/16 | 11/1/15-7/31/16 |
| Early HS | T & TA | \$30,912 | 8/1/15-7/31/16 | 11/1/15-7/31/16 |

Monitoring Purpose: Initial Follow Up Special Final X
Date of Review: 9/26-9/28/16

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

Program Operator: San Juan Unified School District

Findings and General Observations:

- 1) The total costs as reported to SETA from November 1, 2015 to July 31, 2016 for the Head Start and Early Head Start programs have been traced to the delegate agency's records. The records were verified and appeared to be in order.

Recommendations for Corrective Action:

- 1) None.

cc: Kathy Kossick
Governing Board
Policy Council

MEMORANDUM

TO: Edenausageboye Davis **DATE:** November 14, 2016
FROM: Mayxay Xiong, SETA Fiscal Monitor
RE: On-Site Fiscal Monitoring of Women’s Civic Improvement Club

| <u>PROGRAM</u> | <u>ACTIVITY</u> | <u>FUNDING</u> | <u>CONTRACT PERIOD</u> | <u>PERIOD COVERED</u> |
|-----------------------|------------------------|-----------------------|-------------------------------|------------------------------|
| Head Start | Basic | \$ 826,068 | 8/1/15-7/31/16 | 8/1/15-7/31/16 |
| Head Start | T & TA | \$7,500 | 8/1/15-7/31/16 | 8/1/15-7/31/16 |

Monitoring Purpose: Initial Follow-up Special Final X
Date of review: 9/23, 9/30, & 10/3/16

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

Program Operator: WCIC

Findings and General Observations:

- 1) The total costs as reported to SETA from August 1, 2015 to July 31, 2016 for the Head Start program have been traced to the sub-recipient's records. The records were verified and appeared to be in order.
- 2) During the grant year, WCIC transitioned to a new accounting agency and financial reporting system. As part of this review, SETA examined reports and records from the old and the new systems and noted some discrepancies in the financial reports in which the organization was unable to reconcile. As a result, WCIC over claimed expenditures for the Head Start program by \$5,671 which was reimbursed to SETA prior to the close of the grant year. It is recommended that WCIC strengthen its internal controls over reporting to avoid any discrepancies in the future.

Recommendations for Corrective Action:

- 1) It is recommended that the agency strengthen internal controls to ensure greater accuracy of financial reporting. Please submit a written corrective action plan detailing the policies and procedures the agency will implement to address the concerns noted above and strengthen internal controls.

cc: Kathy Kossick
Governing Board
Policy Council

ITEM IV-D – INFORMATION
GOVERNING BOARD MINUTES

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to review the attached Governing Board minutes of the November 3, 2016 meeting.

NOTES:

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

Minutes/Synopsis

(Minutes reflect the actual progression of the meeting.)

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

Thursday, November 3, 2016
10:00 a.m.

- I. Call to Order/Roll Call/Pledge of Allegiance:** Ms. Scherman called the meeting to order at 10:01 a.m. The Pledge of Allegiance was recited. The Board and audience observed a moment of silence in honor of former PIC board member, Tom Burruss. The roll was called and a quorum established.

Members Present:

Sophia Scherman, Chair, Governing Board; Public Representative
Patrick Kennedy, Member, Board of Supervisors
Jay Schenirer, Vice Chair, Governing Board; Councilmember, City of Sacramento
Don Nottoli, Member, Board of Supervisors (arrived at 10:14 a.m.)

Members Absent:

Allen Warren, Councilmember, City of Sacramento

VI. CLOSED SESSION: CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Pursuant to Government Code Section 54956.8.

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

Address: 925 Del Paso Boulevard, Sacramento

Agency Negotiator: Kathy Kossick

Negotiating Party: McCuen Acoma Street Investors, LP

Under Negotiation: Price and Terms of Payment

CLOSED SESSION: CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

Pursuant to Subdivision (a) of Government Code Section 54956.9

Kelly Johnson v. SETA

Sacramento County Superior Court Case No. 34-2015-00180341

The board went into closed session at 10:03 a.m. Ms. Scherman called the meeting back into open session at 10:07 a.m. and stated that there was no report out of closed session with regard to the first closed session item. The second closed session item was dropped.

II. Consent Items

- A. Minutes of the October 6, 2016 Regular Board Meeting
- B. Approval of Claims and Warrants
- C. Ratification of the Submission of a Workforce Accelerator Application to the California Workforce Development Board – Build Your Own Workforce Program
- D. Ratification of the Submission of a Workforce Accelerator Application to the California Workforce Development Board – Change Maker Youth Development Program

Mr. Thatch requested that item E be taken under separate action.

Moved/Schenirer, second/Kennedy, to approve consent items A-D as follows:

- A. Approve the October 6, 2016 minutes.
- B. Approve the claims and warrants for the period 9/27/16 through 10/27/16.
- C. Ratify the submission of a Workforce Accelerator Fund 4.0 grant application requesting \$150,000 to the California Workforce Development Board for the Build Your Own Workforce Program.
- D. Ratify the submission of a Workforce Accelerator Fund 4.0 grant application requesting \$150,000 to the California Workforce Development Board for the Change Maker Youth Development Program.

Roll Call Vote:

Aye: 3 (Kennedy, Schenirer, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Nottoli, Warren)

- E. Approval to Extend Marketing, Advertising, Graphic Design and Website Maintenance Services Agreement with EMRL for One Year and Authorize the Executive Director to Sign the Agreement

There were no questions or comments.

Moved/Kennedy, second/Schenirer, to approve the extension of the agreement with EMRL, Inc. for marketing, advertising, graphic design and website maintenance services for the term November 10, 2016 through November 9, 2017 for a not to exceed amount of \$60,000 and authorize the Executive Director to sign the agreement.

Roll Call Vote:

Aye: 3 (Kennedy, Schenirer, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Nottoli, Warren)

III. Action Items

A. GENERAL ADMINISTRATION/SETA

1. Election of Officers of the Sacramento Employment and Training Agency Governing Board

Ms. Kossick reviewed the process by which officers are chosen for the SETA Governing Board.

Moved/Kennedy, second/Scherman, to elect Mr. Jay Schenirer as Chair and Mr. Patrick Kennedy as Vice Chair of the SETA Governing Board with terms to begin November 4, 2016.

Roll Call Vote:

Aye: 3 (Kennedy, Schenirer, Scherman)

Nay: 0

Abstentions: 0

Absent: 2 (Nottoli, Warren)

2. Approval to Purchase Agency Insurance for General Liability, Vehicle Liability, Umbrella, Errors and Omissions and Student Accident

Ms. Loretta Su introduced Mr. Ken Urrutia of Arthur J. Gallagher. Mr. Urrutia reviewed the reports provided to board members showing the detailed marketing done to prepare the quote. The summary document was reviewed. Through the marketing efforts the best option is to remain with Philadelphia Insurance as they have been a good market partner. The agency went through and reviewed the building values and found that the values did increase so the majority of changes are due to building value increases. There was actually a reduction in total premium. The Directors and Officers quote went up by 6% because of the high number of claims. This was due to the number of claims, not the severity.

Mr. Nottoli arrived at 10:14 a.m.

Mr. Urrutia reviewed some optional coverage. He recommended increasing the umbrella coverage to \$20 million for an additional \$8,000 premium. He also recommended purchasing Cyber liability for an additional \$16,500 premium.

Moved/Schenirer, moved/ Kennedy, to approve the purchase of agency insurance for general liability, vehicle liability, umbrella, errors and omissions, and student accident with the addition of increasing umbrella coverage to \$20 million for an additional \$8,000 premium, and the addition of cyber liability for a \$16,500 premium.

Roll Call Vote:

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

Nay: 0

Abstentions: 0
Absent: 1 (Warren)

B. WORKFORCE DEVELOPMENT DEPARTMENT

Community Services Block Grant: None.

Refugee Services

1. Approval of Augmentation Recommendations for the Refugee Social Services (RSS) and Targeted Assistance (TA) Programs, Program Year (PY) 2016-2017

There were no questions or comments on this item.

Moved/Schenirer/Kennedy, to approve staff augmentation recommendations for the Refugee Social Services (RSS) and Targeted Assistance (TA) refugee program providers for PY 2016-17 as shown on the funding charts. Additionally, approve the following funding stipulations:

1. TA funds will be allocated in two increments. The first increment will fund program services from October 1, 2016 through April 30, 2017. The second increment, contingent upon receipt of funds from ORR, will fund program services from May 1, 2017 through September 30, 2017.
2. VESL/ES service providers must ensure open-entry and prompt placement into VESL classes for all clients that are assessed to be in need of English language training.
3. All VESL/ES and ES Stand Alone service providers must allocate a minimum of 10% of their awards for supportive services.
4. Providers with case management and job development staff budgeted for less than 12 months, or budgeted for part-time employment, must ensure program services are available Monday through Friday, eight hours per day, from October 1, 2016, through September 30, 2017.
5. Refugees receiving resettlement or Match Grant employment services from IRC are not eligible to participate in IRC's RSS-funded VESL/ES program until all services within those grants have been exhausted.

Roll Call Vote:

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

Nay: 0

Abstentions: 0

Absent: 1 (Warren)

One Stop Services

2. Approval to Release a Request for Proposals for Project Slingshot – Capital Region

Mr. Schenirer stated that he has no financial connections but is affiliated with an organization in Oak Park that may submit a proposal for these funds. Mr. Thatch stated that Mr. Schenirer has no conflict of interest.

The agency is now moving forward with a couple of RFPs; this is the first of two RFPs with a second coming in December for approval. This particular RFP requests specific types of services for start-ups and small businesses.

Mr. Schenirer is excited and this is a good opportunity for the agency. The city just distributed \$1 million in innovation grants and hopes that there will be some alignment. The City received 128 applications and 15 were funded.

Mr. Nottoli asked how the Slingshot name came up. Mr. Kim stated that this is a statewide initiative. The idea behind this initiative is to think of an idea that is outside of the box, innovative, moves the needle, and slingshots you forward.

Moved/Schenirer, second/Kennedy, to approve the Release of a Request for Proposals for Project Slingshot – Capital Region.

Roll Call Vote:

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

Nay: 0

Abstentions: 0

Absent: 1 (Warren)

C. CHILDREN AND FAMILY SERVICES

1. Ratification of Submission of the Second Revised Head Start Extended Duration of Services Application to the Office of Head Start

No questions or comments.

Moved/Kennedy, Schenirer, to Ratify the submission of the second revised Head Start Extended Duration of Services application to the Office of Head Start in the amount of \$1,646,752 for Basic, reflecting the requested 33% reduction, and \$1,134,500 for Start-up, to extend the duration of services to Head Start children in Sacramento County.

Roll Call Vote:

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

Nay: 0

Abstentions: 0

Absent: 1 (Warren)

IV. Information Items

- A. SETA Children and Family Services Department Year-In-Review Presentation: Continued to the December 1 meeting.

- B. Fiscal Monitoring Reports: No comments.
- C. Employer Success Stories and Activity Report: No comments.
- D. Dislocated Worker Update: No comments.
- E. Unemployment Update/Press Release from the Employment Development Department: No comments.
- F. Head Start Reports: No comments.

V. Reports to the Board

- A. Chair: No report.
- B. Executive Director: Ms. Kossick wished Mr. Kennedy a Happy Birthday. Building construction/tenant improvements will begin in late November; the January meeting will be held in the Board of Supervisors chambers.
- C. Deputy Directors: No report.
- D. Counsel: No report.
- E. Members of the Board: Mr. Nottoli asked about the Head Start presentation; Ms. Kossick stated that due to time constraints, this presentation will be done in December.
- F. Public: Ms. Scherman stated that she feels confident that Councilman Schenirer will do a good job as Chair of the SETA Governing Board.

VII. Adjournment: The meeting was adjourned at 10:24 a.m.

ITEM V-OTHER REPORTS

BACKGROUND:

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

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

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

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

✓ Monthly Head Start Report (attached)

- D. HEAD START MANAGERS' MONTHLY REPORTS: This item provides an opportunity for the Head Start Managers to provide reports. The Managers are:

- Lisa Carr - Family Engagement, Home Base, and ERSEA Services
- Robyn Caruso - Program Support, Quality Assurance, and EHS-CCP services
 - ✓ Quality Assurance Report: SOP Home Based
- Martha Cisneros - Health, Nutrition and Safe Environments Services
 - ✓ Summary update on *What Parents Are Saying About Barriers to Children Use of Dental Services*
- Karen Griffith - School Readiness, Special Education and Mental Health Services



SETA Head Start Food Service Operations Monthly Report *November 2016

November 4th - Minimum Day Preschool and EHS Full Day "C" Classes.

November 8th - Vineland morning class stopped at ten children due to staff shortage.

November 10th - Solid Foundation closed afternoon classes due to staff shortage.

November 11th - Veteran's Day.

November 14th - Bannon Creek one morning class stopped at ten children due to staff shortage.

November 15th - Low numbers at Alder Grove. Food cut to a half class for the morning and 15 piece count for the afternoon.

November 18th - Ten Preschool classes closed for teacher training.

November 21st - North Avenue AM & PM stopping at 10 due to staff shortage.

November 21st to 23rd - Walnut Grove closed.

November 23rd - Traditional and part-day centers closed.

November 24th & 25th - Thanksgiving Holiday.

Meetings & Trainings:

The Food Service Staff had a CACFP Training on November 2nd at Plaza Del Paso.

Total Number of Meals and Snacks Prepared for All Kitchens:

| Lunch | PM Snack | Breakfast | Field Trips |
|--------|----------|-----------|-------------|
| 35,310 | 12,810 | 23,120 | 160 |

Total Amount of Meals and Snacks Prepared 71,400

Purchases:

| | |
|------------|-------------|
| Food | \$70,598.80 |
| Non - Food | \$28,465.99 |

Building Maintenance and Repair: \$1,257.95

Janitorial & Restroom Supplies: \$0.00

Kitchen Small Wares and Equipment: \$0.00

Vehicle Maintenance and Repair : \$882.81

Vehicle Gas / Fuel: \$1,311.62
Normal Delivery Days 16

SPECIAL EDUCATION REPORT

Sacramento County Head Start/Early Head Start

November 2016

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

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

| Agency | AFE (HS) | Total IEPs | % of AFE | AFE (EHS) | Total IFSPs | % AFE |
|------------------------|-------------|------------|------------|------------|-------------|------------|
| SETA operated | 2028 | 223 | 11% | 369 | 60 | 16% |
| Twin Rivers USD | 233 | 19 | 8% | | | |
| Elk Grove USD | 440 | 43 | 10% | | | |
| Sac City USD | 1211 | 103 | 9% | 144 | 19 | 13% |
| San Juan USD | 668 | 80 | 12% | 160 | 13 | 8% |
| WCIC | 120 | 7 | 6% | | | |
| EHS CCP | | | | 80 | 2 | 3% |
| COUNTY TOTAL | 4700 | 475 | 10% | 753 | 94 | 12% |

AFE: Annual Funded Enrollment

SPECIAL EDUCATION REPORT

Sacramento County Head Start/Early Head Start

December 2016

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

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

| Agency | AFE (HS) | Total IEPs | % of AFE | AFE (EHS) | Total IFSPs | % AFE |
|------------------------|-------------|------------|------------|------------|-------------|------------|
| SETA operated | 2028 | 229 | 11% | 369 | 63 | 17% |
| Twin Rivers USD | 233 | 21 | 9% | | | |
| Elk Grove USD | 440 | 43 | 10% | | | |
| Sac City USD | 1211 | 116 | 10% | 144 | 19 | 13% |
| San Juan USD | 668 | 82 | 12% | 160 | 13 | 8% |
| WCIC | 120 | 12 | 10% | | | |
| EHS CCP | | | | 80 | 4 | 5% |
| COUNTY TOTAL | 4700 | 503 | 11% | 753 | 99 | 13% |

AFE: Annual Funded Enrollment

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

Head Start

| Agency | Funded Enrollment | (a) Last Day of Month Enrollment 12/22/16 | (b) % Actual to Funded | Average Daily Attendance for Month % |
|---------------------|-------------------|---|---------------------------|--------------------------------------|
| Elk Grove USD | 440 | 477 | 108 | 87 |
| Sacramento City USD | 1,211 | 1,179 | 97 | 82 |
| SETA | 1,988 | 1,989 | 100 | 72 |
| San Juan USD | 668 | 690 | 103 | 78 |
| Twin Rivers USD | 233 | 233 | 100 | 72 |
| WCIC/Playmate | 120 | 120 | 100 | 68 |
| Total | 4,660 | 4,685 | | |

Early Head Start

| Agency | Funded Enrollment | (a) Last Day of Month Enrollment 12/22/16 | (b) % Actual to Funded | Average Daily Attendance for Month % |
|---------------------|-------------------|---|---------------------------|--------------------------------------|
| Sacramento City USD | 144 | 149 | 103 | 66 |
| SETA | 377 | 383 | 102 | 72 |
| San Juan USD | 160 | 167 | 104 | 73 |
| Total | 681 | 699 | | |

EHS-CC Partnership/Expansion

| Agency | Funded Enrollment | (a) Last Day of Month Enrollment 12/22/16 | (b) % Actual to Funded | Average Daily Attendance for Month % |
|---------------------|-------------------|---|---------------------------|--------------------------------------|
| Kinder World | 36 | 36 | 100 | 78 |
| Sacramento City USD | 40 | 40 | 100 | 67 |
| SETA/Job Corps.* | 4 | 4 | 100 | TBD |
| Total | 80 | 80 | | |

- (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

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

Head Start

| Agency | Funded Enrollment | (a) Last Day of Month Enrollment 11/30/16 | (b) % Actual to Funded | Average Daily Attendance for Month % |
|---------------------|-------------------|---|---------------------------|--------------------------------------|
| Elk Grove USD | 440 | 477 | 108 | 92 |
| Sacramento City USD | 1,211 | 1,156 | 95 | 86 |
| SETA | 1,988 | 1,962 | 99 | 74 |
| San Juan USD | 668 | 689 | 103 | 78 |
| Twin Rivers USD | 233 | 233 | 100 | 87 |
| WCIC/Playmate | 120 | 120 | 100 | 75 |
| Total | 4,660 | 4,637 | | |

Early Head Start

| Agency | Funded Enrollment | (a) Last Day of Month Enrollment 11/30/16 | (b) % Actual to Funded | Average Daily Attendance for Month % |
|---------------------|-------------------|---|---------------------------|--------------------------------------|
| Sacramento City USD | 144 | 148 | 103 | 71 |
| SETA | 377 | 380 | 101 | 75 |
| San Juan USD | 160 | 173 | 108 | 81 |
| Total | 681 | 701 | | |

EHS-CC Partnership/Expansion

| Agency | Funded Enrollment | (a) Last Day of Month Enrollment 11/30/16 | (b) % Actual to Funded | Average Daily Attendance for Month % |
|---------------------|-------------------|---|---------------------------|--------------------------------------|
| Kinder World | 36 | 37 | 103 | 80 |
| Sacramento City USD | 40 | 40 | 100 | 74 |
| SETA/Job Corps.* | 4 | 4 | 101 | TBD |
| Total | 80 | 81 | | |

- (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



Quality Assurance Summary Report

TO: Parent Advisory Committee, Policy Council and SETA Governing Board members
 RE: Quality Assurance/Monitoring Results – October/November 2016

| Agency | Visits | # of Home Visitors | # of Files | Monitoring Purpose |
|-----------------------|---|---|---|---|
| SETA Operated Program | Home Based -Head Start -Early Head Start 4 Home Visits 2 Socializations | 4 2 Head Start 2 Early Head Start | 8 4 Head Start 4 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)

- Home educators and enrolled families are equally engaged in the home visits, and they have trusting relationships as demonstrated by their warm and supportive interactions.
- Socializations were organized and purposeful with high parent participation.
- Agency has strong support system for serving deaf families enrolled in the home-based program.

| Areas Reviewed | Percentage Of Compliance* | Issues/Concerns |
|--|---------------------------|--|
| Health <i>(Screenings, Tracking, Follow-up, Procedures, Hygiene)</i> | 82% HS 81% EHS | 1-Not all initial ht/wt and subsequent BMI charts were completed/graphed within time lines. 2-Not all immunizations were up-to-date and/or record was completed inaccurately. 3-toothbrushing was not offered during socialization activity. |
| Nutrition <i>(Nutrition Tracking and Follow-up, Menus, Meal Service, Special Diets)</i> | 88% HS 90% EHS | 1- Limited/no documented follow-up in the child's file regarding nutrition concerns |
| Health Services to Pregnant Women and New Mothers - EHS <i>(Prenatal Services and New Mother Services)</i> | N/A | No pregnant women in the monitoring sample |

| | | |
|---|------------------------|--|
| Family , Parent and Community Engagement <i>(Family Partnership Building and Follow-up, Parent Meetings, Trainings, Information Sharing, Volunteer Activities, Transition))</i> | 90% HS 99% EHS | No significant noted findings |
| Adult Mental Health <i>(Parent/Guardian Mental Health)</i> | 100% | No findings |
| Education <i>(Screenings, Referrals, Follow-up, Individual Education Plans)</i> | 100% HS 96% EHS | No significant noted findings |
| Written Individualization <i>(Assessments, Individual Development Plans, Home Visits/Parent Conferences)</i> | 89% HS 91% EHS | 1- Home visit process did not clearly demonstrate the child development goal(s) that parent and the home educator were working on. |
| Home Based Option <i>(Group Size, Home Visits and Socialization)</i> | 98% HS 92% EHS | No significant noted findings |
| ERSEA <i>(Eligibility, Recruitment, Selection, Enrollment, Attendance)</i> | 93% - HS 100% - EHS | 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.

ITEM V-OTHER REPORTS (continued)

Page 2

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

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