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

*Bill Burch*

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

**DATE:** Tuesday, April 25, 2017

**TIME:** 9:00 a.m.

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

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

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**DISTRIBUTION DATE: WEDNESDAY, APRIL 19, 2017**

Policy Council meeting hosted by:  
Kenneth Tate (Chair), Vocheri Thomas (Vice Chair), Linda Harris (Secretary),  
Angel Chenault (Treasurer), Taneya Zimmerman (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
- \_\_\_\_\_ David Lesnick, San Juan Unified School District
- \_\_\_\_\_ Andrea Scharnow, Sacramento City Unified School District
- \_\_\_\_\_ Anchil Goswami, Sacramento City Unified School District
- \_\_\_\_\_ Jennifer Lane, Twin Rivers Unified School District
- \_\_\_\_\_ Ezell Humphrey-Grant, Twin Rivers Unified School District
- \_\_\_\_\_ Angela Burnell, SETA-Operated Program
- \_\_\_\_\_ Henrietta Gutierrez, 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
- \_\_\_\_\_ April Jean, Birth and Beyond
- \_\_\_\_\_ Penelope Scott, Community Representative
- \_\_\_\_\_ Linda Litka, Community Representative
- \_\_\_\_\_ Terri McMillin, Community Representative
- \_\_\_\_\_ Robin Blanks, Community Representative
- \_\_\_\_\_ Kenneth Tate, Outgoing Chair

**Seats Vacant:**

- \_\_\_\_\_ Vacant (Soloman), Sacramento City Unified School District
- \_\_\_\_\_ Vacant (Robinson), San Juan Unified School District
- \_\_\_\_\_ Vacant (Schneider), SETA Operated Program
- \_\_\_\_\_ Vacant (Mulhern), SETA-Operated Program
- \_\_\_\_\_ Vacant (Isaac), SETA-Operated Program
- \_\_\_\_\_ 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	9/26	10/24	11/28
R. Blanks Seated 1/24	CR		X	X	X								
A. Burnell Seated 11/22	SOP	X	U	X	E								
R. Castex s/b/seated 11/22; seated 1/24	WCIC	E	X	X	U								
A. Chenault Seated 11/22	SOP	X	E	X	X								
A. Goswami Seated 3/28	SCUSD				X								
H. Gutierrez Seated 11/22	SOP	X	X	X	X								
L. Harris Seated 11/22	ELK	X	X	X	X								
E. Humphrey-Grant Seated 11/22	TR	X	E	E	X								
<del>B. Isaac</del> <del>Seated 11/22</del>	<del>SOP</del>	<del>X</del>	<del>E</del>	<del>U</del>	<del>U</del>								
A. Jean s/b/seated 11/22; seated 1/24	Birth & Beyond	U	X	X	E								
J. Lane Seated 11/22	TR	X	X	X	U								
D. Lesnick Seated 11/22	SJ	X	E	X	X								
L. Litka Seated 1/24	CR		X	X	X								
T. McMillin Seated 1/24	CR		X	X	X								
E. Nears Seated 11/22	ELK	X	E	E	X								
A. Scharnow Seated 11/22	SAC	X	X	X	X								
P. Scott Seated 1/24	CR		X	X	X								
C. Sheppard Seated 1/24	CR		X	X	X								

BOARD MEMBER	SITE	11/22	1/24	2/28	3/28	4/25	5/23	6/27	7/25	8/22	9/26	10/24	11/28
<del>S. Solomon</del> Seated 11/22	SAC	X	U	E	U								
K. Tate Seated 1/24	OGC		X	X	E								
V. Thomas Seated 11/22	WCIC	X	X	X	X								
T. Zimmerman Seated 11/22	SAC EHS	X	X	X	X								

## GLOSSARY OF ACRONYMS

ACRONYM	REPRESENTATIVE CENTER
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 4/19/2017

ITEM II-A - CONSENT

APPROVAL OF MINUTES OF THE MARCH 28, 2017 POLICY COUNCIL MEETING

BACKGROUND:

Attached for the Policy Council's review are the minutes of the March 28, 2017 meeting.

RECOMMENDATION:

That the Policy Council approve the March 28 minutes.

**NOTES:**

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

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

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

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

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

Tuesday, March 28, 2017  
9:00 a.m.

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

Ms. Vocheri Thomas called the meeting to order at 9:05 a.m. The Pledge of Allegiance was recited. Ms. Angel Chenault read the thought of the day. Ms. Linda Harris called the roll. A quorum was established.

#### **Members Present:**

Linda Harris, Elk Grove Unified School District  
Vocheri Thomas, WCIC/Playmate Child Development Center  
Andrea Scharnow, Sacramento City Unified School District  
Angel Chenault, SETA-Operated Program  
David Lesnick, San Juan Unified School District  
Ezell Humphrey-Grant, Twin Rivers Unified School District  
Henrietta Gutierrez, SETA-Operated Program  
Terri McMillin, Community Representative  
Robin Blanks, Community Representative  
Penelope Scott, Community Representative  
Calvin Sheppard, MAACC  
Taneya Zimmerman, Early Head Start, Sac. City Unified School Dist. (seated at 9:15 a.m.)  
Linda Litka, Community Representative (seated at 9:29 a.m.)  
Elnora Nears, Elk Grove Unified School District (seated at 9:31 a.m.)

#### **Members Absent:**

Reginald Castex, WCIC/Playmate Child Development Center (unexcused)  
Stacey Soloman, Sacramento City Unified School District (unexcused)  
Jennifer Lane, Twin Rivers Unified School District (unexcused)  
Angela Burnell, SETA-Operated Program (excused)  
Brianna Isaac, SETA-Operated Program (unexcused)  
April Jean, Birth and Beyond (excused)  
Kenneth Tate, Community Representative (excused)

#### **Members to be seated:**

Anchil Goswami, Sacramento City Unified School District (seated at 9:30 a.m.)

### **II. Consent Item**

- A. Approval of the Minutes of the February 28, 2017 Regular Meeting

Moved/Blanks, second/Scharnow, to approve the February 28, 2017 minutes as distributed.

Show of hands vote:

Aye: 10 (Blanks, Chenault, Gutierrez, Harris, Humphrey-Grant, Lesnick, McMillin, Scharnow, Scott, Sheppard)

Nay: 0

Abstentions: 1 (Thomas)

Absent: (Castex, Burnell, Goswami, Isaac, Jean, Lane, Litka, Nears, Soloman, Tate, Zimmerman)

### **III. Action Items**

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

Ms. Thomas reviewed this item; there were no questions.

Moved/Scott, second/McMillin, to approve a joint parent activity with the Parent Advisory Committee.

Aye: 10 (Blanks, Chenault, Gutierrez, Harris, Humphrey-Grant, Lesnick, McMillin, Scharnow, Scott, Sheppard)

Nay: 0

Abstentions: 1 (Thomas)

Absent: 11 (Castex, Burnell, Goswami, Isaac, Jean, Lane, Litka, Nears, Soloman, Tate, Zimmerman)

Ms. Taneya Zimmerman was seated at 9:15 a.m.

#### **B. Approval of Selection Criteria for Enrollment in Head Start Programs**

Ms. Monica Avila reviewed this item; this selection criteria is a way to decide how to prioritize families.

Moved/McMillin, second/Gutierrez, to approve the Early Head Start Enrollment Selection Criteria and the Head Start Enrollment Selection Criteria for Sacramento County.

Aye: 11 (Blanks, Chenault, Gutierrez, Harris, Humphrey-Grant, Lesnick, McMillin, Scharnow, Scott, Sheppard, Zimmerman)

Nay: 0

Abstentions: 1 (Thomas)

Absent: 10 (Castex, Burnell, Goswami, Isaac, Jean, Lane, Litka, Nears, Soloman, Tate)

Ms. Linda Litka was seated at 9:29 a.m.

Ms. Anchil Goswami was seated at 9:30 a.m. Ms. Goswami introduced herself. She has two children at Parkway School (Sacramento City USD).



Ms. Elnora Nears was seated at 9:31 a.m.

C. Election of Treasurer for Program Year 2016-17

Ms. Thomas stated that representatives from Twin Rivers USD, SOP, and San Juan USD are eligible to serve as Treasurer.

Ms. McMillin nominated Ms. Chenault as Treasurer. Ms. Chenault accepted the nomination. Mr. Ezell Humphrey-Grant was nominated; he accepted the nomination. Ms. Chenault nominated Henrietta Gutierrez; she declined the nomination.

**Vote:** Angel: 9; Ezell: 5

Ms. Angel Chenault was welcomed as Treasurer.

Moved/McMillin, second/Scott, to ratify the election of Ms. Angel Chenault as Treasurer.

Show of hands vote:

Aye: 14 (Blanks, Chenault, Goswami, Gutierrez, Harris, Humphrey-Grant, Lesnick, Litka, McMillin, Nears, Scharnow, Scott, Sheppard, Zimmerman)

Nay: 0

Abstentions: 1 (Thomas)

Absent: (Castex, Soloman, Lane, Burnell, Isaac, Jean, Tate)

D. Ratify the Election of Representative to Serve on the Sacramento Medi-Cal Dental Advisory Committee

Ms. Thomas reviewed this item. There was discussion of adding an alternate; the alternate position will be placed on an upcoming agenda.

Moved/Gutierrez, second/Chenault, to ratify the election of Ms. Robin Blanks to serve on the Sacramento Medi-Cal Dental Advisory Committee.

Aye: 14 (Blanks, Chenault, Goswami, Gutierrez, Harris, Humphrey-Grant, Lesnick, Litka, McMillin, Nears, Scharnow, Scott, Sheppard, Zimmerman)

Nay: 0

Abstentions: 1 (Thomas)

Absent: (Castex, Soloman, Lane, Burnell, Isaac, Jean, Tate)

E. Election of Representative and Alternate to the Community Action Board

Ms. Nancy Hogan provided information on the Community Action Board. Ms. Scott nominated Mr. Sheppard to serve as representative. Ms. Thomas nominated herself as alternate.

Moved/Blanks, second/Sheppard, to elect Calvin Sheppard as representative and Vocheri Thomas as alternate to the cab

Aye: 14 (Blanks, Chenault, Goswami, Gutierrez, Harris, Humphrey-Grant, Lesnick, Litka, McMillin, Nears, Scharnow, Scott, Sheppard, Zimmerman)

Nay: 0

Abstentions: 1 (Thomas)

Absent: (Castex, Soloman, Lane, Burnell, Isaac, Jean, Tate)

F. Ratification of Maternal, Child and Adolescent Health Advisory Board Representative

Ms. Martha Cisneros reviewed this board that consists of doctors and dentists in Sacramento County. The person that attends this board will meet once a month.

Ms. Robin Blanks spoke of her interest in continuing to serve on this board.

Moved/Chenault, second/Zimmerman, to ratify Ms. Robin Blanks as the representative to the Maternal, Child and Adolescent Health Advisory Board.

Aye: 14 (Blanks, Chenault, Goswami, Gutierrez, Harris, Humphrey-Grant, Lesnick, Litka, McMillin, Nears, Scharnow, Scott, Sheppard, Zimmerman)

Nay: 0

Abstentions: 1 (Thomas)

Absent: (Castex, Soloman, Lane, Burnell, Isaac, Jean, Tate)

Alternate position will be presented at an upcoming date.

**IV. Information Items**

A. Standing Information Items

- PC/PAC Calendar of Events – Ms. Thomas reviewed the calendar.
- Parent/Staff Recognitions –Mr. Victor Bonanno was unable to attend; Ms. Thomas read the plaque.
- Community Resources-Parents/Staff – Mr. Bob Silva had packets of information including community information
- Toastmasters Training – Ms. Chenault spoke of her thoughts of the training and urged other parents to attend the upcoming meetings.
- Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D’et Saurbourne reviewed the most recent fiscal report.

B. Fiscal Monitoring Report: No questions.

C. SETA Governing Board Minutes: No questions.

**V. Committee Reports**

- Executive Committee Meeting Critique: Ms. Linda Harris reviewed the critique.

- Budget/Planning Committee: Ms. Scott stated that the next meeting is this-coming Friday. She urged all board members to attend.
- Men's Activities Affecting Children Committee (MAACC): Mr. Sheppard reported that the last meeting was a meet and greet. There is another meeting coming up in April; Mr. Sheppard reminded the board members that this committee is open to both men and women.
- Maternal, Child and Adolescent Health Advisory Board: Ms. Blanks reported on the last meeting.
- Parent Ambassadors Committee: Ms. Blanks reported on the March 15 meeting.
- Sacramento Medi-Cal Dental Advisory Committee: Ms. Robin Blanks reported on the most recent meeting.
  - Summary Update on What Parents Are Saying About Barriers to Children Use of Dental Services: Ms. Blanks reviewed a report.

## VI. Other Reports

- A. Executive Director's Report: No report.
- B. Head Start Deputy Director's Report: No report.
- C. Head Start Managers' Reports
  - Lisa Carr - Family Engagement, Home Base, and ERSEA Services: Ms. Lisa Carr stated that a meeting of all delegate agencies was held last month. The topic of the meeting was to discuss county-wide enrollment.
  - Robyn Caruso - Program Support, Quality Assurance, and EHS-CCP Services: Ms. Caruso stated that she is working on the county-wide Head Start and Early Head Start grants that are due May 1. She is also reviewing the delegate grants and the PC as well. Ms. Caruso reviewed the Quality Assurance monitoring report for Twin Rivers. We have a 90% compliance threshold.

Ms. Goswarmi left the meeting at 10:45 a.m.

- Martha Cisneros - Health, Nutrition and Safe Environments Services: No additional report.
- Karen Griffith - School Readiness, Special Education and Mental Health Services: No report.
- D. Chair's Report: Ms. Thomas reported that Ms. Hawkins fell ill over the weekend and asked the board to send her healing vibes. A retirement celebration is being planned with details to follow; Ms. Thomas urged all board members to attend.
- E. Open Discussion and Comments: Ms. McMillin stated that Ms. Thomas has done an excellent job filling in for Mr. Tate. Ms. Blanks stated that she is very happy with our new board members; they are doing a good job.
- F. Public Participation: None.

## VII. Adjournment: The meeting was adjourned at 10:50 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

APPROVAL OF ANNUAL SELF ASSESSMENT FOR 2016-2017  
AND RESULTING PROGRAM IMPROVEMENT PLAN  
SETA-OPERATED PROGRAM

BACKGROUND:

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

In January/February 2017, a team of staff and parents were assembled for the 2016-2017 self-assessment process. Teams reviewed and analyzed service areas including Program Governance, Planning, Communication, Record-keeping/Reporting, On-going Monitoring, Human Resources, Prevention/Early Intervention, Tracking/Follow-up, Disabilities, Individualization, Family Community Engagement, Eligibility/ Recruitment/ Selection/Enrollment/Attendance, Safe Environments, Child Development/ Education including child outcomes, curriculum and individualization. A summary report of program strengths and areas of improvement are attached.

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

Staff will be available to answer questions.

RECOMMENDATION:

Approve Program Year 2016-2017 Self-Assessment and resulting Program Improvement Plan for the Head Start/Early Head Start program and the EHS-Child Care Partnership/Expansion program.

**NOTES:**

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

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



## Self Assessment Summary of Results 2016-2017

### **Project Background:**

During late 2016, SETA Head Start/Early Head Start developed a self-assessment plan that included parents, administrative and field staff, as well as management. The self-assessment process resulted in a review of the quality and compliance of the SETA Head Start/Early Head Start program.

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

### **Team Composition:**

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

Program Governance	Parent and Family Engagement
Screenings	Disabilities, Education and Mental Health
Fiscal	ERSEA
Human Resources	Health, Nutrition and Safe Environments

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

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

- The vast majority of children's files are neat, organized, current and complete.

- CLASS scores in Instructional Support have increased to 2.94, which is above the national average.
- Parents report that every child and parent is greeted upon arrival to school.
- Parents and teachers working together to complete the ASQs has resulted in less speech and language referrals.
- Follow-up based on the ASQ results is evident in children's files.
- Intervention Specialists and teachers are working collaboratively to develop behavioral support plans that best fit the individual needs of children.
- Teachers are implementing Teaching Pyramid strategies to promote social emotional development in preschool classrooms.
- Teachers have a variety of resources (curriculum, materials, support staff) to use to support appropriate classroom behavior and to develop strategies for addressing challenging behaviors.

***Parent and Family Engagement:***

- Family Service Workers are able to identify the needs of their enrolled families and refer them to the appropriate community resources.
- All files have the first page of the Family Partnership Agreement (FPA) completed at the time of enrollment.
- Current policy and procedure on the FPA process is aligned with the new Performance Standards.

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

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

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

- Increased recruitment and hiring in 2016.
- Continued collaboration between the Head Start and Workforce Development programs.
- Parent internship program has resulted in successful regular employment for each participant.
- There has been a 26% reduction in worker's compensation claims in 2016.
- Larger number of PC and PAC members are involved in the hiring process.
- Good documentation of PC and PAC agendas, minutes, and training materials.
- The Parent Ambassador program has strong participation and adds much value to the organization.
- Timely and useful monthly reports that contribute and support PC's decision-making.
- Most of the current ERSEA procedures already align with the new HS Performance Standards.

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

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

- CLASS scores in Classroom Organization are 5.74, which is slightly below the national average.
- Some classrooms are missing labels or supplies.
- Intervention Specialists expressed challenges with the mental health and disabilities referral process and identified that parents need additional support with the process.
- Many teachers are not fully utilizing the TIPS tool to document individualization.
- Some teachers are unaware of some student's IEP goals.

***Parent and Family Engagement:***

- None of the Family Partnership Agreements (FPAs) have timelines identified.
- New policy/procedure is needed on process of assigning staff and resources based on urgency and intensity of family needs.
- Most of the FPA goal sheets did not identify staff person responsible.

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

- Some indoor equipment was also available for outdoor play, often is disrepair and/or worn due to inclement weather.
- Staff is not always able to consistently articulate emergency relocation site.
- Tools to inspect disaster preparedness bins/equipment are either not being used or are outdated.

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

- Staff wellness program has become less robust due to staff reductions and restricted funding.
- Continued difficulty in recruiting enough qualified Teachers, Associate Teachers, Associate Teacher/Infant Toddler, and Site Supervisors.
- Some ERSEA procedures need revision to comply with new HS Performance Standards.

Individual self-assessment team summary reports are on file.



<i>Action Steps:</i>	<i>Responsible Person(s)/Unit</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<b>SCHOOL READINESS/CHILD OUTCOMES</b>				
<b>Goal: Continue to support teacher's growth and development regarding CLASS, DRDP and data analysis</b>				
CLASS- Support growth in Classroom Organization through a specific focus on Instructional Learning Formats in Summer Series Training.	Alexis Briggs (Lead) Kelly Sprake (Lead) Education Coordinators Education Program Officers	June 2017		
Implement the Creative Curriculum Infant Toddler kit in all EHS classrooms to increase data driven lesson planning and responsive activities. Changes in curriculum approach and revised schedule guidance will be documented in updated EHS Tool Kit	Sonja LaCaze (Lead) Betsy Uda (Lead) Laura Moore (Lead) Education Coordinators Education Program Officers	August 2017		
Continue to support the use of the new TIPS binders (Teachers Individualization Planning Support) through coaching and scheduled quarterly monitoring using the SCOFF.	Megan Berridge (Lead) Patricia Marshall (Lead) Education Program Officers Site Supervisors	June 2017		
Continue roll out of sites transitioning to Learning Genie electronic data/ assessment collection. Coach and monitor to ensure that data is being used effectively.	Megan Jones (Lead) Nathanael Gale (Lead) Education Coordinators Education Program Officers	July 2017		
Increase effectiveness of support for children with IEP's through the use of new strategy forms as well as goal tracking sheet for individualization. Intervention Specialist Tool Kit will be used as a guide.	Susan Garland (Lead) Nikki Hill (Lead) Education Coordinators Education Program Officers	May 2017		

***FAMILY AND COMMUNITY OUTCOMES***

***Goal: Continue to strengthen family partnership agreement approaches and documented paperwork***

Continue to work with Family Service Workers to ensure all components of the FPA are completed and updated.	Reta Keirse, CFS Program Officer Rebel Rickansrud-Young CFS Program Officer	March 31, 2017	Program Officers/SS met with cohort of staff who completed the Family Development Credential in January of 2017, for additional training on family goal setting, timelines, and working with parents to identify the urgency of family needs. This will be a quarterly training.	
Continue to offer family engagement staff opportunities to earn their FDC Credential, with the goal of continuing to strengthen the family partnership process.	Reta Keirse, CFS Program Officer Rebel Rickansrud-Young CFS Program Officer Lisa Carr, CFS Manager	October 2017		

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

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

Provide re-fresher training to Site Supervisors regarding appropriate use of indoor equipment being used outdoors and the use of the work order system to when there is indoor/outdoor equipment/materials that needs to be picked up for disposal.	Health/Nutrition Specialist Program Officer/Education Site Supervisors Facilities Unit	April 2017		
Update the Emergency Disaster Tool Kit to reflect updated phone numbers, evacuation routes, and point of contacts for emergencies. Provide an update/training to center staff on evacuation and emergency procedures.	Health/Nutrition Specialist Program Officer/Education Site Supervisors	May 2017		

Revise current daily health and safety checklist procedures and forms. Create checklist database in <i>ChildPlus</i> based on revised daily health and safety checklist.	Health/Nutrition Specialist Program Officer/Education Site Supervisors Facilities Unit	May 2017		
<b><i>RECORD-KEEPING AND REPORTING</i></b>				
<b><i>Goal: Improve efficiency and effectiveness of record-keeping and reporting systems</i></b>				
Increase use of <i>ChildPlus</i> and available modules (i.e. sign-in/out module, attendance and meal count tracking, online application and waiting list form, etc.)	Denise Lee, Deputy Director ChildPlus User's Group (individual/group assignments within the Work Group)	January 2017		
Strengthen accuracy of data entry (i.e. application and health data entry matching the child's file) and improve set-up screens for health tracking in <i>ChildPlus</i> .	Lisa Carr, Manager Martha Cisneros, Manager Monica Avila, Program Officer/SS	March 2017		
Update Written Service Plans and Policies/Procedures manuals to include all new Head Start Program Performance Standards	CFS Managers: Lisa Carr Karen Griffith Martha Cisneros Robyn Caruso D'et Saurbourne	November 2016		
Revise and design new data reporting reports for the PAC, PC and Governing Board	Denise Lee, Deputy Director	January 2017		

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

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

Continue to host recruitment events that are distinct and well-advertised to ensure ample, qualified candidates submit employment applications to SETA	Allison Noren, HR Manager Karen Gonzales, CFS Manager			
Review and update some ERSEA procedures to ensure compliance with the new Performance Standards.	Monica Avila, Program Officer Lisa Carr, CFS Manager	July 2017		



## **Early Head Start-Child Care Partnership Self-Assessment Summary 2016-2017**

### **Approach & Justification:**

In early 2017, SETA, SCOE and KinderWorld developed a self-assessment plan that included staff and management from all three agencies in the partnership. The self-assessment process resulted in a review of the quality and compliance of the Early Head Start-Child Care Partnership (EHS-CCP) program at KinderWorld. The review took place in January 2017 and all EHS classes were reviewed.

The team conducted file reviews and onsite monitoring to evaluate processes and systems for Education, ERSEA, Human Resources, Health, Nutrition, Safe Environments and Family Engagement. To conduct the review, the team utilized the FY 2017 Office of Head Start Comprehensive Services and School Readiness Guide and SETA's Quality Assurance Self-Assessment Checklist. Team reviews included, but were not limited to the following: children's files, policies and procedures manuals, parent handbook, personnel files, enrollment applications, attendance reports, human resource and fiscal documents, *Childplus* reports, case conferencing binder, ITERS and DRDP results, health and safety checklist, home visit and classroom observations, etc. Results from the self-assessment were analyzed which resulted in a detailed Self-Assessment Program Improvement Plan (PIP), as attached.

### **Program Strengths:**

#### ***Education***

- Teaching staff have received training and coaching on primary caregiving
- Ongoing professional development training and coaching for full implementation of the Creative Curriculum
- Home visits and parent conferences are conducted in a timely manner; resources provided to families during home visits are relevant to classroom curriculum
- Evidence of regular case conferencing between KW and SCOE staff
- Overall improvement on child education file system
- Improvement on small primary caregiving groups and classroom arrangement
- Improved completion of developmental screens within required timeframes

#### ***ERSEA***

- Evidence of enrollment of 10% of children with disabilities
- Improved Average Daily Attendance report

- Vacancies are filled in a timely manner
- Routings are completed as necessary, prior to enrollment

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

- Parent contacts are documented in files and communication log is current and concise
- Improved community resources provided to families
- Improved Parent Binder
- All files have Family Partnership Agreements (FPAs)
- Monthly parent meetings are offered

### ***Human Resources***

- Grantee has provided Professional Growth Advisor to work with teaching staff to develop educational plans to attain education goals
- Some staff are fully qualified or will soon meet qualifications

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

- Improved procedures in place for medication administration and storage, hand washing and diapering
- System of routings and referrals for medical needs and special diets has improved
- Improvement in documentation of well-baby checks, follow-up and IFSPs in file
- Improvement in *Child Plus* data being kept up to date, including 45 day screens
- Improved family style meals with teachers allowing children to serve themselves and practice mealtime etiquette. Teachers are engaged in conversation with children during meals.
- Teachers consistently perform daily outdoor safety inspection
- Each pod has its own entrance and restrooms are easily accessible to children
- Improvement on supervision (teaching staff are aware of the number of children present)
- Evacuation map is clear and fire extinguisher inspected annually
- The newly updated playground layout minimizes possible injury to children and provides for better supervision outdoors
- Classrooms are generally clean

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

### ***ERSEA***

- Some confusion regarding EHS selection criteria (i.e. EHS program was being advertised as “first come, first serve basis”)
- No evidence of active recruitment
- Communication system regarding enrollment and attendance between SCOE and KW needs improvement

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

- Minimal evidence of goal follow-up, available resources and/or referral on FPAs
- Very low turnout at monthly parent meetings
- Center lacks a designated parent area

### ***Human Resources***

- Staff needs a broader understanding of the Performance Standards
- Some teachers have sent in their permit applications, but no status follow-up available

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

- Inconsistent daily health checks and tooth brushing
- Rescue medications were not consistently brought outside by teachers
- Surface cleaning agents sprayed while children were seated
- Food safety system needs improvement (i.e. food service areas in pods are not consistently sanitized; kitchen staff walk through bathroom to deliver food to classrooms; no evidence of checking food temperature when food is served, meal service bins have limited quantity of dishes, utensils, milk and food)
- Garbage cans have a swing lid and do not always stay closed
- Classrooms are in need of minor repair to reduce safety hazards (uncovered electrical outlets, most door chimes are not in functioning order, newly extended area in Pod 1A is dark, classroom step entry at Pod 1C is very high, hot water temps in classroom are high)
- Lack of access to drinking water (Room 0)

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<b><i>EDUCATION/DISABILITIES</i></b>				
<b><i>Goal: Continue to support teacher's growth and development regarding education and disabilities services</i></b>				
Develop rotation schedule for toys and classroom materials to ensure that children have access to a variety of items. As needed, purchase additional toys and classroom materials to meet the environmental requirements from ITERS and <i>Creative Curriculum</i> .	KW	May 2017		
Teachers will continue to receive on-going training, support and coaching to ensure full implementation of <i>Creative Curriculum</i> .	KW and SETA	Spring 2017		
Teaching staff will receive professional development training on a variety of relevant topics outside of classroom floor time.	KW and SETA	Spring 2017		
CLASS- Support growth in Classroom Organization through a specific focus on Instructional Learning Formats in Summer Series Training.	SETA	June 2017		
Implement the Creative Curriculum Infant Toddler kit to increase data driven lesson planning and responsive activities. Changes in curriculum approach and revised schedule guidance will be documented in updated EHS Tool Kit.	SETA	August 2017		



***FAMILY AND COMMUNITY ENGAGEMENT***

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

Provide families with more community opportunities tied to Family Partnership Agreement (FPA) goals.	SCOE	Spring 2017		
Create and distribute a parent survey to determine why attendance at parent meetings is so low. Develop plan to promote parent meeting attendance.	SCOE and SETA	May 2017		
Continue to provide staff coaching on FPA goal setting and community resources available to support family goals	SETA	Spring 2017		
Develop uniform messaging for families regarding available comprehensive services.	SCOE, KW and SETA	Spring 2017		

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

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

Staff will be re-trained on policies and procedures related to daily health checks, food safety, diapering, rescue medications and sanitation to ensure proper procedures are understood and practiced by all.	KW and SCOE	April 2017		
Designated tooth brushing times will be clearly noted on the daily schedule for each class and staff will be monitored to ensure timelines are being followed routinely.	KW	April 2017		
Staff will be re-trained on meal service expectations as it relates to time allotted for meals and transitions from activity to mealtime.	KW and SCOE	May 2017		

Bin system for meal service will be re-evaluated so that each self-contained pod has enough dishes, utensils and food.	KW	May 2017		
Leadership staff will review detailed findings of each classroom health/safety checklist and address all urgent health and safety concerns immediately, including any needed repairs. Staff will be re-trained as necessary. Contact the grantee for assistance as needed.	KW	April 2017		
<b><i>ERSEA</i></b>				
<b><i>Goal: To ensure compliance with the EHS Performance Standards in the ERSEA component.</i></b>				
Staff will develop formalized recruitment plan to ensure active waiting lists are available and vacancies are filled within 30 days. Staff will keep a Recruitment Log as evidence of recruitment activities.	SCOE and KW	April 2017		
Collaboration meetings will take place regularly between KW and SCOE regarding enrollment, attendance, case conferencing, coordination of services, etc.	SCOE and KW	April 2017 and on-going		
Enrollment staff will receive refresher training on ERSEA, including the updated countywide selection criteria. KW and SCOE staff will re-evaluate and refine communication system regarding enrollment and attendance.	SETA	April 18, 2017		

**PROGRAM DESIGN AND MANAGEMENT SYSTEMS**

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

All EHS teachers who do not currently meet EHS educational requirements will remain enrolled in school and will pass all classes to be fully qualified. Any EHS staff vacancies will be filled with fully EHS qualified staff.	KW	May 2017		
All EHS staff will participate in an Individualized Staff Development Plan (ISDP). Ongoing monitoring of EHS teachers' educational plans to ensure teaching staff become fully qualified by Summer 2016.	KW	March 2017		
Professional Growth Advisor will continue to monitor EHS staff progress on educational goals.	SETA	March 2017		
Staff will continue to generate monthly <i>ChildPlus</i> reports and monitor data to ensure services, screenings and data are up to date.	SCOE	5 <sup>th</sup> of every month		

ITEM III-C – ACTION

APPROVAL OF PROGRAM YEAR 2017-2018  
HEAD START/EARLY HEAD START REFUNDING APPLICATION

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the Program Year 2017-2018 Head Start/Early Head Start Refunding Application.

A copy of the Head Start/Early Head Start Program Narrative will be sent under separate cover for review. Some highlights include:

- Additional Head Start funding in the amount of \$1,646,752 to provide extended service hours (6.5 hours or more) for 344 more children
- A Head Start to Early Head Start enrollment slot conversion to provide 78 additional Early Head Start enrollment slots within Sacramento County
- Expanded Early Head Start Home Base services to an additional 22 children/families in partnership with the Sacramento County Office of Education
- Added Early Head Start services for 16 infant/toddlers and their families with Twin Rivers Unified School District

Services for the 2017-2018 program year will commence on August 1, 2017 through July 31, 2018.

RECOMMENDATION:

Approve the Program Year 2017-2018 Head Start/Early Head Start Refunding Application.

**NOTES:**

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

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

ITEM III-D – ACTION

APPROVAL OF THE SETA HEAD START/EARLY HEAD START  
BUDGET FOR PROGRAM YEAR 2017-2018

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the 2017-2018 Head Start/Early Head Start budget in the amount of \$53,613,447. The budget includes Basic and Training and Technical Assistance funds for the SETA-Operated Program and its five delegate agencies and two partners. Budget details are as follows:

Head Start Basic (4,395 children) <i>* includes Duration Funding and COLA 2016-17</i>	\$44,018,071
Head Start Training and Technical Assistance	\$ 352,474
Early Head Start Basic (759 children)	\$ 9,020,921
Early Head Start Training and Technical Assistance	<u>\$ 221,981</u>
 TOTAL	 <u>\$53,613,447</u>

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

A copy of the 2017-2018 Head Start/Early Head Start Budget will be sent under separate cover.

RECOMMENDATION:

Approve the Program Year 2017-2018 Head Start/Early Head Start Budget in the amount of \$53,613,447 for Basic and Training/Technical Assistance funds.

**NOTES:**

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

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

ITEM III-E – ACTION

APPROVAL OF THE 2017-2018 HEAD START/EARLY HEAD START  
PROGRAM OPTIONS AND CENTER LOCATIONS FOR  
SACRAMENTO COUNTY

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to approve the program options and center locations for the SETA-Operated Program and its delegate agencies for the 2017-2018 Program Year.

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

RECOMMENDATION:

Approve the Head Start/Early Head Start countywide program options and center locations for the 2017-2018 program year.

**NOTES:**

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

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

**HEAD START**  
**2017-2018 SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES**

AGENCY	Funded Enrollment	Center Based • Year-Round • 5 Days/Week					Center Based • Traditional School Year • 5 Days/Week		
		4 hrs/day	6.5 hrs/day	8 hrs/day	9 hrs/day	10 hrs/day	6 hrs/day	6.5 hrs/day	8 hrs/day
SETA	1,868	1,040	40	240	132		60		
Elk Grove	440						40		
Sac. City	1,139			72		72	599	72	
San Juan	668						68	276	
Twin Rivers	180								
WCIC	100								
<b>TOTAL</b>	<b>4,395</b>	<b>1,040</b>	<b>40</b>	<b>312</b>	<b>132</b>	<b>72</b>	<b>108</b>	<b>935</b>	<b>72</b>

AGENCY	Funded Enrollment	Center Based • Traditional School Year • 4 Days/Week					Home-Based		
		3.5 hrs/day	4 hrs/day	5 hrs/day	6.5 hrs/day	7.5 hrs/day			
SETA	1,868	120			133		103		
Elk Grove	440	400							
Sac. City	1,139	300					24		
San Juan	668	324							
Twin Rivers	180			180					
WCIC	100		60			40			
<b>TOTALS</b>	<b>4,395</b>	<b>1,144</b>	<b>60</b>	<b>180</b>	<b>133</b>	<b>40</b>	<b>127</b>		

Comments - Head Start funded enrollment reflects a proposed HS-EHS conversion of 258 HS enrollment slots

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

**EARLY HEAD START**  
**2017-2018 SACRAMENTO COUNTY PROGRAM OPTIONS / GRANTEE & DELEGATE AGENCIES**

PROGRAM OPTIONS								
		Center Based • 5 days/week					Locally Designed Option * (LDO)	Home-Based
		Year Round			Traditional School year			
AGENCY	Total Funded Enrollment *	6.5 hrs/day	8 hrs/day	9 hrs/day	6.5 hrs/day	8 hrs/day		
SETA	431	8	99	31	8	8		277
Sacramento City	152	16					16 <sup>1</sup>	120
San Juan	160		48			32		80
Twin Rivers	16				16			
<b>TOTALS</b>	<b>759</b>	<b>24</b>	<b>147</b>	<b>31</b>	<b>24</b>	<b>40</b>	<b>16</b>	<b>477</b>
<b>Comments</b>	<sup>1</sup> This option serves high school teen mothers and families with children with disabilities. Class operates one day per week during the school year along with bi-weekly home visits. During the summer the program converts to weekly home visits when high school and special education is out of session. * Funded enrollment includes a proposed HS-EHS conversion, adding 78 more EHS enrollment slots							

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



**SETA OPERATED HEAD  
START PROGRAM  
Funded Enrollment:  
1,868**

**Administrative Office:**

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

**Alder Grove ELC**

816 Revere Street  
Sacramento, CA 95818

**Auberry Park**

8120 Power Inn  
Sacramento, CA 95828

**Bannon Creek**

2775 Millcreek Drive  
Sacramento, CA 95833

**Bright Beginnings**

10487 White Rock Road, P52  
Rancho Cordova, CA 95670

**Crossroad Gardens**

7322 Florinwood Dr.  
Sacramento, CA 95823

**Elkhorn**

5249 Elkhorn Blvd.  
Sacramento, CA 95660

**Freedom Park**

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

**Fruitridge**

5746 40th Street  
Sacramento, CA 95824

**Galt**

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

**Grizzly Hollow**

805 Elk Hills Drive  
Galt, CA 95632

**Hillsdale**

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

**Hopkins Park**

2317 Matson Drive  
Sacramento, CA 95822

**Illa Collin Center**

3530 41<sup>st</sup> Avenue  
Sacramento, CA 95824

**Job Corps**

3100 Meadowview  
Sacramento, CA 95832

**Kennedy Estates**

6501 Elder Creek  
Sacramento, CA 95824

**LaVerne Stewart**

5545 Sky Parkway  
Sacramento, CA 95823

**Marina Vista ELC**

263 Seavey Circle  
Sacramento, CA 95818

**Mather**

10546 Peter A. McCuen Rd.  
Mather, CA 95655

**Nedra Court**

#60 Nedra Court  
Sacramento, CA 95822

**Norma Johnson**

**Early Learning Center**  
3265 Norwood Avenue  
Sacramento, CA 95838

**North Avenue Elem. School**

1281 North Avenue  
Sacramento, CA 95838

**Northview**

2401 Northview  
Sacramento, CA 95833

**Parker Avenue**

4516 Parker Avenue  
Sacramento, CA 95820

**Phoenix Park**

4400 Shining Star Dr.  
Sacramento, CA 95823

**Sharon Neese Early  
Learning Center**

925 Del Paso Blvd., Suite 300  
Sacramento, CA 95815

**Solid Foundation**

7505 Franklin Blvd.  
Sacramento, CA 95823

**Strizek Park**

3829 Stephen Drive  
North Highlands, CA 95660

**Vineland**

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

**Walnut Grove**

14181 Grove Street  
Walnut Grove, CA 95690

**SETA Home Base Program**

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

**Administrative Office:**

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

**Charles E. Mack Elementary**

4701 Brookfield Drive  
Sacramento, CA 95823

**David Reese Elementary**

7600 Lindale Drive  
Sacramento, CA 95828

**Florence Markofer  
Elementary**

9759 Tralee Way  
Elk Grove, CA 95624

**Franklin Elementary**

4011 Hood Franklin Road  
Elk Grove, CA 95757

**Florin Elementary**

7300 Kara Drive  
Sacramento, CA 95828

**Herman Leimbach  
Elementary**

8010 Grandstaff Drive  
Room B2  
Sacramento, CA 95823

**Irene B. West Elementary**

8625 Serio Way  
Elk Grove, CA 95758

**Isabelle Jackson  
Elementary**

8351 Cutler Way  
Sacramento, CA 95828

**James McKee Elementary**

8701 Halverson Drive  
Elk Grove, CA 95624

**John Reith**

8401 Valley Lark Drive  
Sacramento CA 95823

**Maeola Beitzel Elementary**

8140 Caymus Drive  
Sacramento CA 95829

**Prairie Elementary**

5251 Valley Hi Drive  
Sacramento, CA 95823

**Samuel Kennedy  
Elementary**

7037 Briggs Drive  
Sacramento, CA 95828

**Sierra Enterprise  
Elementary**

9115 Fruitridge Road  
Sacramento, CA 95826

**Union House Elementary**

7850 Deer Creek Dr.  
Sacramento, CA 95823

**William Daylor Continuation  
High School**

6131 Orange Ave.  
Sacramento, CA 95823

**SACRAMENTO CITY  
UNIFIED SCHOOL  
DISTRICT HEAD START  
Funded Enrollment:  
1,139**

**Administrative Office:**

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

**Abraham Lincoln  
Children's Center**

3324 Glenmoor Drive  
Sacramento, CA 95827

**Bear Flag**

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

**Bowling Green Elementary-  
Chacon**

6807 Franklin Blvd.  
Sacramento, CA 95823

**Bowling Green Elementary-  
McCoy**

4211 Turnbridge Drive  
Sacramento, CA 95823

**Bret Harte**

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

**Capital City**

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

**Charles A. Jones Skills  
Children's Center**

5451 Lemon Hill Ave.  
Sacramento, CA 95824

**Collis P. Huntington  
Elementary**

5917 26th Street  
Sacramento, CA 95822

**Earl Warren Elementary**

5420 Lowell Street  
Sacramento, CA 95820

**Edward Kemble Elementary**

7495 29th Street  
Sacramento, CA 95822

**Elder Creek Elementary**

7800 Lemon Hill Avenue  
Sacramento, CA 95824

**Ethel I. Baker Elementary**

5717 Laurine Way  
Sacramento, CA 95824

**Ethel Phillips Elementary**

2930 21st Avenue  
Sacramento, CA 95820

**Fr. Keith B. Kenny**

3525 MLK Jr. Blvd.  
Sacramento, CA 95817

**Freeport**

2118 Meadowview Drive  
Sacramento, CA 95832

**Fruit Ridge Elementary**

4625 44<sup>th</sup> Street  
Sacramento, CA 95820

**Golden Empire Elementary**

9045 Canberra Drive  
Sacramento, CA 95826

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

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

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

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

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

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

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

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

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

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

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

**Mark Twain Elementary**  
4914 58<sup>th</sup> Street  
Sacramento, CA 95820

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

**Nicholas Elementary**  
6601 Steiner Drive  
Sacramento, CA 95823

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

**Pacific Elementary**  
6201 41<sup>st</sup> Street  
Sacramento, CA 95824

**Parkway Elementary**  
4720 Forest Parkway  
Sacramento, CA 95823

**Peter Burnett Elementary**  
6032 36th Avenue  
Sacramento, CA 95824

**Rosa Parks Elementary**  
2250 68<sup>th</sup> Avenue  
Sacramento, CA 95822

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

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

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

**SCUSD Home Base**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**TWIN RIVERS USD  
ECD CENTER  
HEAD START  
Funded Enrollment:  
180**

**Castori Elementary**  
1801 South Avenue  
Sacramento, CA 95838

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

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

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

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

**WOMEN'S CIVIC  
IMPROVEMENT CLUB/  
PLAYMATE HEAD START  
Funded Enrollment:  
100**

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

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

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

**SETA OPERATED EARLY  
HEAD START**  
Funded enrollment:  
431

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

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

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

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

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

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

**LaVerne Stewart**  
5545 Sky Parkway  
Sacramento, CA 95823

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

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

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

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

**Northview**  
2401 Northview  
Sacramento, CA 95833

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

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

**Vineland**  
6450 20th Street  
Rio Linda, CA 95673

**SETA/Partners EHS Home  
Base**

**SACRAMENTO CITY USD  
EARLY HEAD START**  
Funded Enrollment:  
152

**Sacramento City USD  
Administrative Office**  
Hiram Johnson Family  
Education Center  
3535 65<sup>th</sup> Street  
Sacramento, CA 95820  
(916) 277-6767

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

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

**SCUSD EHS Home Base**

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

**San Juan Unified School  
District EHS Admin Office**  
5309 Kenneth Avenue  
Carmichael, CA 95608  
(916) 971-7375

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

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

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

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

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

**SJUSD EHS Home Base**

**TWIN RIVERS USD  
EARLY HEAD START**  
Funded Enrollment:  
16

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

ITEM III-F – ACTION

APPROVAL OF 2017-2018 TRAINING/TECHNICAL ASSISTANCE PLAN FOR  
THE SETA HEAD START/EARLY HEAD START PROGRAM, AS ALIGNED  
WITH ESTABLISHED FIVE-YEAR GOALS AND OBJECTIVES

**BACKGROUND:**

This agenda item provides an opportunity for the Policy Council to approve the Program Year 2017-2018 Head Start/Early Head Start Training/Technical Assistance Plan (TTA) in the amount of \$352,474 for Head Start and \$221,981 for Early Head Start. The funds reflect a transfer of \$25,170 from the Head Start TTA budget to the Early Head Start TTA budget as result of the Head Start-Early Head Start conversion. The following chart outlines the changes:

	2016-2017	2017-2018
Head Start	\$377,644	\$352,474
Early Head Start	\$196,811	\$221,981
TOTAL	\$574,455	\$574,455

Training and Technical funds in the amount of \$5,852 will be provided to Twin Rivers USD for their new Early Head Start (EHS) program. Twin Rivers does not currently operate EHS and therefore does not have an EHS TTA budget. The amount provided to TRUSD is the same percentage as other delegate agencies that operate EHS.

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

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

**RECOMMENDATION:**

Approve the Program Year 2017-2018 SETA Head Start/Early Head Start Training/Technical Plan as aligned with established five-year goals and objectives.

**NOTES:**

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

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

## PHILOSOPHY

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

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

## PLANNING PROCESS

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

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

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

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

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

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

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS	EHS	
<b>Child Services and Consultants</b>							
<b>A. Consultants</b>							
Assistance to pregnant woman and new mothers on issues ranging from feeding to self-care. On-call consultants are also used to develop training for EHS staff on a variety of topics.	EHS Parents and EHS Staff	Consultants	Depending on the consultants used and the audience, the expected outcomes range from increased knowledge on how to care for a newborn, or self-care techniques for the new parent. For staff, the expected outcomes include increased knowledge around topics important to EHS and how to provide quality services.	Consultants will be scheduled as needed in the program year 17/18		\$4,000	PIP
<b>Parent Services</b>							
<b>A. Parent Intern Training</b>							
Parents will be recruited to train for a variety of apprentice type jobs, including working with facilities, office work, working in the kitchen.	HS/EHS parents	Head Start staff SETA Workforce Job Coaches	HS/EHS parents will be offered the opportunity to learn skills, including soft skills that potentially may lead to permanent employment opportunities in the community.	August 2017-July 2018		\$40,000	BP
<b>B. Family Literacy Involvement Project</b>							
Parents will be provided books and other school readiness activities to do at home with their child(ren) monthly	HS/EHS parents	SS/PI Specialist	Parents will be given a book monthly along with activity sheets to do monthly with their child. Activity sheets will focus on literacy and	August 2017- July 2018		\$14,000 \$6,000	PIP

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source HS	EHS	
			math skills that parents can easily do at home with their child. The expected outcome will be increased literacy scores in children's assessment data, and increased knowledge about the importance of parent participation in school readiness activities.				
<b>Training or Staff Development</b>							
<b>Teaching Pyramid Center-based training</b>	Grantee and Delegate Staff	Certified Teaching Pyramid Trainers	Consultants will be used to provide 4-full-day training of all modules of the Teaching Pyramid.	Oct 2017- July 2018	\$8,000	\$5,000	GO
<b>Curriculum Training</b>	Grantee and Delegate Staff	Teaching Solutions	Teaching Strategies will be contracted to provide in-service workshops for staff in the area of Creative Curriculum for Preschool and EHS. The expected outcome is for staff to have increased confidence in their ability to implement this curriculum in their classroom.	To be determined	\$10,000	\$5,000	BP
<b>On-line Professional Development Courses</b>	Grantee and Delegate Staff	Childcare Education Institute	Staff will have access to a variety of on-line courses to enhance professional development	August 2017- July 2018	\$1,000	\$1,000	BP GO
<b>Career Incentive Plan Funds</b>	HS/EHS Staff	Community College and Universities and Teacher	Staff will have the opportunity to be reimbursed a set amount of money annually to continue their	August 2017- July 2018	\$36,670	\$4,000	BP

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source HS	EHS	
		Credentialing	education and to keep up required teaching credentials.				
<b>Workforce/Head Start Parent Tuition Reimbursement</b>	HS/EHS Parents	Community College and Universities and Accredited Training Institutes	Parents who have a child enrolled in the SETA operated program may qualify for tuition reimbursement if the parents are enrolled in an approved program through SETA's Workforce Development Department.	August 2017- July 2018	\$10,000	\$5,000	BP
<b>CLASS Reliability Observer Training</b>	Grantee and Delegate Staff	Education Coordinators	Three CLASS Reliability Observer Training sessions for program staff. This cost will include Teachstone registration, materials, and CLASS Trainer Fees.	TBA	\$5,000		GO
<b>CLASS Observation Assessment</b>	Grantee and Delegate Staff	Consultants	Consultants will be hired in order to meet the countywide goal of 100% of Head Start classrooms to have received at least one CLASS Observation each year.	Through out Program year	\$8,000	\$2,000	GO
<b>Learning Genie Training</b>	HS/EHS Staff	Learning Genie	Teaching staff will be trained to use this on-line tool for assessments and observations.	August 2017	\$2,000		PIP
<b>Remote Coaching</b>	Education Coordinators	Teachstone	Staff will have the opportunity to work with Teachstone to enhance their classroom techniques and to have CLASS feedback provided. .	TBA	\$4,000		PIP
<b>Out-of State Travel/ Conferences</b>	Grantee Staff	WIPFLI, Child Plus,	Staff will participate in the annual conferences to learn	Nov 2017 July 2018	\$17,500	\$2,000	



Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source	HS EHS	
			new information about fiscal, technology tracking systems, and newest research in infant/toddler development.				
<b>Teaching Pyramid Coaching</b>	Grantee Staff	Head Start Trained Staff	Teaching Pyramid coaches will work with teachers using inventory of practice for T.P.O.T and results as guides for quality enhancement.	TBA	\$10,000		GO
<b>Other Conference, Training, Resources</b>	Grantee Staff	To Be Determined	Staff and supervisors will have the opportunity to access training and resource funds throughout the program year in order to enhance and support services to children.	TBA	\$24,000	\$13,043	
<b>Partners for a Healthy Baby</b>	Grantee and Delegate Home Visitors	Partners for a Healthy baby	EHS Home based staff will be given a refresher course in the parenting curriculum- Partners for a Healthy Baby	Nov 2017- May 2018		\$20,000	GO
<b>Family Service Worker Credential</b>	Grantee and Delegate Staff	SETA Trainers	Family Service Workers will be given the opportunity to earn their Family Service Worker Credential. This will increase quality services to parents enrolled on the program. We will have two cohorts for the program year	October 2017-August 2018	\$11,000	\$2,000	BP
<b>Delegate/Partner Support Services</b>							

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost		Notes
					T/TA Budget Source	HS EHS	
Delegate Kick-off and on-site training	Delegate Staff	Delegate Support Staff	The expected outcomes include continued support on policies and procedures and monitoring processes between the Grantee and delegate and partner agencies.	November 2017	\$5,000		BP



## Summary of 5-Year Goals and Objectives

**Goal 1 – School Readiness:** Increase school readiness outcomes by engaging families and staff in implementing effective, research-based strategies that support the Five Essential Domains of the Early Learning Framework to ensure a high quality learning experience.

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### Objectives:

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

#### *Objective 1 - Activities:*

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

#### *Objective 1 - Expected Outcomes:*

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

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

#### *Objective 2 – Activities:*

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

*Objective 2 – Expected Outcomes:*

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

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

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**Objectives:**

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

*Objective 1 - Activities:*

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

*Objective 1 - Expected Outcomes:*

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

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

*Objective 2 - Activities:*

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

*Objective 1 - Expected Outcomes:*

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

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

*Objective 3 - Activities:*

- Content Coordinators will include the review and discussion of PFCE framework and training materials related to building Relationship-based Competencies for support staff (health, mental health, family service workers, etc.)

- Grantee will host 2 countywide combined content meetings annually (February and May) with the objectives of fostering collaboration and networking; promoting inclusion and deepening awareness of diversity.

*Objective 3 - Expected Outcomes:*

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

**Goal 3 – Enrollment/Recruitment:** Create innovative marketing/recruitment strategies to ensure full enrollment by increasing the community’s awareness of the value of earl education programs and Head Start comprehensive services.

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**Objective:**

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

*Objective - Activities:*

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

*Objective - Expected Outcomes:*

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

ITEM III-G – ACTION

APPROVAL OF PROGRAM YEAR 2017-2018  
EARLY HEAD START-CHILD CARE PARTNERSHIP AND  
EXPANSION REFUNDING APPLICATION

**BACKGROUND:**

This agenda item provides an opportunity for the Policy Council to approve the Early Head Start–Child Care Partnership and Expansion (EHS-CCP) refunding application for Program Year 2017-2018 in the amount of \$1,533,185, which includes Basic and Training and Technical Assistance funds. Budget details are as follows:

EHS-CCP Basic (serves 80 children)	\$1,496,436
EHS-CCP Training and Technical Assistance	<u>\$ 36,749</u>
TOTAL	\$1,533,185

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

A copy of the 2017-2018 EHS-CCP refunding application is attached for review, including the Program Narrative, Program Approach, Training and Technical Assistance Plan, and center roster. The Budget and Budget Narrative will be sent under separate cover.

**RECOMMENDATION:**

Approve the Program Year 2017-2018 Early Head Start-Child Care Partnership and Expansion refunding application in the amount of \$1,533,185 for Basic and Training/Technical Assistance.

**NOTES:**

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

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



**Early Head Start – Child Care Partnership  
Program Narrative  
2017-2018**

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

**Sub-Section A. Long Range Goals, Objectives and Program Impacts**

*Goals, Objectives and Outcomes*

There are no five year goals or objectives to report on yet as the first year of the project has been focused on start-up and implementation. In the 2016-2017 program year this project will develop program specific objectives and outcomes that align with the countywide goals.

*Progress on Goals*

The short-range goals for the EHS-CCP project have focused on full enrollment, implementation of Early Head Start, and staff development.

*Progress on Program Impacts*

The Early Head Start-Child Care Partnership classes have been up and running since July

2015. All agencies providing EHS-CCP services have largely stayed fully enrolled each month since the EHS classes were opened.

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

SCUSD is one of SETA's original EHS delegate agencies that has been providing Early Head Start services since the county was first awarded the EHS grant in 1995. As such, SCUSD is an experienced EHS provider who has 152 EHS slots as part of SETA's regular base grant. With these additional funds SCUSD was able to open 5 EHS-CCP/Expansion classes (40 slots) at the following school campuses: Elder Creek (1 class), American Legion (1 class), and Hiram Johnson (3 classes). Prior to the EHS-CCP grant, Elder Creek did not have any EHS classes while the other two school sites were already providing EHS services on campus.

All 5 EHS-CCP/Expansion classrooms are fully staffed with qualified teachers and associate teachers. Classroom staff received ongoing training in Creative Curriculum and STEM (science, technology, engineering and math); two teaching teams received training and coaching on CSEFEL/Teaching Pyramid. An ITERS review was also completed on all 5 classrooms to assess the classroom environments and determine if additional materials or training/technical assistance was required. Action plans were created and additional materials were purchased to ensure all classrooms pass with a score of 5 or higher. Additional professional development and training will also be provided to those staff needing extra support. This program has shown to be a high demand for the community with large waitlists for all three sites.

As part of the grant, start-up funds were awarded for a toddler playground at Elder Creek which was completed in June 2016.



## KinderWorld/SCOE

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

Beginning with the upcoming program year, Sacramento County Office of Education (SCOE) will no longer be part of this project. Instead, SCOE will focus their resources on providing expanded EHS home-based services in the county. SCOE has been partnering with SETA to provide home-based services since ARRA funding was awarded in Sacramento County. They have provided excellent home-based services in a top notch program with a growing waiting list for services. As a result, SETA asked SCOE to expand its home-based program and assist the county with an unmet need. As a result, KinderWorld will be serving as its own Family Services Worker (FSW) for the 36 enrolled EHS children. SETA will provide intensive T/TA during this transition time and into the next program year, with the understanding that this will be a significant learning curve for KinderWorld. A detailed transition plan has been developed with input from all

three agencies. The plan consists of a detailed month by month approach which includes training of KinderWorld staff by SETA and SCOE, formalized shadowing activities in which KW staff can shadow SCOE performing specific FSW related tasks, and a practice period in which KW can try some of the activities on their own with support from SCOE and the grantee. Training activities begin in mid-April. The grantee will ensure the transition is smooth and successful without any negative impacts or disruption in services to children and families.

The EHS Performance Standards have required that KinderWorld change many of their internal systems. Both grantee and SCOE staff have worked intensively with the KinderWorld management to facilitate this transition and provide on-going assistance. During the current program year, KinderWorld management and staff have received training on the following topics: safety and SUPERvision, blood borne pathogens, mandated child abuse reporting, diapering and gloving, daily health checks, EHS DRDPs, home visiting, strategies for working with children with challenging behaviors, as well as targeted math, science and language development training. The KinderWorld teaching staff has received on-going training in Creative Curriculum, an evidenced-based curriculum, which is now being utilized in the EHS classes. Teaching staff have also been receiving individualized coaching and support.

The recent self-assessment that was done at KinderWorld indicated that the program has made significant improvements in addressing some of the areas requiring attention from last year's self-assessment. The *ChildPlus* tracking system has been kept up to date. Screenings are being completed on time. There has been a significant improvement in small primary caregiving groups and classroom arrangement. Teachers are now consistently performing daily outdoor safety inspections. Some areas which need more attention include the following: the communication

system between SCOE and KW staff related to enrollments and attendance, daily health checks, and tooth brushing. One of the main on-going challenges has been finding fully qualified EHS teaching staff. The field of Early Childhood Education is currently experiencing a staffing shortage. Current KinderWorld teaching staff are working towards their required classes and are eligible to access the grantee's Career Incentive Program, which offers reimbursement for tuition and books as well as an educational incentive for those in school. Additionally, the EHS classes underwent an ITERS review last July and all scored a 5. The classes will undergo another review in August.

SETA's Quality Assurance Unit conducted a formal monitoring of the EHS classes at KinderWorld. The monitoring report highlighted good working relationships among KinderWorld staff members. Active communication and supervision was observed during the monitoring visit. There was excellent documentation of children's anecdotal records and pictures in the individual portfolios. There was evidence of exemplary recordkeeping practices in the area of educational services and in staff communication with families. SCOE staff who provide family support services and professional development training were observed to be warm and welcoming, and were highly engaged with parents and teaching staff. The monitoring report highlighted a few areas which necessitate greater attention, including such things as: goal-setting in the Family Partnership Agreement process, ERSEA procedures, and safe environment items related to food preparation areas, classroom and outdoor areas. A corrective action plan is due at the end of April and the Quality Assurance Unit will follow-up to verify corrections, provide any needed technical assistance, and close out the report.

### SETA Operated Program/Job Corps

The SETA Operated Program continues to offer four infant/toddler expansion slots at its Job Corps Early Learning Center, which also offers 22 Head Start and 12 Early Head Start slots, funded by the regular grant.

### **Sub-Section B. Service Delivery**

#### *Needs of Children and Families*

There are no changes to the needs of children and families being served by this program.

#### *Service Area*

There are no changes to SETA Head Start's service area or delegate agency; however, as noted above there will be a change with partners as SCOE will be leaving the project.

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

The grantee, SCUSD, and KinderWorld will continue to offer year-round Early Head Start services in a full-day center-based model, serving 80 infants and toddlers. Of the 80 slots, 36 are EHS expansion and 44 are partnership slots layered with alternate funding sources. All classes will continue to operate at least 8 hours per day, 5 days per week, for a minimum of 240 days per year (48 weeks); minimum annual service hours will be 1,920. All children will receive two home visits

during the year. There are no proposed changes to funded enrollment or program options for the 2017-2018 program year.

### *Centers and Facilities*

There are no proposed changes to centers or facilities.

### *Recruitment and Selection*

Sacramento County's selection criteria has been revised to meet the new Head Start Performance Standards by actively prioritizing the highest need populations (foster and homeless children) and allowing Head Start families to move within other Head Start programs in the county without losing their eligibility. Specifically, the county-wide ERSEA work group was assembled and made minor revisions to reflect that families have priority in any Head Start classroom within the county, not just at their own agency. This gives families flexibility in maintaining their Head Start enrollment across Sacramento County. Similarly, the work group also added priority ranking for homeless and foster children who were previously enrolled in Head Start in another county and relocated to Sacramento County. This ensures children will continue their Head Start services regardless of the original county in which the child was served. The revised countywide selection criteria has been approved by SETA's boards.

### *Transportation*

The program does not offer transportation services.

### *Educational Services*

There are no updates or changes to how the program provides educational services.

### *Health*

For the upcoming program year, the grantee will be aligning current policies and procedures to adhere to the new periodicity schedule under EPSDT (Early and Periodic Screening, Diagnosis, and Treatment). Every state Medicaid office must determine their periodicity schedule under EPSDT. California is changing to a new periodicity schedule, the American Academy of Pediatrics' Bright Futures schedule. For a child to be current on their immunizations and screenings, s/he must meet all of the items in the Bright Futures periodicity schedule. With the new periodicity schedule, *ChildPlus*, the electronic child record database, will also be updated to reflect new parameters for well-baby checks, health assessments, and immunizations. The periodicity schedule for dental health has not been changed. Parents will be receiving an overview of the Bright Futures periodicity table, which will include information on how to use the schedule as a guide to speak with their medical provider. Staff will be trained to ensure understanding of the new requirements for each age group. Additionally, the Health Services Unit will be working with the county Health Services Advisory Committee to develop strategies to ensure that physicians have received the updates as to what is required for Medicaid recipients in terms of health.

With California's recent passage of SB 792, SETA and its delegate agencies continue to struggle with ensuring all families who engage with children in the classroom have evidence of immunizations on file with the program. SETA continues to engage Community Care Licensing and the Sacramento public health office regarding the interpretation of the law, risks, and

challenges with implementation of the law, and the unintended consequences to program quality with parents' important role in the classroom. Meanwhile, programs work to develop and implement policies, procedures and tracking systems. Staff immunization requirements have been implemented smoothly and without challenges.

#### *Family Services and Social Services*

There are no updates or changes to how the program provides family services and social services.

#### *Early Head Start*

Aside from the change in project partners at the KinderWorld site, there are no updates or changes to how the program provides Early Head Start services.

#### *Transition*

There are no updates or changes to the program's transition procedures.

#### *Coordination*

There are no updates or changes to how the program coordinates resources with other agencies.

### **Sub-Section C. Approach to School Readiness**

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

Across the county, there will be only minor changes to child assessment tools, staff-child interaction tools, and curriculum. This year, all grantee and delegate programs converted to the condensed fundamental view of the DRDP-2015 assessment tool analysis for children ages 0-5 years old. The fundamental view has a reduced number of measures to be assessed; however, with the inclusion of 4 additional math focused preschool measures, there is complete alignment to the Early Learning Outcomes Framework. There were no changes to the toddler assessment tool used in the county. SETA has piloted the use of Learning Genie on electronic tablets to increase the productivity and effectiveness of teachers assessing children’s growth using the DRDP assessment tool.

*School Readiness Progress*

SETA Operated Program~

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

<b>Central Domains</b>	<b>Developmental Averages</b>
Approaches to Learning	4.64
Social/ Emotional Development	4.66
Language and Communication	4.67
Cognitive Development	4.63
Perceptual, Motor and Physical Development	4.97



Since this is mid-year data, more growth is expected in the remaining months of the program year. However, based on the assessment results to date, the sub-domains that are showing the highest level of development are in the areas of Perceptual, Motor and Physical Development and Language and Communication. The specific strengths in these sub-domains are Gross Motor Skills and Literacy. The domain that presents an opportunity for focused intervention is Cognition. Specifically, Reasoning & Problem Solving is the sub-domain with less children scoring in the *Building Earlier* range. The *Creative Curriculum* Learning Games are being piloted to support teachers as they address these areas. For purposes of this narrative, SETA did not extract the data for the 4 children attending Job Corps. The data includes all of SOP's EHS program and not just EHS-CCP.

Sacramento City Unified School District~

The DRDP data indicates there were some moderate improvements in the areas of Perceptual, Motor and Physical Development and a minor increase in Cognition (Math and Science) for children across the board. Although there was continued improvement in these areas, children continue to need support in the areas of self-regulation and social emotional development. SCUSD will address this need with continued CSEFEL/Teaching Pyramid training and coaching for classroom staff, with a goal of two additional teaching teams receiving CSEFEL/Teaching Pyramid training and coaching. As a result, 50% of SCUSD's EHS-CCP teachers will have been trained in the CSEFEL/Teaching Pyramid. The department has recently hired a Social Worker that is trained in the Teaching Pyramid framework and can support classroom staff with ongoing coaching and by conducting bi-annual mental wellness observations.

KinderWorld/SCOE~

The results of the winter DRDP assessment indicates that children are scoring in the middle range of the tool. Perceptual, Motor and Physical Development is the area with the highest level of growth, specifically in the fine and gross motor sub domains. The Language and Communication domain continues to be an area of focus for professional development. “Mighty Minutes,” a tool within the *Creative Curriculum* has been incorporated into lesson plans to help in the area of Language and Communication. To address the domain Social and Emotional Development, CSEFEL tools have been utilized within the classroom as well as with families of enrolled children. In particular, the book, Tucker Turtle Takes Time to Tuck and Think, is used in the classroom and each family received their own copy as well as other books that support social emotional development.

### *Program Improvements*

Improvements to the Early Head Start program across the county have been made as a result of the analysis of child assessment and other data. For example, CLASS Toddler observations demonstrated a need for a greater focus on Engaged Support for Learning. As a result, there have been additional efforts to provide more individualized coaching to teaching staff. Teaching staff from the SETA and SCUSD participate in the Teaching Pyramid Toddler training and additional teaching staff have been certified as CLASS Toddler assessors. SCUSD is looking into the use of CLASS Toddler as an assessment tool in its EHS classes. SOP and SCUSD have also recently applied for infant/toddler QRIS funds which will help provide teachers with additional resources and training toward the goal of improved classroom quality.

In the grantee operated program, SETA has begun a pilot of the Creative Curriculum Infant, Toddler and Two's kits, including Learning Games. To also increase the effectiveness of teaching practices, the development of Teacher Individualization Planning Support (TIPS) binders promoted lesson planning that is directly aligned with goals identified in assessment results for children individually as well as the group data. The various coaching models, including Practice Based, *Teaching Pyramid* and *My Teachstone* remote coaching are continuing to help teachers connect their instruction to goals. This variety of modalities and approaches will effectively meet individual teacher needs and allow each program to adopt various coaching methods that can be easily supported by available staff and resources. Coaching is aligned with efforts to increase effective teaching practices as identified by the CLASS Toddler tool. Finally, the program will continue to prioritize children's social and emotional development as an essential identifier of school readiness. One Infant/Toddler cohort of training and coaching support was completed for EHS staff. In the next program year, SETA will repeat this training plan to reach more teachers. Intervention and education staff has been participating in coaching certification in the Teaching Pyramid. Coaching for participants will be a critical piece of the approach to ensure sustainability of fidelity as identified by the Teaching Pyramid Inventory of Practice.

In SCUSD, DRDP scores continue to demonstrate a need for continued focus on professional learning and classroom support with social emotional learning. There will be a continued increased focus on social emotional learning in the upcoming program year. Additionally by 2018, the District has required that all teachers will obtain a BA degree, thus improving quality and instructional opportunities for children; EHS teachers are currently working towards this goal. Because the department is continuously looking into making improvements

based on children's assessment data, adjustments have been made in redirecting training needs to meet teacher's individual needs versus large group trainings. Teachers will receive hands-on training and coaching in the classroom by resource staff and trained consultants.

Additionally, each program continues to work on updating written policies, procedures and systems to align with the new Head Start Program Performance Standards.

#### **Sub-Section D. Parent, Family, and Community Engagement (PFCE)**

##### *Changes to Goals, Objectives or Outcomes*

There were no changes to goals, objectives or outcomes related to family outcomes.

##### *Data Sources*

There were no new data sources used regarding PFCE goals and/or objectives.

##### *Program Data on Family Progress*

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

### *Communication of Program Progress to Families*

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

### **Sub-Section E. Governance, Organizational and Management Structures, and Ongoing Oversight**

#### *Board and Policy Council*

There are no changes to the roles and responsibilities of the Board and Policy Council.

#### *Staff Qualifications*

SETA, along with its delegate agencies and partners, recruits for and hires only those applicants who can show evidence of specialized education, training, skills, knowledge and expertise in early childhood education and other related content services. It has continued to be a challenging year to fill vacancies in the teaching arena and as a result, dedicated attention has

focused on recruitment/outreach efforts to attract talent in a high-demand, yet shrinking workforce. SETA hosted two weekend recruitment fairs and has outreached to community colleges and local agencies to increase the potential candidate pool. Despite the success of these efforts, there has been frequent staff turnover as candidates are offered alternate positions at other child development entities, often with competing wages and benefit packages. The shortage of applicants has put a significant burden on staffing and program support staff. As the minimum wage increases in California, SETA does not anticipate this trend to get any better over the next several years. SETA is actively working on the minimum wage issue within the constraints of its budget but was able to increase the wage for Associate Teachers, which has been the hardest position in which to recruit/retain.

Partner staff has worked diligently to obtain the required permit and/or units required with the new partnership. However, with high staff turnover at KW it has been increasingly more difficult to keep all staff permitted to meet the requirements. Each staff has an Individualized Staff Development Plan outlining additional training he/she would like to receive and college coursework to be scheduled in the upcoming semesters. Additionally, the grantee has contracted with a community college instructor to serve as an on-site Professional Growth Advisor who has assisted teaching staff with their educational roadmaps. The Advisor provides on-site office hours at KinderWorld so that the teaching staff do not have to travel to meet with her. Several of the teachers have attended more than one community college and it has been a tremendous benefit to the staff to have one Advisor review all of their transcripts with them and develop/refine an educational plan. Funds have been set aside to assist staff in the educational attainment. The grantee also continues to offer on-site, after-hours college coursework in ECE and infant/toddler

development each summer.

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

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

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

### *Management Systems*

There are no changes in management systems.

<b>I. Enrollment by Program Option</b>		<b>Head Start</b>							
This section should be filled out and submitted for each grantee and delegate agency		<b>X Early Head Start-Child Care Partnership/Exp.</b>							
1. Funded enrollment by program option: Center-based enrollment <u>80</u> Home-based enrollment                     _____ Combination option enrollment            _____ Family child care enrollment            _____ Other option enrollment                    _____  Total enrollment <u>80</u>	2. Number of pregnant women enrolled for EHS: _____								
<b>II. Program Schedule</b>									
This section should be filled out for <i>each group of children served for different hours of service each year.</i>									
Complete #1-3 for all groups of children									
1. Program schedule number	SETA Operated Program	Kinder World	Sacramento City USD	Sacramento City USD					
2. Program option identification	CB Expansion	CB Partnership	CB Expansion	CB Partnership					
3. Funded enrollment	4	36	24	16					
Complete #4-9 for all groups of children									
4a. Number of classes per child care settings	1	5	3	2					
4b. Double session, enter D									
5. Number of hours of classes per child, per day	8	10*	9	8					
6. Number of days of classes per child, per week	5	5	5	5					
7. Number of days of classes per child, per year	245	238	241	241					
8. Number of home visits per child, per year	2	2	2	2					
9. Number of hours per home visit	1	1	1.5	1.5					
Complete #10-13 for home-based options									
10. Number of home visits per child, per year									
11. Number of hours per home visit									
12. Number of hours per home-based socialization experience									
13. Number of home-based socialization experiences per child, per year									
Comments: *For the purposes of core curriculum planning, EHS services must be offered between the hours of 8:45 and 2:45 daily (6 hours/day).									



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

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/T & TA Budget Source EHS
<b>Training &amp; Staff Development</b>					
Provider Training	KinderWorld EHS Staff	SETA Staff	EHS-CCP staff will continue to be trained monthly on a variety of topics (i.e. comprehensive services, lesson planning, individualization, self assessment, new Performance Standards, screenings, <i>ChildPlus</i> , etc).	Monthly Aug 2017- July 2018	Minimal
Practice-Based Coaching	KinderWorld EHS Staff	Consultants	EHS-CCP staff will receive individualized coaching to improve teaching practices and child outcomes. Coaching will also be provided to newly hired provider staff to ensure high quality infant/toddler care-giving.	On-going Aug 2017- July 2018	\$8,000
Professional Growth Advising	KinderWorld EHS Staff	Professional Growth Advisor/ Community College Instructor	EHS-CCP staff will work with Professional Growth Advisor quarterly to develop and/or refine their educational roadmaps.	Aug 2017- July 2018	\$2,300
Career Incentive Program	KinderWorld EHS Staff	Community Colleges, Universities and Teacher	EHS-CCP staff will have the opportunity to be reimbursed for educational expenses incurred to meet the educational requirements of	Summer, Fall, Winter and Spring semesters	\$3,000

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/T & TA Budget Source EHS
		Credentialing Entities	EHS, including: permit costs, tuition, books and materials. Funds will also be used to incentivize staff to return to college to earn their Associate or Bachelor degree.	Aug 2017- July 2018	
California Head Start Association (CHSA) Conference	Grantee and KinderWorld EHS staff	CHSA	Project staff will have an opportunity to attend the EHS conference strand at the annual CHSA Education and Parent Conference which will result in knowledge gained and a better understanding of best practices in EHS and networking with other grantees across the state.	Feb 2018	\$4,000
Conferences and Trainings	Grantee and KinderWorld EHS Staff	To Be Determined	Staff will have the opportunity to access training and resource funds throughout the program year in order to enhance and support services to children. Funds will be set aside for local, state or federal training and conferences, which have yet to be identified.	Aug 2017- July 2018	\$1,949

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

Agency: Sacramento Employment and Training Agency

Length of Operating Year (must agree with Program Calendar):  
First Day of Class: August 1, 2017 Last Day of Class: July 31, 2018

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

Sites: 5

Classes: 11

ITEM IV-A- INFORMATION

STANDING INFORMATION

BACKGROUND:

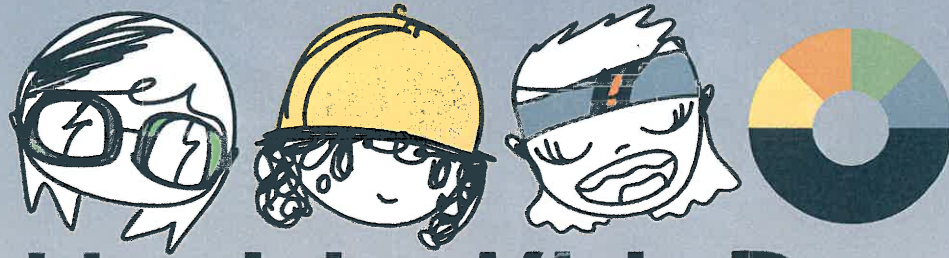
- A. Standing Information Items
- PC/PAC Calendar of Events – Mr. Kenneth Tate
  - Parent, Family & Community Engagement - Events and Activities – Mr. Kenneth Tate
  - Parent/Staff Recognitions: - Mr. Kenneth Tate
  - Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D'et Saurbourne
  - Toastmasters Training – Mr. Kenneth Tate
  - PC/PAC Survey Results – Ms. Belinda Malone
  - Community Resources – Parents/Staff: Mr. Kenneth Tate

**NOTES:**

**EVENT**

**DATE**

PC/PAC Joint Executive Committee and Google Voice Training	Friday, April 28, 2017 9:00 a.m. Jupiter Room
PC/PAC Social/Hospitality Committee	Wednesday, May 3, 2017 1:00 – 2:30 p.m. Olympus Room
PC/PAC Toastmasters Training	Friday, May 5, 2017 11:30 a.m. Diablo Room
PC/PAC Budget/Planning Committee	Tuesday, May 9, 2017 1:00 p.m. Diablo Room
Understand Your Credit – SAFE Credit Union	Wednesday, May 10, 2017 Registration: 8:30 a.m. Training: 9:00 a.m. – 11:00 a.m. Olympus Room
PAC Food Service Committee	Thursday, May 11, 2017 2:30 p.m. Olympus Room



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500 David J Stern Walk, Sacramento, CA 95814

**Saturday, May 6, 2017**  
10 am - 3 pm

### FREE TRANSPORTATION!

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10 am - 3 pm

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ITEM IV-B – INFORMATION  
GOVERNING BOARD MINUTES

**BACKGROUND:**

This agenda item provides an opportunity for the Policy Council to review the attached Governing Board minutes of the March 2, 2017 meeting.

**NOTES:**

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

Minutes/Synopsis

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

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

Thursday, March 2, 2017  
10:00 a.m.

- I. **Call to Order/Roll Call/Pledge of Allegiance:** Mr. Kennedy called the meeting to order at 10:00 a.m. The roll was called and a quorum established. The Pledge of Allegiance was recited.

Members Present:

Jay Schenirer, Chair, Governing Board; Councilmember, City of Sacramento  
Patrick Kennedy, Vice Chair; Member, Board of Supervisors  
Sophia Scherman, Public Representative  
Larry Carr, Councilmember, City of Sacramento  
Don Nottoli, Member, Board of Supervisors (arrived at 10:21 a.m.)

II. **Consent Items**

- A. Minutes of the February 2, 2017 Regular Board Meeting
- B. Approval of Claims and Warrants
- C. Appointment of Sacramento Works, Inc. Youth Committee Members
- D. Approval of Request to the California Workforce Development Board for SETA to Continue to Provide Career Services under the Workforce Innovation and Opportunity Act
- E. Approve the Acceptance of Additional Proposition 39 Funding from the California Workforce Development Board (CWDB), and Authorize the Executive Director to Execute the Funding Agreement, Modifications, or other Documents Required by the Funding Source and Enter into Subcontracts with Training Providers
- F. Approval to Submit an Application to the Employment Development Department for Workforce Innovation and Opportunity Act (WIOA) funds for a Veteran's Employment-Related Assistance Program (VEAP) and Authorize the Executive Director to Execute the Agreement and Any Other Documents Required by the Funding Source

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

- A. Approve the February 2, 2017 minutes.
- B. Approve the claims and warrants for the period 1/27/17 through 2/22/17.
- C. Approve the appointment of Mr. Laron Robinson, Ms. Sandra Waterhouse, and Ms. Jane Ross to the Sacramento Works Youth Committee.

- D. Approve the request to the CWDB for SETA to continue to provide career services under the WIOA.
- E. Approve the acceptance of additional Proposition 39 funding from the CWDB in the amount of \$354,750, and authorize the Executive Director to execute the funding agreement, any modifications, or other documents required by the funding source, and enter into subcontracts with the three collaborating organizations mentioned in the board item.
- F. Approve the submission of the Veterans Employment Assistance Program application to the California Employment Development Department requesting \$500,000 to provide services to 70 veterans, and authorize the SETA Executive Director to execute the agreement, modifications, and any other documents required by the funding source.

Roll call vote:

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

Nay: 0

Abstentions: 0

Absent: 1 (Nottoli)

### **III. Action Items**

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

##### **1. Approval of Selection of Audit Firm**

Ms. Loretta Su offered to answer questions.

Moved/Scherman, second/Carr, to approve the selection of Vavrinek, Trine, Day & Company, LLP for audit services for SETA for the fiscal year ending June 30, 2017 for fees not to exceed \$44,500 for one year with two optional, additional one-year terms.

Roll call vote:

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

Nay: 0

Abstentions: 0

Absent: 1 (Nottoli)

##### **➔ Recognition of long-term employees:**

- Julie Davis-Jaffe, Workforce Development Manager, was recognized by Mr. Roy Kim for her 20 years of service to SETA.
- Debi Ross-Brownell, Site Supervisor, was recognized by Ms. Nikki Brock for her 25 years of service to SETA Head Start.
- Elvina Carrington, Program Officer, was recognized by Mr. William Walker for her 30 years of service to SETA.

Mr. Nottoli arrived at 10:21 a.m.

**B. WORKFORCE DEVELOPMENT DEPARTMENT**

Refugee Services: None.

Community Services Block Grant: None.

One Stop Services

1. Approval of the Capital Region’s Strategic Workforce Development Plan, Program Years 2017-2020 and the Sacramento Area’s Strategic Workforce Development Plan - 2017-2020, and Authorize SETA’s Executive Director to Make Revisions Required by the State

There were no questions or comments on this item.

Moved/Carr, second/Scherman, to approve the Capital Region’s Strategic Workforce Development Plan—Program Years 2017-20 and the Sacramento Area’s Strategic Workforce Development Plan – Program Years 2017-2020, and authorize SETA’s Executive Director to make revisions required by the state prior to “final” plan submission.

Roll call vote:

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

Nay: 0

Abstentions: 0

2. Approval to Submit an Employment Training Panel (ETP) Application to Support Mayor Steinberg’s Career Work Experience for At-Risk Youth Pilot and Authorize the Executive Director to Execute the Agreement and any Other Documents Required by the Funding Source

Mr. Kennedy inquired how the schools were selected to participate in this program. Ms. Carpenter replied that Mayor Darrell Steinberg chose the schools. Ms. Carpenter stated that the premise is to take juniors and seniors and place them in intensive training. They will be matched and placed with an employer for in a variety of industries, including construction, restaurant, etc.

Mr. Kennedy inquired how the student would be assigned to a provider. Ms. Carpenter stated that the students would be placed based on their relationship with school districts. Mr. Kennedy requested have reports back on this program. Mr. Schenirer stated that it is expected that 500 kids will begin and probably 350 will make it through the program. This program is very complicated due to the ETP regulations. The city will be providing a \$950,000 match for this program.

Ms. Carpenter stated that the amount is continually changing but as of the latest meeting with ETP, the application is seeking \$965,000.

Moved/Scherman, second/Carr, to approve the submission of an Employment Training Panel (ETP) application in the amount of \$965,000 to support Mayor

Steinberg's Career Work Experience for At-Risk Youth pilot program and authorize the SETA Executive Director to execute the agreement and any other documents required by the funding source.

Roll call vote:

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

Nay: 0

Abstentions: 0

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

There were no questions or comments on this item.

Moved/Carr, second/Nottoli, to approve the augmentation recommendation for the WIOA, Title I, Youth Program providers for PY 2016-17 as reflected in the chart included in the board packet.

Roll call vote:

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

Nay: 0

Abstentions: 0

Item 4 was continued until Ms. Carpenter could provide additional information from the Request for Proposals.

5. Approval of Project Slingshot - Capital Region Funding Recommendations for Maker Space/Incubator, Business Mentorship and E-Resource Database Services

Mr. Roy Kim stated that a protest letter was received, however, there was no one present to speak before the board.

Moved/Scherman, second/Carr, to approve the funding recommendations, as outlined in the board packet, for Project Slingshot – Capital Region for Maker Space/Incubator, Business Mentorship, and E-resource Database services.

Roll call vote:

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

Nay: 0

Abstentions: 0

- C. CHILDREN AND FAMILY SERVICES:** No items.

#### IV. Information Items

- A. Fiscal Monitoring Reports: No questions.
- B. Employer Success Stories and Activity Report: No questions.
- C. Dislocated Worker Update: No questions.
- D. Head Start Reports: No questions.
- E. Presentation: Overview of Youth Programs for 16-24 year olds; include positive collaborations and SWOT analysis of current programs in the region

Mr. Schenirer reminded the board that there are six workshops scheduled for board members over the next year. Staff has been asked to frame the main strategic issues.

Ms. Teri Carpenter provided an overview of the youth programs

Mr. Kennedy would like to have details on the youth program, especially regarding workers compensation; there may be ways the put employer issues aside by working through other programs. Mr. Schenirer stated that the City is working to make it a turn-key program for employers.

Ms. Scherman urged staff to contact our surrounding cities, Elk Grove, Citrus Heights, Rancho Cordova, to consider utilizing interns. Ms. Carpenter stated that she is already working with the City of Citrus Heights and will reach out to Rancho Cordova.

Ms. Scherman asked if Sacramento County was really that bad regarding the youth unemployment rate and Ms. Carpenter replied that Riverside is #1 and Sacramento is #2. The public sector has not embraced the student internship program but she is working to change that. Ms. Carpenter will forward the report regarding youth unemployment rate.

Mr. Carr thanked Ms. Carpenter for the presentation. He stated this program is headed in the right direction. Youth unemployment is a huge problem.

Mr. Schenirer wants to draw a thread between communities that we have and the programs available; this is a region of governments. The city has significant challenges employing staff that represent the city ethnically and socio-economically. Young people lack the understanding of what the city does and available opportunities is a real challenge. We need to frame out how to assist young people to get into government jobs. Then we can do a better job of getting young people to understand civic engagement and put them on paths to get jobs and recruit from within. Mr. Schenirer wants to put all of the pieces together on

how this can be done regionally. Mr. Schenirer wants to make sure that the young people know that if they get a job in one area, it is connected to other areas. Ms. Carpenter stated that most young people think of public sector jobs as a police or fire fighter; they do not think of an analyst because it is not a 'sexy' job.

**III. Action Items** (continued)

**B. WORKFORCE DEVELOPMENT DEPARTMENT** (continued)

4. Agreement of Youth Services Provider for the Galt Area

Mr. Nottoli asked why the ranking for Sacramento Empowerment was so much lower. Ms. Carpenter replied that the proposal included housing and housing is not an allowable activity under the youth program. The principal of the organization was involved serving youth in Los Angeles where housing is an issue. Ms. Carpenter stated that housing is always an issue with homeless youth so SETA staff work with other service providers to ensure housing is provided for youth. Mr. Nottoli noted some changes to the ZIP codes to be serviced. Mr. Nottoli wants to make sure the Herald area is included in the service area.

Moved/Nottoli, second/Scherman, to agree with the selection of California Human Development for WIOA Youth Services for the Galt area. In addition, approve with the stipulation that all funding recommendations are contingent upon satisfactory year-end program performance reviews.

Roll call vote:

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

Nay: 0

Abstentions: 0

**V. Reports to the Board**

A. Chair: No report.

B. Executive Director: Ms. Kossick stated that by the next meeting, the construction on the board room will be completed; construction continues in the rest of the building.

C. Deputy Directors: Mr. Roy Kim stated that the final contract amount on consent item II (e) is still being negotiated.

D. Counsel: No comment.

E. Members of the Board

F. Public: No comments.

**VI. Adjournment:** The meeting was adjourned at 11:21 a.m.

ITEM V

COMMITTEE REPORTS

➤ Executive Committee

This item provides the opportunity for the Executive Committee to submit an oral report to the Policy Council. The Executive Committee met and evaluated the March 28, 2017 Policy Council meeting.

<b>GOOD!!!</b>
Thank you, Mr. Victor Bonanno for the Ethics training presentation.
Thank you, Ms. Allison Noren for shared information on the employment list
Thank you, Mr. Kenneth Tate for a well facilitated meeting.
Thank you, PC and PAC Board members for participating in Ethics training.
<b>NEEDS IMPROVEMENT</b>
Please be recognized by the Chair by raising your hand before speaking.
<b>**Please turn off all electrical devices, i.e., phones.**</b>
<b>Please refrain from TEXTING!!</b>
Attendance.
Please be recognized by the Chair before leaving your seat by saying, "question of privilege."
If unable to attend, or will arrive late to a meeting, please notify the Chair, Ms. Nancy Hogan, or Ms. Marie Desha and contact your alternate.
<b>REMINDERS</b>
Arrive on time and be seated by 8:50 a.m. to start meeting.
Refrain from leaving your seat during any presentation.
No eating in the Board Room.
Provide Ms. Marie Desha with community resource information/flyer seven days prior to meeting for approval.

➤ Budget Planning Committee: Mr. Kenneth Tate

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ITEM VI-OTHER REPORTS

BACKGROUND:

- A. 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.

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

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

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# SPECIAL EDUCATION REPORT

## Sacramento County Head Start/Early Head Start

**March 2017**

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	1988	257	13%	377	75	20%
Twin Rivers USD	233	27	12%			
Elk Grove USD	440	56	13%			
Sac City USD	1211	144	12%	144	26	18%
San Juan USD	668	88	13%	160	18	11%
WCIC	120	16	13%			
EHS CCP				80	4	5%
<b>COUNTY TOTAL</b>	<b>4660</b>	<b>588</b>	<b>13%</b>	<b>761</b>	<b>123</b>	<b>16%</b>

*AFE: Annual Funded Enrollment*

**Sacramento County Head Start/Early Head Start  
Monthly Enrollment Report  
March 2017**

**Head Start**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/31/17	(b) % Actual to Funded	Average Daily Attendance for Month %
Elk Grove USD	440	474	107	84
Sacramento City USD	1,211	1,215	100	83
SETA	1,988	2,027	102	78
San Juan USD	668	695	104	79
Twin Rivers USD	233	233	100	84
WCIC/Playmate	120	120	100	72
<b>Total</b>	<b>4,660</b>	<b>4,764</b>		

**Early Head Start**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/31/17	(b) % Actual to Funded	Average Daily Attendance for Month %
Sacramento City USD	144	157	109	73
SETA	377	385	102	82
San Juan USD	160	178	111	78
<b>Total</b>	<b>681</b>	<b>720</b>		

**EHS-CC Partnership/Expansion**

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 3/31/17	(b) % Actual to Funded	Average Daily Attendance for Month %
Kinder World	36	39	108	83
Sacramento City USD	40	40	100	75
SETA/Job Corps.*	4	4	100	TBD
<b>Total</b>	<b>80</b>	<b>83</b>		

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