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THOUGHT OF THE DAY: "When your values are clear to you, making decisions become easier."

Roy Disney

REGULAR MEETING OF THE HEAD START POLICY COUNCIL

DATE: Tuesday, March 24, 2015

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.

AGENDA

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➤	Social/Hospitality Committee: Ms. Lynda Williams	
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VI. Other Reports

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- A. Executive Director's Report
- B. Head Start Deputy Director's Report
 - Monthly Head Start Report (attached)
- C. Head Start Managers' Reports
 - Brenda Campos: Grantee Program Support Services
 - Lisa Carr: Parent, Family Support and Community Engagement
 - Karen Gonzales: Child Development & Education Services
- D. Chair's Report
- E. Open Discussion and Comments
- F. Public Participation

VII. Adjournment

DISTRIBUTION DATE: TUESDAY, MARCH 17, 2015

Policy Council meeting hosted by:
Lynda Williams (Chair), Kenneth Tate (Vice Chair), Dawwna Paniagua (Secretary),
Robin Blanks (Treasurer), Vacant (Parliamentarian).

ITEM I - CALL TO ORDER/ROLL CALL

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

- _____ Robin Blanks, Elk Grove Unified School District
- _____ Tyrone Broxton, Elk Grove Unified School District
- _____ Calvin Sheppard, Sacramento City Unified School District
- _____ Linda Litka, San Juan Unified School District
- _____ Lynda Williams, San Juan Unified School District
- _____ Tulani Simpson, Twin Rivers Unified School District
- _____ Dawnna Paniagua, SETA-Operated Program
- _____ Destini Shepherd, SETA-Operated Program
- _____ Todd Woods, SETA-Operated Program
- _____ Natalie Craig, SETA-Operated Program
- _____ Sabrina Rasmussen, SETA-Operated Program
- _____ Amanda Self, Early Head Start (SETA)
- _____ Kenneth Tate, Past Parent Representative
- _____ Jasmine Jamison, Past Parent Representative
- _____ Lenda Wheeler, Grandparent Representative
- _____ Jenna Kline, KVIE Channel 6

New Members to be Seated:

- _____ Brian Short, WCIC/Playmate Child Development Center
- _____ Tawana Craig, WCIC/Playmate Child Development Center
- _____ Nicole Chilton, Birth and Beyond

Seats Vacant:

- _____ Vacant (Contreras), Sacramento City Unified School District
- _____ Vacant (Shurtz), Sacramento City Unified School District
- _____ Vacant (George), Twin Rivers Unified School District
- _____ Vacant (Baty), SETA-Operated Program
- _____ Vacant (Cullen), Early Head Start (San Juan)
- _____ Vacant (Hill), Early Head Start (Sac. City)
- _____ Vacant (White), Early Head Start/Home Base (SOP)
- _____ Vacant, Home Based Option
- _____ Vacant (Peck), Foster Parent Representative
- _____ Vacant (Williams), Men's Activities Affecting Children Committee

**** Please call your alternate, Policy Council Chair (Lynda Williams (333-2402 or 533-7389), 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 2014-2015**

The 2014-2015 Board was seated on **November 25, 2014** and
December 18, 2014

BOARD MEMBER	SITE	11/25	12/18 *	1/27	2/24	3/24	4/22	5/26	6/23	7/28	8/25	9/___	10/27	11/24
A. Baty s/b/seated 12/18	SOP		E	U	E									
R. Blanks Seated 11/25	EG	X	X	X	X									
T. Broxton Seated 2/24	EG				X									
N. Chilton s/b/seated 2/24	CR				E									
M. Contreras s/b/seated 1/27	SAC			U	U									
N. Craig Seated 12/18	SOP		X	X	X									
T. Craig Seated	WCIC													
M. George Seated 11/25	Twin Rivers	X	E	U	U									
J. Jamison Seated 2/24	PP				X									
J. Kline Seated 2/24	CR				X									
L. Litka Seated 11/25	SJ	X	X	X	X									
D. Paniagua Seated 11/25	SOP	X	X	X	U									
S. Rasmussen Seated 1/27	SOP			X	X									
A. Self Seated 11/25	HB	X	X	X	X									
D. Shepherd Seated 11/25	SOP	X	X	X	U									
C. Sheppard Seated 11/25	SAC	X	X	X	X									
B. Short Seated	WCIC													
J. Shurtz s/b/s 11/25, seated 12/18	SAC	U	X	X	X									

BOARD MEMBER	SITE	11/25	12/18 *	1/27	2/24	3/24	4/22	5/26	6/23	7/28	8/25	9/___	10/27	11/24
T. Simpson Seated 11/25	Twin Rivers	X	X	X	E									
K. Tate Seated 11/25	PAST	X	X	X	X									
L. Wheeler s/b/seated 11/25	GRAND	E	X	U	X									
K. Williams Seated 7/29	MAACC	X	E	E	E									
L. Williams Seated 11/25	SJ	X	X	X	X									
T. Woods Seated 12/18	SOP		X	U	X									

GLOSSARY OF ACRONYMS

ACRONYM	REPRESENTATIVE CENTER
CHDP	Child Health and Disability Prevention Program
CR	Community Representative
EHS	Early Head Start
ELK	Elk Grove Unified School District
FOSTER	Foster Parent Representative
GRAND	Grandparent Representative
HB	Home based Option
MAACC	Men's Activities Affecting Children Committee
PAST	Past Parent Representative
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 2/11/15

ITEM II-A - CONSENT

APPROVAL OF MINUTES OF THE FEBRUARY 24, 2015 REGULAR
POLICY COUNCIL MEETING

BACKGROUND:

Attached for the Policy Council's review are the minutes of the February 24, 2015 meeting.

RECOMMENDATION:

That the Policy Council approve the February 24 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, February 24, 2015
9:00 a.m.

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

Ms. Lynda Williams called the meeting to order at 9:01 a.m. The Pledge of Allegiance was recited. Mr. Kenneth Tate read the Thought of the Day. Ms. Robin Blanks called the roll.

Members Present:

Lynda Williams, San Juan Unified School District
Linda Litka, San Juan Unified School District
Robin Blanks, Elk Grove Unified School District
Calvin Sheppard, Sacramento City Unified School District
Natalie Craig, SETA-Operated Program
Todd Woods, SETA-Operated Program
Sabrina Rasmussen, SETA-Operated Program
Amanda Self, Home Base Option
Kenneth Tate, Past Parent Representative
Lenda Wheeler, Grandparent Representative
Josh Shurtz, Sacramento City Unified School District (arrived at 9:07 a.m.)

Members Absent:

Kenny Williams, Men's Activities Affecting Children Committee (excused)
Madiline George, Twin Rivers Unified School District (unexcused)
Dawna Paniagua, SETA-Operated Program (unexcused)
Tulani Simpson, Twin Rivers Unified School District (excused)
Destini Shepherd, SETA-Operated Program (unexcused)

New Members to be Seated:

Tyrone Broxton, Elk Grove Unified School District
Jenna Kline, KVIE Public Television
Jasmine Jamison, Past Parent

New members to be Seated but Absent:

Alofalsi Baty, SETA-Operated Program (excused)
Melissa Contreras, Sacramento City unified School District (unexcused)
Nicole Chilton, Birth and Beyond (excused)

Mr. Glen Carlson was introduced and will be making a presentation on behalf of Ms. Chilton.

II. Consent Item

A. Approval of the Minutes of the January 27, 2015 Regular Meeting

Minutes were reviewed. Ms. Blanks noted an error on page 7 of the minutes.

Moved/Self, second/Blanks, to approve the January 27 minutes as corrected.

Show of hands vote:

Aye: 12 (Blanks, Broxton, Craig, Kline, Litka, Rasmussen, Self, Sheppard, Shurtz, Tate, Wheeler, Woods)

Nay: 0

Abstention: 1 (Williams)

III. Action Item

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

The Policy Council went into closed session at 9:11 a.m. The board went back into open session at 9:31 a.m. Ms. Lynda Williams reported out that the Policy Council approved the eligible lists for Site Supervisor; CFS Quality Assurance Analyst; Head Start Courier Maintenance; Personnel Clerk; and Senior Personnel Analyst (Supervisory). In addition, the Human Resource Manager appointment was approved.

Ms. Jasmine Jamison arrived at 9:30 a.m. and was seated during closed session.

IV. Information Items

A. Standing Information Items

➤ PC/PAC Calendar of Events – Ms. Williams reviewed the calendar of events.

➤ Parent/Staff Recognitions: None.

➤ Community Resources-Parents/Staff – Ms. Lynda Williams

- ✓ Glen Carlson: North Sacramento Family Resource Center/Birth and Beyond: Mr. Carlson stated that they are one of five collaborative resource centers around the county. Funding for the five resource centers is to provide parent education to reduce child abuse and neglect. Funding will be available for children from 6-12 years of age due to new funding received. Title 4 funding will also provide domestic abuse prevention training at the centers. Their intention is to attract families that are not required to get the training to create healthier, more nurturing parents. The Birth and Beyond model has been around for 14 years and was originally geared to pregnant and new mothers. Now the program works with families until their children turn six years of age.

➤ Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D'et Patterson stated that the budget expenditures are at 21% which is good; the

administrative rate is good as well. Ms. Patterson reported on the question raised about Early Head Start supplies; she explained that there is only \$10,000 budgeted for EHS supplies and the expenditures were replacement of supplies. The next budget meeting will be March 6.

- Toastmasters Training: There is a sign-up sheet on the table by the doors. Mr. Tate encouraged all Toastmaster participants to show up and participate.

B. Presentation from Community Representatives

- ✓ Jenna Kline: KVIE, Public Television brought and distributed on-line resources and app codes for a variety of things. Additional codes are available; contact Ms. Kline for additional information.

V. **Committee Reports**

- Executive Committee Meeting Critique: Ms. Williams reviewed the critique. All board members are asked to turn off their electronic gadgets. Board members can leave the front reception desk's number for a contact number (263-3800).
- Budget/Planning Committee: The February 27 meeting was canceled. Mr. Tate provided an overview of the last meeting.

VI. **Other Reports**

- A. Head Start Deputy Director's Report: No additional report.
- B. Chair's Report: Congratulations to Tulani Simpson who was recently hired at Birth and Beyond. Members that attended the CHSA Conference are reminded that their written reports are due by Friday, February 27; attendees were reminded to submit their travel expenses immediately. Ms. Williams reported that she recently attended a conference hosted by Sutter Health working to reduce the number of deaths among African American children.
- C. Open Discussion and Comments: No comments.
- D. Public Participation: None.

VII. **Training**

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

- VIII. **Adjournment:** The meeting was adjourned at 10:02 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

TIMED ITEM 9:00 A.M. AND PUBLIC HEARING: APPROVAL OF CLASSIFICATION OF HEAD START INTERVENTION SPECIALIST AND ESTABLISH THE SALARY RANGES FOR THE CLASSIFICATION

BACKGROUND:

The Children and Family Services Department (CFS) has developed a new job classification, *Intervention Specialist*, to provide seamless, multi-disciplinary support services to children with special needs, including disabilities and mental health concerns. This job classification is designed to merge the job duties and responsibilities of two existing job classifications, the Head Start Special Education Field Technician and the Social Services Specialist (Tier I, II and III) into one classification.

Rationale:

- Most often internal referrals/requests for follow-up services are multi-disciplinary in nature and include both special education and mental health concerns;
- Currently, multi-disciplinary cases are dually managed by a Social Services Specialist and a Head Start Special Education Field Technician with an assigned lead to ensure integrated services are managed;
- An integrated job classification will ensure staff receive feedback and intervention services from one staff member (Head Start Intervention Specialist) instead of two, each handling his/her part of the referral and follow-up;
- Merging the two positions will reduce the number of contacts a parent must receive to support their child's special needs;
- Many Head Start programs are moving to dual function positions to ensure services are fully integrated.

No employees will lose employment due to the combining of classifications. Funds are made available through cost savings of other department vacancies due to retirements and/or resignations that will not be replaced. The job specification has been submitted to the union for review and input.

Salary Scale:

The Head Start Intervention Specialist job classification is 3-tiered (deep class). Tiers are determined by degree level (i.e., Associate's, Bachelor's and Master's degrees). The proposed salary schedule aligns with the current Social Services Specialist (Tier I, II, and III) job classification.

ITEM III-B - ACTION (continued)
Page 2

<u>Step A</u>	<u>Step B</u>	<u>Step C</u>	<u>Step D</u>	<u>Step E</u>
Tier I				
\$19.45	\$20.43	\$21.46	\$22.52	\$23.65
Tier II				
\$20.43	\$21.46	\$22.52	\$23.65	\$24.85
Tier III				
\$21.46	\$22.52	\$23.65	\$24.85	\$26.09

RECOMMENDATION:

Open a public hearing, receive input, and take action to close the public hearing and approve the job classification of Head Start Intervention Specialist with the related salary ranges as noted above.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

HEAD START INTERVENTION SPECIALIST

ORGANIZATIONAL RESPONSIBILITY

A Head Start Intervention Specialist is responsible to the Deputy Director of the Children and Family Services(CFS) Department or designee.

DEFINITION

Under general supervision, to provide direct support services for children enrolled in Head Start or Early Head Start programs; to assist with identifying and developing education goals and plans for children with special education needs; to assist with identifying and developing education plans and goals for children with behavioral or mental health needs; to maintain records; and to perform related work as required.

DISTINGUISHING CHARACTERISTICS

This is a deep class with three tiers. Appointees are initially placed on the highest tier for which they qualify and are advanced as they meet the requirements for higher tiers. This is a specialized classification for positions organized to provide a variety of assistance within the Mental Health and Special Education areas of the CFS Programs operated and administered by SETA. Responsibilities may include: resource and referral; coaching; consultation to CFS staff and parents; implementation of the mental health program; maintenance of mental health and special education records; identification and development of education plans and goals for children with special education, behavioral and mental health needs.

EXAMPLES OF ESSENTIAL DUTIES

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

1. Receives referrals for children with special education and/or mental health needs;
2. Assists in locating mental health and special education services or resources for children and families in need;
3. Ensures referrals are addressed in a timely manner;
4. Observes classrooms/ socializations and assists with evaluating services;
5. Provides training, coaching and consultation to staff;
6. Facilitates meetings with staff and parents to discuss services;
7. Assists parents in problem solving potential issues related to the referral, the health care system, financial or social barriers (e.g., request interpreters as appropriate, transportation services or prescription assistance);
8. Works with parents and parent groups;
9. Assists families in locating and using community resources;
10. Works closely with site staff from other components in the coordination and

- delivery of all CFS services;
11. Collaborates with Part C agencies and Local Education Agencies (LEA) and community service providers to ensure integrated service delivery;
 12. Maintains records on children receiving special education and/or mental health support enrolled in Head Start programs;
 13. Maintains ongoing tracking and appropriate documentation on referrals to promote team awareness and ensure child safety. This tracking may use an IT database;
 14. Schedules meetings for the development of Individual Education Plans (IEP), Individual Family Services Plans (IFSP) and Behavior Support Plans (BSP);
 15. Assists with the development of IEP components;
 16. Assists and supports teachers in the implementation of educational objectives as outlined in a child's Individual Education Plan (IEP), Individual Family Services Plan (IFSP) or Behavior Support Plan (BSP).

MINIMUM QUALIFICATIONS

Knowledge of:

- Child Development and classroom management techniques;
- Human services;
- Special Education needs of young children;
- Behavioral assessment methods;
- Techniques of family crisis intervention;
- Community, Part C and LEA resources in Sacramento County;
- Problems and needs of low income families;
- Culturally and linguistically diverse families;
- Coaching and supporting staff in effective behavior management strategies
- Some word processing software.

AND

Ability to:

- Develop and implement mental health and special education programs which meet the needs of young children and their parents;
- Participate in technical training regarding the needs of young children;
- Provide training programs and workshops for parents and staff;
- Speak and write effectively;
- Insure program compliance with mental health and disability regulations and standards;
- Maintain records and prepare reports;
- Perform intervention and short term consultation with families in need;
- Establish and maintain cooperative working relationships.

AND

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

- I. At least five (5) years of work experience in mental health, special education or social services fields, preferably dealing with the challenges of young children and their families;

AND

- II. Advanced educational training in a Social Services or Special Education discipline with an emphasis in family dynamics or related field. A Master's degree in Social Work (MSW) or equivalent is highly desirable.

Tier I

A minimum of an Associate's degree in Social Services, Special Education, Child Development or a related field such as, but not limited to, Sociology, Psychology, or Counseling.

Tier II

A minimum of a Bachelor's degree in Social Services, Special Education, Child Development or a related field such as, but not limited to Sociology, Psychology, or Counseling.

Tier III

A minimum of a Master's degree in Social Services, Special Education or a related field such as, but not limited to Sociology, Psychology, or Counseling.

SPECIAL REQUIREMENTS

Possession of, or ability to obtain a valid Class C Driver's License is required. A good driving record of at least two (2) years duration as evidenced by freedom from multiple or serious traffic violations or accidents, is required.

PHYSICAL DEMANDS/QUALIFICATIONS

Essential Physical Attributes:

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

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

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

Non-essential Physical Attributes:

1. Ability to Taste.
2. Ability to Smell.

ITEM III-C - ACTION

APPROVAL TO RECLASSIFY HEAD START SOCIAL SERVICES SPECIALISTS (TIER II AND III) AND HEAD START SPECIAL EDUCATION FIELD TECHNICIANS TO HEAD START INTERVENTION SPECIALISTS (TIER I, II, III)

BACKGROUND:

Upon approval of the Intervention Specialist job classification, the Agency Executive Director is proposing the reclassification of two (2) incumbents in the classification of Head Start Social Services Specialist (Tier II and III) Non-Supervisory and four (4) incumbents in the Special Education Field Technician classification to Head Start Intervention Specialist.

Incumbents and their current classification include:

- Ronald Dent, Social Services Specialist (Tier II)
- Janice Edwards, Social Services Specialist (Tier III)
- Clarrissa Jenkins, Special Education Field Technician
- Shondell Pearson, Special Education Field Technician
- Ambar Valienta, Special Education Field Technician
- Sherri-Lee Tolbert, Special Education Field Technician

The Agency and the Union have discussed this item and have come to consensus.

The annual fiscal impact is \$16,556.80.

RECOMMENDATION:

Approve the reclassification of two Social Services Specialists and four Special Education Field Technicians to the Head Start Intervention Specialist classification as noted above.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstentions: _____

ITEM III-D - ACTION

APPROVAL OF ANNUAL SELF ASSESSMENT FOR 2014-2015
AND RESULTING PROGRAM IMPROVEMENT PLAN

BACKGROUND:

This agenda item provides an opportunity for the Head Start Policy Council to review and approve the results of the Head Start/Early Head Start Annual Self-Assessment.

In January 2014, a team of staff and parents were assembled for the 2014-2015 self-assessment process. Teams reviewed and analyzed all service areas, including Program Governance, Planning, Communication, Record-keeping/Reporting, On-going Monitoring, Human Resources, Fiscal, Prevention/Early Intervention, Tracking/Follow-up, Disabilities, Individualization, Family Community Engagement, Eligibility/Recruitment/Selection/Enrollment/Attendance, Safe Environments, Child Development and Education including child outcomes, curriculum and individualization. A summary report of strengths and areas of improvement are attached.

Additionally, a separate program governance summary report and a copy of the screener are attached for review. The Program Governance self-assessment team utilized the *Governance and Leadership Capacity Screener* to ensure all governance and board oversight requirements are being met. Board certification is required for this section of the self-assessment and will be submitted to the Office of Head Start in support of the EHS-Child Care Partnership grant.

While many positive outcomes and strengths were noted during the review, staff continues to strive for excellence. As part of the 2014-2015 Program Improvement Plan, staff will focus on a few areas of improvement, including staff development in CLASS and DRDP data application, family case management, internal file review and supervisory monitoring processes and record-keeping efficiencies.

A summary report and resulting Program Improvement Plan are attached for review and approval.

Staff will be available to answer questions.

RECOMMENDATION:

Approve Program Year 2014-2015 Self-Assessment and resulting Program Improvement Plan.

ACTION: Moved _____ Seconded _____

VOTE: Aye _____ Nay _____ Abstain _____



Self-Assessment Summary of Results 2014-2015

Project Background:

During the fall of 2014, 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 as well as a comprehensive safe environments review of all classrooms countywide.

To conduct the self-assessment, the teams utilized the *2015 Fiscal Integrity Monitoring and Environmental Health and Safety Protocols, Governance and Leadership Capacity Screener, 2014 OHS Monitoring Protocol, the Head Start Self-Assessment: Your Foundation for Building Program Excellence* tool, the *SETA Head Start/Early Head Start Monitoring and Quality Assurance Tool*, and *SETA's standard file checklist tool*. Each team developed a review plan and the team leaders trained all staff, parents and volunteers to ensure they were clear on the protocols. The teams conducted site visits in the winter. All Early Learning Centers were visited by at least the Safe Environments, Disabilities, Education and Mental Health teams. Team reviews included, but were not limited to the following: children's files, on-going monitoring (Quality Assurance) reports, program information reports, policies and procedures manuals, personnel and licensing files, enrollment applications, attendance reports, human resource and fiscal documents, monthly reports, *Childplus* reports, self-assessment results, goals and objectives, ECERS, ITERS, and CLASS results, DRDP data, 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. In addition to staff and parents, the Safe Environments team also included two outside consultants and staff from all Delegate Agencies. The teams were as follows:

Program Governance
Screenings
Fiscal
Human Resources

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

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

Education, Disabilities and Mental Health:

- The Home Visit packet system in both Head Start and Early Head Start is effective in providing guided meetings with parents.
- IDPs are clearly linked to assessment results and parent input is evident.
- Vast majority of child files were neat, organized, current and complete.
- Classrooms were well stocked and contained a variety of learning materials.
- There are partnerships with Race to the Top in 18 centers.
- Individualization is evident in the forms of modified schedules, adaptive materials and equipment in both preschool and Early Head Start classrooms.
- Strong communication between Special Education Field Technicians and teaching staff.
- Implementation of CSEFEL/ Teaching Pyramid in preschool classrooms
- PIWI training for teachers in Early Head Start.
- Visual schedules and classroom expectations are evident in most classrooms.
- Positive Behavior Support Plans for children are clear and provide ample supports.

Parent and Family Engagement:

- Relationships between staff and families are friendly, warm and comfortable.
- Resources for parents are current and available in multiple languages.
- Parent meetings are consistently occurring at the centers.
- Both parents and staff are very happy with the School Readiness Aides at the sites.

Screenings:

- High percentage of health screenings were done within required time frames.
- Good documentation in files on staff follow-up on dental exams.
- Family Service Workers are utilizing *ChildPlus* and enter data in a timely manner.
- All children's files had emergency cards.
- Lead assessments are consistently completed.

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

- Strong relationships between SETA and its delegate agencies and partners.
- Good fiscal checks and balances to ensure accuracy.
- Consistently meeting and exceeding the federal in-kind requirement.
- Close working relationship with site and administrative staff to ensure thorough in-kind documentation.
- Applications and enrollment documents completed by new (hired within past 12 months) Family Service Workers had minimal findings.
- The use of the EZ-ID system (classroom electronic sign-in and out system to track attendance).
- SETA's agency-wide wellness program continues to thrive.
- Staff receive ongoing trainings to increase competencies.
- Education collaboration with CSUS assists teaching staff obtains their college degrees.
- Ongoing tuition reimbursement program for all staff.

- Good documentation of PC and PAC agendas, minutes, and training materials.
- Training opportunities for PC and PAC members.
- Timely and useful monthly reports that contribute and support PC's decision-making.

Health, Nutrition and Safe Environments:

Overall, most centers and classrooms were furnished with safe and child appropriate equipment, materials and supplies. Unique strengths for each program are noted below:

- SCUSD: Organized medication storage procedure.
- SJUSD: Uniform and well-organized system for emergency contact information.
- TRUSD: Consistent diapering procedure with written plans and adequate supplies.
- WCIC: Implementation of daily health checks and well-maintained facility.
- EGUSD: Consistent implementation of Step Up SUPERvision protocol.
- SOP: Consistent procedures for first aid and sleeping arrangements.

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:

- Missed opportunities for Instructional Support during small group time.
- Concept development at higher CLASS levels is not occurring regularly in classrooms.
- DRDP results show math as an area needing increased support.
- Delayed response time from LEA when referrals are made from SETA staff.
- Speech screener requires an additional filter to avoid over-identification of referrals.
- IEP/ IFSP goals are not consistently integrated into lesson plans for children with disabilities.
- DECA's completed outside of timelines (before 30 days or after 45).

Parent and Family Engagement:

- Some Family Partnership Agreements are missing information (i.e. family strengths, strategies and timelines).
- Goals on FPAs are not always clear.
- Incomplete or missing follow up on emergency needs and goals.

Screenings:

- Some dental exams and body mass index (BMI) graphs not completed within required timeframes.
- Blood lead level results and Hgb/Hct results were not consistently received within required timeframes.
- Some emergency cards were missing dentist information.

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

- Increased staff time for input of increase parent volunteer hours.
- There has been a decrease in allowable space donation.
- Due to the highly structured nature of SETA's HR Department, simple seeming requests can require a long time for processing.
- Difficulty in recruiting enough qualified Teachers, Associate Teachers, Associate Teacher/Infant Toddler, and Site Supervisors.
- Some minor accuracy issues related to the income calculations on enrollment paperwork due to incorrect formulas (semi-monthly vs. bi-weekly).
- Some of the Enrollment Verification Forms were not completed or didn't completely match verification information on the application.
- Most classroom staff not following written procedures regarding attendance tracking.

Health, Nutrition and Safe Environments:

- Procedures for medication management (tracking of expirations and medication storage) were not consistently followed.
- Missing or inconsistent systems to verify if all centers were checked regularly for pesticide control or air pollutants or to verify if all outdoor and indoor plants were safe and non-poisonous.
- Some classrooms (including bathrooms) required better maintenance (i.e. hazardous or chemical supplies were out of reach of children, but not always in locked cabinets, cluttered classes, dirty bathrooms).
- Some outdoor play areas were not well-maintained.
- SETA-Operated Program (SOP) uses a 12:1 ratio.

Delegate agencies will be addressing concerns that came up during the countywide *Health, Nutrition, and Safe Environments* review in their individual Program Improvement Plans. Individual self-assessment reports are on file.

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2014-2015**

<i>Action Steps:</i>	<i>Responsible Person/Department</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<i>SCHOOL READINESS/CHILD OUTCOMES</i>				
<i>Goal: Continue to support teacher's growth and development regarding CLASS, DRDP and data analysis</i>				
Continuing training and/or apply coaching to increase concept development approaches in the classrooms.	Karen Gonzales, Manager Program Officers (ED) Education Coordinators	August 2014		
Enhance approaches to small group time to support Instruction Support concepts.	Karen Gonzales, Manager Program Officers (ED) Education Coordinators	September 2015		
Continuing training for number concepts and how to apply scientific method (process) in work with children	Karen Gonzales, Manager Program Officers (ED) Education Coordinators	March 2016		
Assess currently used speech screening instrument to ensure appropriate referrals are being made. Enhance relations with LEA to ensure open and timely communication on referrals made. Re-train staff on integrating IEP/IFSP goals on lessons plans.	Karen Gonzales, Manager Program Officers (ED) Education Coordinators	January 2016		

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2014-2015**

Revise policies and procedures to include 10:1 teacher-child ratios in all HS classrooms (not CDE). Re-train staff in changed expectations.	Karen Gonzales, Manager Program Officers (ED)	March 2015		
<i>FAMILY AND COMMUNITY OUTCOMES</i>				
<i>Goal: Continue to strengthen family case management and internal monitoring systems to ensure high quality family outcomes is documented</i>				
Provide ideas for goals and strategies for FPAs based on the Parent, Family, and Community Engagement framework.	Lisa Carr, Manager Program Officers (SS)	October 2015		
<i>RECORD-KEEPING AND REPORTING</i>				
<i>Goal: Improve efficiency and effectiveness of record-keeping and reporting systems</i>				
Develop written procedures to support systems regarding regular pesticide control and air pollutants.	Jose Diaz, Facilities Coordinator Brenda Campos, Manager	August 2015		
Develop a manual to verify safety of all indoor and outdoor plants at the centers.				
Provide refresher training to individual staff on classroom maintenance and repair, indoors and outdoors.	Karen Gonzales, Manager Program Officers (SS)	August 2015		
Re-train staff on updated medication management systems. Monitor to ensure procedures are being adhered to.	Brenda Campos, Manager	July 2015		

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2014-2015**

<i>HUMAN RESOURCES/STAFF TRAINING AND STAFF DEVELOPMENT</i>				
<i>Goal: Provide additional staff development and training sessions to enhance quality and systems delivery</i>				
Assess effectiveness of recruitment outreach and/or candidate success rates for landing on the eligibility list. Filling vacancies has been difficult.	Bonnie Bilger, Manager John Allen, HR Chief Karen Gonzales, Manager	March 2015		
Continue to provide annual Income Eligibility Training (including attendance tracking) to all enrollment staff to be sure everyone has the knowledge to complete and enroll families accurately.	Lisa Carr, Manager Monica Avila, Program Officer (SS)	March 2015		
Develop automated scanning and tracking system for in-kind to reduce staff time required on data entry.	D'et Patterson, Manager Donald Schmidt, IT	July 2015		
<i>ON-GOING MONITORING SYSTEMS</i>				
<i>Goal: Staff will enhance the Quality Assurance/on-going monitoring system to include supervisory and secondary level monitoring which will help ensure high quality services and programming</i>				
Ensure on-going monitoring of children's files by Supervisors to ensure all required services are provided in a timely manner	Lisa Carr, Manager Karen Gonzales, Manager Program Officers (ED and SS)	October 2015		

**Sacramento Employment and Training Agency
Heads Start/Early Head Start
Self-Assessment Program Improvement Plan (PIP)
2014-2015**

Develop an on-going monitoring system than ensures ChildPlus data is consistent with the contents in the child's file	Lisa Carr, Manager Karen Gonzales, Manager Brenda Campos, Manager	October 2015		
Continue and ensure consistent use of Daily/Weekly Safe Environments Checklist at all sites with periodic evaluation/review of outdoor/indoor areas to ensure checklists are used and necessary corrective actions are completed	Brenda Campos, Manager Karen Gonzales, Manager Program Officers (ED)	April 2015		
Conduct routine monitoring of enrollment applications to ensure all applications are error-free	Lisa Carr, Manager Monica Avila, Program Officer (SS)	October 2015		



Governance, Leadership, and Oversight Capacity Screener

Introduction

Organizations that accept federal funds to operate a Head Start and/or Early Head Start program must have strong governance systems in place to safeguard federal dollars and provide oversight and direction to the Head Start program.

This screener organizes the Head Start requirements to help organizations to identify where they need to make changes and build capacity to fulfill their Head Start governance responsibilities.

Suggestions for Use

1. Print a copy of this screener.
2. Have your organization's governing body or Tribal Council chair, Policy Council chair, executive director, and Head Start program director work together to review the table beginning on page 3 and to identify (with a check mark or "X") the following items:
 - Required Head Start governance practices that your organization currently has in place
 - Required Head Start governance practices that your organization will implement within the first three months of funding
 - Required Head Start governance practices that your organization needs help understanding and implementing
3. At the top of page 10, list the governance practices and regulations that your organization needs assistance in understanding and implementing.
4. Enter any questions or concerns you have in the Comments Section on page 10.
5. Share this screener and your findings with your full governing body or Tribal Council, Policy Council, and Head Start program leadership. Assign people to begin implementation of the governance practices you have identified as not currently in place.

6. You can explore the [governance](#) page of the Program Management and Fiscal Operations (PMFO) section on Early Childhood Learning and Knowledge Center (ECLKC) to access other resources that can assist you as you move your governance system and practices forward.
7. At your next meeting with Regional Office staff, discuss those governance practices and regulations where your organization may benefit from technical assistance.

Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice is currently in place	Practice will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
1. The governing body (or Tribal Council) has the required composition. ¹ Head Start Act Sec. 642(c)(1)(B) (i-iv)			
<ul style="list-style-type: none"> At least one member has fiscal/accounting background and expertise. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> At least one member has early childhood education and development background and expertise. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> At least one member is a licensed attorney. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Members reflect the community served and include parents of children who are currently, or were formerly, enrolled in Head Start programs. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The Policy Council has the required composition. Head Start Act Sec. 642(c)(2)(B)(i) Sec. 642(c)(2)(B)(ii)(I-II)			
<ul style="list-style-type: none"> At least 51 percent of Policy Council members are parents of children who are currently enrolled in the Head Start program (including delegate agencies). 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The Policy Council includes at least one member of the at-large community served by the program or any delegate agency. 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Members are elected by parents of children currently enrolled in the program. 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ If the composition of the governing body does not include individuals with the required qualifications, the governing body must use consultants or other individuals with relevant expertise and qualifications to meet the composition requirements [Head Start Act Sec. 642(c)(1)(B)(vi)].

Head Start Governance Practices and Related Regulations	Practice is currently in place	Practice will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<p>3. Members of the governing body (or Tribal Council) receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and are able to provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.</p> <p style="text-align: right;">Head Start Act Sec. 642(d)(3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The agency has a system for identifying the T/TA needs of the governing body (or Tribal Council) and using this information to develop a T/TA plan. 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>4. Members of the Policy Council receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and can provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.</p> <p style="text-align: right;">Head Start Act Sec. 642(d)(3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The agency has a system for identifying the T/TA needs of the Policy Council and using this information to develop a T/TA plan. 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>5. The governing body (or Tribal Council) exercises the following responsibilities:</p> <p style="text-align: right;">Head Start Act Sec. 642(c)(1)(E)(i)-(iii) Sec. 642(c)(1)(E)(iv)(vi)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Establishes procedures and criteria for recruiting, selecting, and enrolling children 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Selects delegate agencies, as appropriate 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Develops procedures for selecting Policy Council members 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Reviews applications for funding and amendments to applications for funding 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Head Start Governance Practices and Related Regulations	Practice is currently in place	Practice will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<p>6. The governing body (or Tribal Council) assumes responsibility for the following: Head Start Act Sec. 642(c)(1)(E)(iv)(VII)(aa)-(dd)</p>			
<ul style="list-style-type: none"> All major financial expenditures of the agency 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The operating budget of the agency 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The selection (except when a financial auditor is assigned by the state under state law or is assigned under local law) of independent financial auditors to report all critical accounting policies and practices to the governing body (or Tribal Council) 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The financial audit 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The agency's progress in carrying out the programmatic and fiscal provisions in the agency's grant application, including implementation of corrective actions 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Monitoring of the agency's actions to correct any audit findings and other actions necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>7. The governing body (or Tribal Council) is engaged in reviewing and approving each of the following: Head Start Act Sec. 642(c)(1)(E)(iv)(V)(aa-cc) Sec. 642(c)(1)(E)(iv)(IX)</p>			
<ul style="list-style-type: none"> The Self-Assessment 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Personnel policies of the agency regarding the hiring, evaluation, termination, and compensation of agency employees 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Results from monitoring conducted under section 641A(c), including appropriate follow-up activities 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

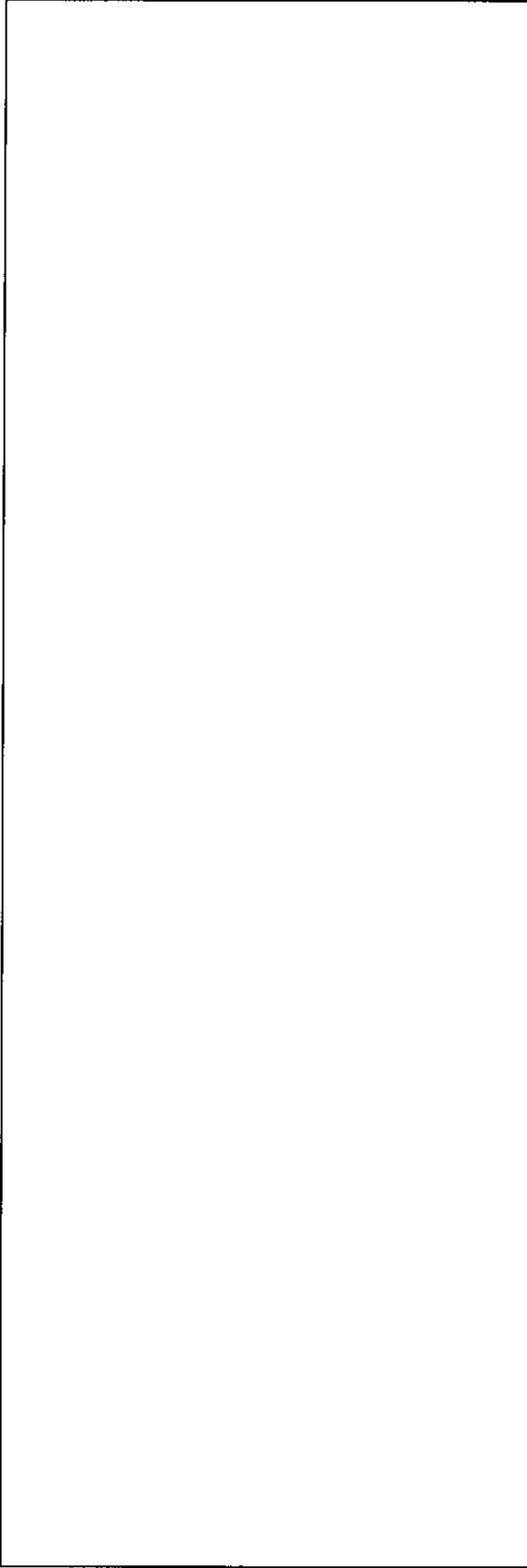
Head Start Governance Practices and Related Regulations	Practice is currently in place	Practice will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<ul style="list-style-type: none"> Personnel policies and procedures, including those regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>8. The Policy Council engages in the oversight of program operations in each of the following decision-making areas: Head Start Act Sec. 642(c)(2)(D)(i-viii) Sec. 642(c)(2)(A)</p>			
<ul style="list-style-type: none"> Activities to support the active engagement of families in the program 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Program recruitment, selection, and enrollment priorities 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Applications for funding and amendments to applications for funding 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Budget planning for program expenditures, including policies for reimbursement related to participation in Policy Council activities 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Bylaws for the operation of the Policy Council 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Program personnel policies and decisions regarding the employment of program staff, consistent with 642(c)(1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Developing procedures for how members of the Policy Council of the Head Start program are elected 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Recommendations on the selection of delegate agencies and the service areas for such agencies 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Program design and operation 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Planning program goals and objectives 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Head Start Governance Practices and Related Regulations	Practice is currently in place	Practice will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
9. The following reports are received by the Policy Council and members find them useful: Head Start Act Sec. 642(d)(2)(A-I)			
Annual reports:			
• The financial audit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The Self-Assessment, including any findings related to such assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Program Information Reports (PIRs)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monthly reports:			
• Financial statements, including credit card expenditures (if the program uses credit cards)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Program information summaries	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Reports of meals and snacks provided through programs of the U.S. Department of Agriculture (USDA)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional reports:			
• Community Assessment, completed every three years with annual updates	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The strategic plan, including program goals, school readiness goals, and short-term programmatic and financial objectives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Applicable and current updates from the Secretary (e.g., Program Instructions, Information Memorandums, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

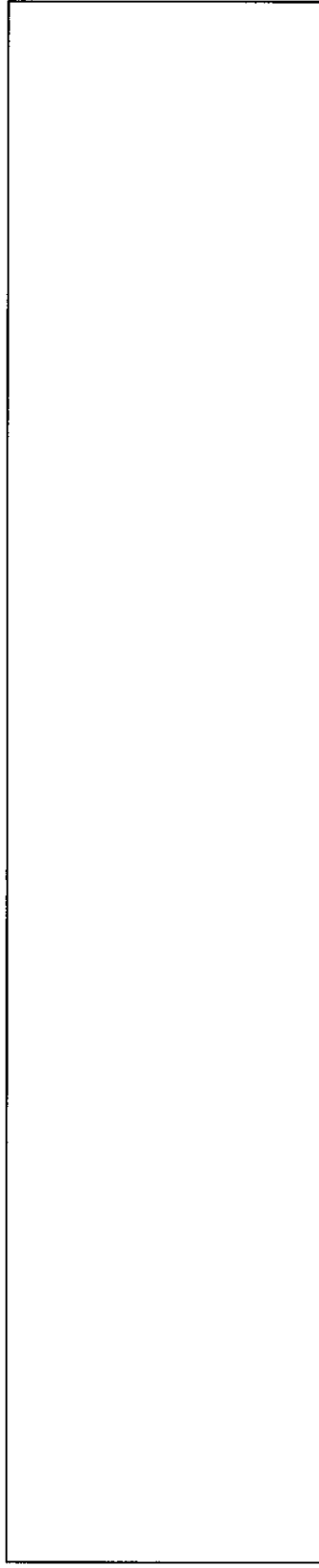
Head Start Governance Practices and Related Regulations	Practice is currently in place	Practice will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
10. The following reports are received by the governing body (or Tribal Council) and members find them useful: Head Start Act Sec. 642(d)(2)(A-I)			
Annual reports:			
• The financial audit	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The Self-Assessment, including any findings related to such assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Program Information Reports (PIRs)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monthly reports:			
• Financial statements, including credit card expenditures (if the program uses credit cards)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Program information summaries	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Reports of meals and snacks provided through programs of the U.S. Department of Agriculture (USDA)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional reports:			
• Community Assessment, completed every three years with annual updates	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The strategic plan, including program goals, school readiness goals, and short term programmatic and financial objectives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Applicable and current updates from the Secretary (e.g., Program Instructions, Information Memorandums, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Head Start Governance Practices and Related Regulations	Practice is currently in place	Practice will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
1. The Head Start agency works with the governing body (or Tribal Council) and Policy Council to make available to the public a report published at least once each year that discloses the following information from the most recently concluded fiscal year: Head Start Act Sec. 644 (a)(2)(A-H)			
<ul style="list-style-type: none"> The total amount of public and private funds received and the amount from each source 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> An explanation of budgetary expenditures and proposed budget for the fiscal year 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The results of the most recent review by the Secretary and the financial audit 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The percentage of enrolled children that received medical and dental exams 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Information about family engagement activities 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> The agency's efforts to prepare children for kindergarten 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> Any other information required by the Secretary 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Our Organization Needs Assistance in Understanding and Implementing the Following Governance Regulations:



Additional Comments, Questions, or Concerns:





Certification of Governance and Leadership Capacity Screening

Grant Number: _____
Grantee Name: _____

The signatures below attest that, consistent with the terms and conditions of the Notice of Award (NoA), our agency completed a screening of the governance and leadership capacity and developed a plan to address identified training needs.

_____	_____
Board Chair/Tribal Chair	Date
_____	_____
Policy Council Chair	Date
_____	_____
Head Start Director	Date
_____	_____
Early Head Start Director	Date

ITEM III-E – ACTION

APPROVAL OF POLICY COUNCIL/PARENT ADVISORY
COMMITTEE JOINT PARENT ACTIVITY

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to discuss and approve a joint parent activity with the Parent Advisory Committee.

See attached information on the Parent Activity Fund.

RECOMMENDATION:

That the Policy Council approve a joint parent activity with the Parent Advisory Committee.

NOTES:

ACTION: Moved: _____ Second: _____

VOTE: Aye: _____ Nay: _____ Abstain: _____

PARENT ACTIVITY FUND

How can the parent activity fund be used?

Interpretation: Programs must be cautioned that 45 CFR, Part 74, Appendix F, prohibits expenditure of grant funds solely for entertainment purposes. Entertainment expenditures are defined as the cost of amusement, diversion, social activities, ceremonials, and incidental cost relating thereto, such as meals, lodging, transportation and gratuities. It should be noted that the restriction on expenditures applies to activities which are solely for entertainment. Expenditures for project related purposes are allowable even though entertainment may play an incidental part in the activities. Therefore, programs are required to justify the expenditure of parent activity funds on the basis of project relatedness. For example, a visit by a parent group to a museum can be justified if parents utilize the experience to train parents in ways of providing educational activities for their children in the community. Banquets given in conjunction with parent training and seminars can be justified based on the performance standards. Once the program justifies the activity as primarily project related, with entertainment being incidental, then the related costs of lodging, transportation, refreshments, meals, etc., are also allowable.

ITEM IV-A – INFORMATION

STANDING INFORMATION

BACKGROUND:

- A. Standing Information Items
 - PC/PAC Calendar of Events – Ms. Lynda Williams
 - Parent/Staff Recognitions (Victor Bonanno) – Ms. Lynda Williams
 - Community Resources-Parents/Staff – Ms. Lynda Williams
 - CHSA Conference Reports (attached) – Ms. Lynda Williams.
 - Fiscal Monthly Report/Corporate Card Monthly Statement of Account – Ms. D’et Patterson
 - Toastmasters Training – Ms. Lynda Williams

NOTES:

CALENDAR OF EVENTS

<u>EVENT</u>	<u>DATE</u>
PAC/PC Toastmasters Training	Tuesday, March 17, 2015 11:30 a.m. Shasta Room (lunch provided)
PAC Executive Committee	Thursday, March 19, 2015 9:00 a.m. Olympus Room
PC Executive Committee	Thursday, March 26, 2015 9:00 a.m. Olympus Room
Men's Activities Affecting Children Committee	Friday, March 27, 2015 10:00 a.m. Olympus Room
PC/PAC Bylaws Committee	Friday, March 27, 2015 11:00 a.m. Olympus Room
PC/PAC Social Hospitality Committee	Wednesday, April 1, 2015 1:00 – 2:30 p.m. Magnolia Room
PC/PAC Budget/Planning Committee	Tuesday, April 14, 2015 1:30 p.m. Oak Room
PC/PAC Parent Ambassador Committee	Friday, April 17, 2015 1:00 p.m. Olympus Room
PAC Executive Committee	Thursday, April 23, 2015 9:00 – 10:00 a.m. Olympus Room
PC Executive Committee	Thursday, April 30, 2015 9:00 a.m. Olympus Room

April

2015

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
			1 9:00 a.m. Social/Hospitality Committee Olympus Room	2	3	4
5	6	7	8	9 9:00 a.m. San Juan PC Meeting General Davie Center 1500 Dom Way Sacramento 95864 9:00 a.m. Sacramento City PC Meeting Capital City Multipurpose Room, 7220 24th Street Sacramento 95823	10	11
12	13	14 9:00 a.m. Elk Grove PC Meeting Prairie Pre-K 2 5251 Valley Hi Drive Sacramento 95823 1:30 p.m. PC/PAC Budget/Planning Oak Room	15 5:15 p.m. WCIC PC Meeting 3555 3rd Avenue Sacramento 95817	16 8:30 a.m. Twin Rivers PC Meeting 155 Morey Avenue Sacramento 95838	17 1:00 p.m. Parent Ambassadors Meeting Olympus Room	18
19	20	21 9:00 a.m. PAC Meeting SETA Board Room 11:30 a.m. Toastmaster's Meeting Shasta Room	22	23 9:00 a.m. Sacramento City PC Meeting Capital City Multipurpose Room, 7220 24th Street Sacramento 95823	24 10 a.m. MAAC Meeting Olympus Room	25
26	27	28 9:00 a.m. PC Meeting SETA Board Room	29	30 9:00 a.m. PC Executive Meeting Olympus Room 6:00-8:00 p.m. Daddy Read to Me		



Assistance and Services

Family Services
 4350 Raley Blvd, Ste. 200
 Sacramento, CA 95838
 (916) 678-4010

The Salvation Army - Sacramento is committed to serving the local community by providing a breadth of social service assistance:

Services	Amount	Notes
Food Boxes Tues, Wed & Thurs 9:00 a.m. to 3:30 p.m. ONLY	6 times per year with 30-day waiting period between boxes.	<ul style="list-style-type: none"> • Tuesdays-Wednesdays-Thursdays only 9 am to 3:30 pm. • I.D., Social Security card and proof of income required • Contents are non-perishable items. • Number of boxes received varies with number of people in household. • Walk in for service.
Rental Assistance Move In and Eviction Avoidance	\$200 to \$600	<ul style="list-style-type: none"> • Must bring current month's 3 day pay or quit notice from landlord and complete rental agreement • Requires proof of hardship documentation. • Move in requires rental agreement or letter from landlord. • By zip code.
Utility Assistance REACH PG&E (Pacific Gas & Electric)	Up to \$300	<ul style="list-style-type: none"> • Current disconnect notice with documented hardship required in the past 60 days. • Monthly income and 2 pay stubs required. • Section 8 will only receive assistance with elderly or disabled in the home.
Utility Assistance Energy HELP SMUD (Sac Municipal Utility Dist)	Up to \$200	<ul style="list-style-type: none"> • Must have a notice of termination of service or medical rate disconnect letter. • Cannot be used towards deposit or reconnection fees.
Water, Sewer & Garbage City of Sacramento	Up to \$100	<ul style="list-style-type: none"> • Must be City of Sacramento homeowner or show proof that you are responsible for paying the utility bill. • Past due notice required.
Disaster Victims Emergency Food, Clothing & Incidentals	\$100 per person in household.	<ul style="list-style-type: none"> • Assistance may be in the form of vouchers. • Must have pre-registered with Red Cross/FEMA.
Emergency Lodging/Shelter Motel Assistance	1 to 3 nights	<ul style="list-style-type: none"> • Must have a transition into housing pending or a referral from a community agency. • Must be a resident of the County of Sacramento (by zip code).
Bus Tickets & Gasoline Vouchers	Not a stand-alone assistance.	<ul style="list-style-type: none"> • For gas voucher, must show valid California driver's license, current auto registration and current proof financial responsibility. • Must be a resident of the County of Sacramento.

Assistance programs based on residence, income qualifications and availability of funding.

ITEM IV-B - INFORMATION

THE SACRAMENTO KINGS'S PRIORITY APPRENTICESHIP PROGRAM

BACKGROUND:

SETA/Sacramento Works as a partner in the Community Workforce Pipeline has conducted an outreach recruitment and screening campaign through the Sacramento Works Job and Training Center System for "Priority Workers" to enroll in pre-apprenticeship programs in preparation for upcoming Sacramento Kings's Project and other construction jobs in the region.

Mr. William Walker, Workforce Development Manager, will share information with the Policy Council

NOTES:

ITEM IV-C – INFORMATION

TECHNOLOGY QUESTIONNAIRE KVIE CHANNEL 6

BACKGROUND:

This item provides an opportunity for Community Representative, Jenna Kline, from KVIE, Channel 6 to collect information for a workshop for parents of preschool and early elementary students based around technology. The attached questionnaire was sent to all Policy Council members earlier in the month.

NOTES:

Technology Workshop Parent Questions

1. What type of technology do you use (devices, programs, apps, game, etc.)? Why and how do you use technology?
2. What type of technology devices do you own?
3. How comfortable are you using technology?
4. What type of technology devices do you let your children use?
5. What type of games and/or apps do you let your children use?
6. If you were to attend a workshop to help your child use technology, what types of topics would you like covered? Example: Cyberbullying, researching on the internet, using smartphones, social media, etc.
7. What type of information about technology use would be most helpful to you, as a parent?
8. Would you rather use your own device for a technology workshop or use a device that is provided to you for the workshop?

ITEM IV-D - INFORMATION

GOVERNING BOARD MINUTES

BACKGROUND:

This agenda item provides an opportunity for the Policy Council to review the attached Governing Board minutes of the December 4, 2014 meeting.

NOTES:

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

Minutes/Synopsis

(Minutes reflect the actual progression of the meeting.)

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

Thursday, December 4, 2014
10:00 a.m.

- I. **Call to Order/Roll Call/Pledge of Allegiance:** Mr. Nottoli called the meeting to order at 10:06 a.m.

Members Present:

Don Nottoli, Chair, Governing Board; Member, Board of Supervisors
Sophia Scherman, Vice Chair, Governing Board; Public Representative
Jimmie Yee, Member, Board of Supervisors

Members Absent:

Allen Warren, Councilmember, City of Sacramento
Jay Schenirer, Councilmember, City of Sacramento

- ➔ **Recognition of Supervisor Jimmie Yee:** Children from the Sharon Neese Early Learning Center sang a song 'One Little Finger' which teaches body parts. Ms. Denise Lee presented Mr. Yee with a certificate of appreciation on behalf of the SETA/Head Start program.

Mr. Yee took over as Chair. He stated that every time he served on a board it was a learning experience. Over the eight years at SETA, he has learned a lot about our programs and services and what it means for the community.

- ➔ Recognition of long-term employees (20 years): **Mary Degnan**, Head Start Teacher and **Karen Gonzales**, Head Start Manager

Ms. Karen Gonzales presented Ms. Degnan, Head Start teacher. Ms. Degnan thanked the Agency and stated that this is an opportunity for her to be on earth is to spread her love. If you don't have the heart for teaching, don't get into it.

Ms. Denise Lee presented Ms. Karen Gonzales for her 20 years at SETA. Ms. Gonzales is the SETA/Head Start Martha Stewart and loves to decorate for all seasons and reasons.

II. **Consent Items**

- A. Minutes of the November 6, 2014 Regular Board Meeting
B. Approval of Claims and Warrants

- C. Approval of Modifications to the Bylaws of the Sacramento County Head Start/Early Head Start Policy Council
- D. Appointment of Labor Sector Member to the Sacramento Works, Inc. Board
- E. Approval of Resolution to Accept Program Year 2015 Community Services Block Grant (CSBG) Funds and Authorize the SETA Executive Director to Sign the Agreement and any Amendments to the Agreement

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

- A. Approve the November 6 minutes
- B. Approve the claims and warrants for the period 10/30/14 through 11/25/14.
- C. Approve the modifications to the Policy Council bylaws.
- D. Appoint Mr. David Kieffer to the vacant Labor seat on the Sacramento Works, Inc. Board of Directors.
- E. Approve a resolution authorizing the Executive Director to sign the agreement and any amendments to the agreement.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0

Abstentions: 0

Absent: 2 (Warren and Schenirer)

III. Action Items

A. GENERAL ADMINISTRATION/SETA

1. Approval of Procurement of Workers Compensation Insurance

Mr. Roy Kim introduced Mr. Ken Urrudia. At the last meeting, the board granted permission to Mr. Urrudia to negotiate for insurance quotes; and he came up with a 20% reduction on the original quote.

Mr. Urrudia stated that he received a quote for Workers Compensation Insurance from our incumbent carrier, AIG. He is not particularly happy with the quote and will continue negotiations. The good news is that the quote reflects what believes SETA's current state of safety and loss control improvement. The Experience Modifier has gone down 20%, which gives him the ability to negotiate more vigorously than before. They want a 10% increase in the rate but he will negotiate the amount downward. One idea is to consider loss sensitive options which mean that SETA could take a little risk themselves. There is a guarantee cost reduction. He is still working the quotes; it will not get worse, but it will probably be better.

Moved/Yee, second/Nottoli, delegate authority to Executive Director to procure insurance quotes for the agency.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0
Abstentions: 0
Absent: 2 (Warren and Schenirer)

2. Review and Approval of Annual Auditor's Report and Financial Statements for Fiscal Year Ended June 30, 2014

Ms. Loretta Su presented the audit and thanked staff for the hard work preparing the documents.

Mr. Yee thanked Ms. Su and staff for the hard work and the excellent audit.

Ms. Kossick acknowledged Ms. Su, Mr. Kim, and all staff that assisted to produce an outstanding audit.

Moved/Yee, second/Scherman, to approve the Annual Auditor's Report and Financial Statements of the Agency for the fiscal year ended June 30, 2014.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0

Abstentions: 0

Absent: 2 (Warren and Schenirer)

T

3. **TIMED ITEM 10:00 A.M. AND PUBLIC HEARING:** Approval of Job Classification of Executive Coordinator and Establish the Salary Range for the Classification

Mr. Roy Kim stated that in December of 2012 the Facilities Coordinator retired and the duties were distributed among many staff. The Executive Assistant was assigned the duties of working with building issues. This is a proposed new job classification that combines the Executive Assistant job specification with the Facilities Coordinator job specification. There is a financial impact of \$5,000 per year

Mr. Yee opened a public hearing; there were no comments.

Moved/Yee, second/Scherman, to close the public hearing and approve the job classification of Executive Coordinator and the related salary range noted above.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0

Abstentions: 0

Absent: 2 (Warren and Schenirer)

B. WORKFORCE DEVELOPMENT DEPARTMENT

Refugee Services: None.

One Stop Services

1. Approval to Submit a Request to Transfer Workforce Investment Act (WIA) Dislocated Worker Funds to Adult Funds, Program Year (PY) 2014-15

Ms. Robin Purdy stated that this item allows the transfer of funds between one funding pot to another pot. This will allow for the streamlining of the processes and reduces paperwork. The Agency is able to serve dislocated workers as adults so it does not diminish the number of people served.

Moved/Yee, second/Nottoli, to approve the submission to the State of California, EDD of a request to transfer \$1,986,752 in WIA dislocated worker formula funds to the WIA adult formula funding stream for PY 2014-15.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0

Abstentions: 0

Absent: 2 (Warren and Schenirer)

2. Approval to Augment Valley Vision with Regional Industry Cluster of Opportunity (RICO) Funds

Ms. Robin Purdy stated that one subcontractor, Sacramento Area Electrical Contractors, was unable to spend their allocation; these funds are being recommended to be added to Valley Vision to increase the hours to revamp the Take Charge web site; this will be a one stop website for electric vehicles and technology.

Moved/Nottoli, second/Yee, to approve the augmentation of Valley Vision for \$10,000, bringing the total contract award to \$112,180.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0

Abstentions: 0

Absent: 2 (Warren and Schenirer)

3. Approval to Augment the Elk Grove Unified School District Sacramento Works Training Center (SWTC)

Ms. Robin Purdy staff is requesting approval to augment this program for their Medical Assistant program. This is a very successful program and this item requests the addition of five slots.

Moved/Scherman, second/Yee, to approve the augmentation of WIA Adult funds in the amount of \$27,500 to the Elk Grove Unified School District to provide an

additional five (5) WIA Adult training opportunities for the National Certified Medical Assistant course.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0

Abstentions: 0

Absent: 2 (Warren and Schenirer)

Community Services Block Grant

4. Approval of Community Services Block Grant Funding Extensions for FY 2015

Ms. Cindy Sherwood-Green stated that this will be her last board meeting. All program operators were reviewed and are being recommended for extension. Information Item A supports the funding extension recommendation.

Ms. Sherwood-Green reviewed the recommendations brought forward from the Community Action Board.

Ms. Sherwood-Green stated that Roberts Family Services was funded \$20,000 operating a family self-sufficiency program which is staff intensive. This program had a startup issues because case management programs were different. There was a lot of technical assistance provided and the program has brought their service level up.

Ms. Marylou Powers thanked SETA for the support. This program is celebrating 40 years in South Sacramento. Ms. Powers thanked Ms. Purdy, Ms. Sherwood-Green, and Ms. Kossick for the help they provided to ensure their program would survive.

Moved/Yee, second/Scherman, to approve the following staff recommendations:

1. Extend all CSBG subcontracts for an additional one year term.
2. Maintain Daren Maeda as a SETA consultant for an additional year at \$30,000.
3. Permit South County Services to carry over any unused amount remaining of the \$119,314 augmentation into the 2015 program year.

Roll Call Vote:

Aye: 3 (Nottoli, Scherman, Yee)

Nay: 0

Abstentions: 0

Absent: 2 (Warren and Schenirer)

C. CHILDREN AND FAMILY SERVICES: None.

IV. Information Items

A. Community Services Block Grant Program Performance Report: No additional report.

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

V. Reports to the Board

- A. Chair: Mr. Yee thanked SETA for the eight years of memories.
- B. Executive Director: Ms. Kossick wished Supervisor Nottoli Happy Birthday. The new Human Resources Department Chief, John Allen, was introduced.
- C. Deputy Directors: Ms. Purdy recognized Ms. Sherwood-Green for the work she did over the years. Ms. Purdy stated that she will be taking a part-time job with the CWIB offering a local view of the services needed.
- D. Counsel: Mr. Thatch has known Mr. Yee since 1988. He has dealt with a lot of elected officials and praised Mr. Yee for his integrity. In addition, Mr. Thatch acknowledged Ms. Sherwood-Green and Ms. Purdy's work which formed this agency and it was fun to watch it grow.

E. Members of the Board

Mr. Nottoli offered thanks to Ms. Sherwood-Green and Ms. Purdy for their outstanding work over the years.

Ms. Scherman thanked Toby Johnson and he recommended Sophia to the PIC board 20 years ago.

Mr. Yee reminded the audience to stay active; it keeps you young!!

F. Public: No comments.

Mr. Nottoli asked that we adjourn the meeting in memory of Toby Johnson. He was a friend and mentor to Mr. Nottoli and Mr. Johnson truly stood for integrity. Everything he did represented his heart and soul and dedication to the community.

VI. Adjournment: The meeting was adjourned at 11:17 a.m. in memory of Toby Johnson.

ITEM IV-E – INFORMATION
FISCAL MONITORING REPORT

BACKGROUND:

Attached for your information is a copy of the latest fiscal monitoring reports.

Staff will be available to answer questions.

NOTES:

MEMORANDUM

TO: Ms. Becky Bryant **DATE:** March 13, 2015
FROM: Tammi L. Kerch, SETA Fiscal Monitor
RE: On-Site Fiscal Monitoring of Sacramento City Unified School District

<u>PROGRAM</u>	<u>ACTIVITY</u>	<u>FUNDING</u>	<u>CONTRACT PERIOD</u>	<u>PERIOD COVERED</u>
Head Start	Basic	\$ 7,935,460	8/1/13-7/31/14	5/1/14-7/31/14
Head Start	T & TA	\$ 20,000	8/1/13-7/31/14	5/1/14-7/31/14
Early HS	Basic	\$ 1,437,354	8/1/13-7/31/14	5/1/14-7/31/14
Early HS	T & TA	\$ 27,564	8/1/13-7/31/14	5/1/14-7/31/14

Monitoring Purpose: Initial Follow-Up Special Final

Date of review: January 26-30, 2014 and February 4, 2014

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

Program Operator: Sacramento City Unified School District

Findings and General Observations:

The total costs as reported to SETA from May 1 to July 31, 2014 have been traced to the delegate's fiscal records. The records were verified and appear to be in order.

There are no findings.

From previous review's finding: SCUSD submitted a written corrective action plan documenting the internal controls that have been put into place to ensure that only costs resulting from obligations of the funding period are charged to the correct funding period.

Recommendations for Corrective Action:

There are no corrective actions required.

cc: Kathy Kossick
Governing Board
Policy Council

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 February 26, 2015 Policy Council meeting.

GOOD!!!
Thank you Mr. John Allen and Human Resource Department staff for your hard work in filling essential Head Start positions.
Thank you parents for your crucial participation and commitment in the screening process and interview panels needed to fill Head Start positions.
Thank you Mr. Glen Carson for making yourself available to share the history, programs, and goals of North Sacramento Birth and Beyond.
Thank you Ms. D’et Patterson for providing detailed fiscal reports and for your excellent follow-up.
Thank you Mr. Kenneth Tate for encouraging active parent participation at Toastmasters.
Thank you Ms. Lynda Williams for facilitating a timely and effective meeting to accommodate transitioning into Ethics Training.
Thank you Mr. Victor Bonanno for facilitating the Ethics Training.
Thank you Ms. Robin Blanks for acting as Secretary for the Policy Council meeting.
NEEDS IMPROVEMENT
Please be recognized by the Chair before leaving your seat by saying, “point of privilege.”
If unable to attend, or will arrive late to a meeting, please notify either the Chair, Ms. Nancy Hogan, or Ms. Marie Desha and contact your alternate.
REMINDERS
Arrive on time and be seated by 8:50 a.m. to start meeting.
Refrain from leaving your seat during any presentation.
No eating in the Board Room.
Provide Ms. Marie Desha with community resource information/flyer five to seven days prior to meeting for approval.

➤ Budget/Planning Committee

- _____
- _____
- _____

➤ Personnel/Bylaws Committee

- _____
- _____
- _____

➤ Men's Activities Affecting Children Committee (MAACC)

- _____
- _____
- _____

➤ Social/Hospitality Committee: Ms. Lynda Williams

- _____
- _____
- _____

➤ Maternal, Child and Adolescent Health Advisory Board: Ms. Lynda Williams

- _____
- _____
- _____

➤ Sacramento Medi-Cal Dental Advisory Committee: Ms. Amanda Self

- _____
- _____
- _____

ITEM VI- OTHER REPORTS

BACKGROUND:

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

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

- Monthly Head Start Report (attached)

- C. HEAD START MANAGERS' MONTHLY REPORTS: This item provides an opportunity for the Head Start Managers to provide reports. The Managers are:
- ✓ Brenda Campos: Grantee Program Support Services
 - ✓ Lisa Carr: Parent, Family Support & Community Engagement
 - ✓ Karen Gonzales: Child Development & Education Services

- D. CHAIR'S REPORT: The Chair of the Head Start Policy Council (Ms. Lynda Williams), 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.



Head Start Monthly Report March 2015

SETA-Operated Program

Program Support Services Unit

Quality Assurance and Monitoring. Quality Assurance Unit staff, Education Coordinators, Program Support Services Manager and Program Officer joined a countywide team to conduct a comprehensive Health, Nutrition and Safe Environments Self-Assessment Review . All 210 (HS/EHS) classes countywide received an onsite visit from internal reviewers. Review period was from January 13-February 13, 2015. Summary reports have been submitted to SETA Head Start Management and individual Delegates.

Countywide Training on Disability Awareness and Reflective Practice. On February 19, 2015 SETA Head Start hosted an all-day training event attended by various content area staff from Delegate Agencies, EHS Partners, EHS Home Base staff and parents from PAC/PC. A Touch of Understanding (ATOU) presented a 3-hour training on disability awareness by sharing insightful and moving personal testimonies from speakers with disabilities. An interactive, experiential training followed by having participants move to 3 different stations (Mobility, Vision and Invisible Disability Stations) to experience the use of accommodations such as wheelchairs, mobility canes, use of speech software for cell phones and others. In the afternoon, participants had the opportunity to reflect on the morning's experience through a structured Reflective Practice exercise facilitated by Carl Mack, Ph.D.

Program Operations Unit

It is an exciting time for integrating STEM into the classrooms! STEM stands for Science, Technology, Engineering and Mathematics. Educators are finding new and interesting ways to bring these concepts into the classroom for younger children. STEM activities tie into children's natural curiosity and interest in the world around them and also promote critical thinking and problem solving. SETA has partnered with Lakeshore Learning to product test new materials that are aimed at increasing these concepts in the classroom.

We also find that increasing STEM in the classroom also leads to higher CLASS scores for our teachers. This is because these activities lend themselves to rich questions and conversations as well as advanced language modeling. The SETA Education team is working on resources and products that will continue to support teachers as we encourage these little scientists in our classrooms.

Family Support Services Unit

With spring approaching, community fairs are heating up. Family Service Workers will be at the North Sacramento Family Resource Center, and at the Sutter Children's Wellness Fair , both being held in March. We are always looking for ways to get Head Start and Early Head Start's name out to let parents know the type of services we provide. If you know of an event

that Head Start should have a booth, please call Lisa Carr at 263-8123 or email Lacarr@headstart.seta.net and let us know.

We have been working with EMRL, a marketing firm, to help design and update the Head Start website. One of the exciting bits of information they were able to provide for us was our new inquiry form that over 20% of the people who come to our website end up filling out asking for more information. Last year, 2,800 people asked for additional information on Head Start/Early Head Start services. According to EMRL, 20% is an extremely high number, and we see that we average 6-8 inquiry forms a day

Program Governance Update

Eight PC/PAC Representatives attended the CHSA Parent Conference February 2-3, 2015. The conference was hosted at the Los Angeles Airport Marriott. Conference theme: 50 Years of Opportunity. Parent conference attendees are responsible for submitting a report on workshops attended. Reports are included in the March PC/PAC agenda packet.

Parents have been very busy screening applications and participating on oral exam panels (Human Resource Department). "THANK YOU PC/PAC" for taking time out of your busy schedules to participate in agency's hiring practice.

Parents teamed with Quality Assurance Unit staff in the Self-Assessment of Health & Safe Environment by monitoring SETA-Operated and delegate agency centers. Again, "THANK YOU, PC/PAC." Parents and staff partnering together to ensure HS/EHS children and families continue to receive high quality service delivery.

On February 24, 2015 PC/PAC was provided AB 1234 Ethics training by Mr. Victor Bonanno, Workforce Development Analyst Supervisor. Board members learned the importance of valuing what's morally right (the right thing to do) as elected representatives, Ethics laws and penalties for violation. Mr. Bonanno set the tone by exhibiting high energy and welcoming parent participation. He began training by asking "What is Ethics?" The training was excellent; many good examples/scenarios, feedback and clear responses to parent questions. This was Mr. Victor Bonanno's best ethics training ever; he always does an awesome job. "THANK YOU, Mr. Bonanno for your unwavering support to parents."

Elk Grove Unified School District

Enrollment

The Elk Grove Unified School District is funded to serve 480 students and is fully enrolled. The average daily attendance (ADA) was 85%.

Disabilities Services and Mental Health Services Update

Our program educators and clerks have worked closely with Kate Barbero, PreK social worker and with Alicia Valero-Kerrick, PreK psychologist, to place students with an active IEP into the Head Start program. There are 44 students with active IEPs being served which is nine percent (9%) of our Head Start student population.

Health Services Update

Representatives from "Smile Keepers" are continuing their second round of visits to our Head Start classrooms this year. The representatives provide fluoride treatments and discuss dental health with our students.

Program Educators assessed students for their height and weight. Data collected was reported to parents whose children are underweight, overweight or obese. Information about healthy eating and physical activity was provided to parents. Additionally, a referral to a registered dietician or their personal physician was offered.

USDA Meals/Snacks

Head Start students were served 11,320 meals during the month of February.

Family and Community Partnerships Update

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

The following classes or workshops were held in February:

“Positive Parenting” classes were held in Spanish at Charles Mack Elementary on February 3, 10, and 17 and in English at David Reese Elementary on February 3, 10, and 17, 2015. These classes teach parents positive approaches to discipline, stress management techniques, communication skills, and developmental milestones. An average of three (3) parents attended the classes at Charles Mack Elementary and an average of two (2) parents attended the classes at David Reese Elementary.

“Latino Family Literacy” workshops were held on February 4, and 11, at Herman Leimbach Elementary and on February 5, and 12, 2015 at David Reese Elementary. These classes provide Spanish speaking parents with strategies for working with their children in the area of literacy and ways to establish a reading routine in their home. An average of eight (8) families attended the workshops at Herman Leimbach Elementary. An average of seven (7) families attended the workshops at David Reese Elementary.

“Supporting Positive Behavior in Children” workshops were held on February 6, 12, 19, and 26, 2015 at Prairie Elementary. The “Supporting Positive Behavior in Children” workshop provides information and support to families to promote their child's social/emotional development. An average of six (6) parents attended these workshops.

“Financial Fitness” was presented in partnership with KVIE, Sacramento at Samuel Kennedy Elementary School on February 25. Four (4) parents attended this class. “Financial Fitness” is a workshop designed to help parents develop their children's knowledge about spending, saving, and giving money away. In addition, parents learned strategies that can be applied to their money management.

Recruitment

Individual registrations are taking place and twelve (12) students are on the wait list for the Head Start program.

An internal office calendar with registration dates for January through June has been created to ensure sufficient time is allotted to have full enrollment by the end of June for the 2015 - 2016 school year.

Sacramento City Unified School District

Health and Nutrition

Preschool Nurses Lori Souza, Lisa Stevens and Victoria Benson worked collaboratively on the Head Start Health and Nutrition Program Improvement Plan (PIP) Goals for this year. Preschool program strengths were identified by the preschool nurses and a written narrative of these strengths were delineated by Nurse Benson and submitted as part of the overall Program Improvement Plan.

Nurse Souza and Licensing Specialist, Patti Lewkowitz, presented their Countywide Self - Assessment report to members of the Health, Nutrition and Safe Environments (HNSE) Committee on February 26th. Various members of the committee felt that this information was useful in discovering how other preschool programs in Sacramento County handle medical issues and concerns such as special diets and medications in the classroom.

Hurst Philpot and Melissa Peacock, Supervisors 1, Food Service Area, Nutrition Services, joined the Health, Nutrition and Safe Environments Committee (HNSE) to review current Early Head Start and Head Start menus. The children's food likes and dislikes were shared by various committee members and presented to Nutrition Services for consideration. Committee members also discussed nutritional concerns in the area of Special Diets and made suggestions for changes to the Diet Prescription form. After the meeting, several members of the HNSE committee commended Nutrition Services staff for always being receptive and responsive to feedback from children, staff and parents, and for making nutritional changes to meet the needs of our young children.

Nurses Souza and Benson, Health/Nutrition Coordinator, Tammy Sanchez, and Facilities Specialist, Patti Lewkowitz, attended SETA's Countywide Combined Content Meeting on Disability Awareness February 19. Conference participants were able to use a variety of assisted living devices and discover firsthand how challenging activities of daily living can be when one has a medical disability.

Mental Health

EHS social worker attended CSEFEL Teaching Pyramid Coaching Training through West Ed at SETA.

Selected EHS home visitors continue to attend the monthly Family Development Credentialing Training and have expressed how they are really enjoying and learning from the class.

EHS staff has completed their first FPA goals with families and moving towards second goal setting. Social workers provide mental health support to referred children and families in EHS through consultation with families via joint home visitors

Social workers continue to monitor, provide support and consultation/case management to staff.

Social workers presented a parent workshop at the EHS School Readiness Day/ socialization on the topic: Making a Connection, which focused on social emotional development for young children and relationship building between parent and child (CA CSEFEL materials)

Family Engagement

Home visits and parent conferences were held February 17-20. During the meeting, the second goal setting process was completed with families. The parents are able to share about the progress on original goals and decide whether to continue with the goal or to establish a new goal.

Social workers began presenting an evening parenting workshop: Positive Solutions for Families which is a four week series. The social workers also continue to provide parent meetings in the class on a number of topics.

The Family Development Credential Training continues with a chapter on diversity.

Special Education

SCUSD Child Development Program currently served 141 HS Preschool students with disabilities and served 15 EHS students with IFSPs.

The Special Education Teachers collaborated with HS teachers at Common Planning Time, after school hours, to look at child data and plan individualized student goals as well as classroom enhancements to meet the students' current needs. The teachers also collaborated at HS parent conferences.

Education

Two resource teachers and one social worker attended the Safety Curriculum Planning Meeting at SETA. The delegates are meeting to create a 6-week Safety Curriculum to be implemented in the Head Start classrooms next fall. CLASS observations were conducted in the classrooms by SETA and SCUSD reliable observers.

Balanced Literacy Cohorts 1 & 2 met with the resource teachers and consultant, Andy Hess, to discuss curriculum planning and implementation. Professional Learning focused on the topics of Supervision and Safety Policy updates and CSEFEL: Going Deeper into Environments and Super Friends.

Early Head Start and Home-Based

The EHS Socialization went well. Janet Love, Social Worker, presented on positive solutions for families, which the parents found very helpful. Janet assigned homework for the parents to work on at home with their babies, which can be captured as in-kind.

Child Development learned about the organization, Safe Kids, who will be presenting for the EHS socialization on April 24. The parents are encouraged to provide car seats for families.

Patti Lewkowitz, Facilities Manager, Sally Evey, Jennifer Osalbo, and resource teachers, are working on converting a classroom at Elder Creek for EHS. The room was measured, along with observing the outdoor environment, to ensure it can accommodate 8 toddlers beginning on July 1.

The resource teachers have started to meet regarding creating a safety curriculum for the delegates. The activities have been grouped together and hope the curriculum can be year-long for both Head Start and Early Head Start, and are working on the parent component as well.

San Juan Unified School District

Education Services Update

In February, teachers finished the theme of *Construction Zone* and moved into the study on *Boxes*. Teachers considered the interest expressed by their class during this theme and worked to extend this child interest as they explored different aspects of boxes. Their letter focus this month was Cc, Qq, and Vv. The math concept for this month was *Creating Linear Patterns*. Teachers completed their second DRDP assessments in early February. The *Best Practices* monitoring tool was due a second and final time on February 27.

Disabilities Services Update

The Disabilities Specialist has obtained the upcoming schedule from the Registration Coordinator and is preparing for the upcoming registration season. Screening continued one day a week for the month of February, and though it is traditionally a slow time of the year, over 25 children were screened. A few changes were made to the current Summary forms that the Care Management Team uses when processing screening results. These will be printed and ready for the upcoming year. More IEPs were held for children already enrolled and there are now 89 children enrolled in the HS programs who have IEPs. The Content Specialist along with other Leads attended the very informative and enlightening countywide content meeting at SETA on the 19th of February. The Touch of Understanding Group presented the topic of Disabilities Awareness in an entertaining and thought-provoking way.

Mental Health Services Update

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

Health & Nutrition Services Update

As one of the mandated Professional Learning Communities, teachers selected gardening as a topic. Seven teachers attended this collaboration, sharing websites, resources, grants and personal experiences. Staff took this opportunity to assess gardens conducive to each classroom. Hopefully, gardens will be springing up all over! Health continued screening in the centralized screening room one day a week. Health continues to review students' health, nutrition, and immunization status, complete health screenings, and counsel families in various health areas as needed. The School Nurse completed Individualized Student Health Plans for those who have health concerns. Smile Keepers' second round screenings continue through the end of March.

Family and Community Partnerships Update

The Grant/Budget subcommittee was acknowledged for their work on carefully examining the current program structure and making recommendations for changes for 2015-2016. The Policy Committee received the recommendation of the Grant/Budget subcommittee and approved the grant application for 2015-2016 on February 27, 2015.

Transition Services Update

Family Partnership and Involvement continues to be an essential component of successful transitions. One of the many activities during the month of February was Friendship parties.

Many families participated in this activity by volunteering in the classroom and assisting teachers with small group activities. The children loved seeing their family members in the classroom and helping out the classroom staff. On any given day, parents can be seen in the

classrooms assisting staff, helping with breakfast and lunch, participating in field trips, and attending parent meetings. All of these activities help staff and parents work in harmony for the success of their child's transition.

Program Support/Staff Training Update

Professional Learning Communities occurred during February, and various topics were chosen by teachers. Some of the topics included were the DRDP Portfolio online system, work with Cindy Pitts on the Preschool Learning Foundations alignment to Common Core, strategies for initiating and maintaining class lending libraries, and with spring learning just around the corner, there was a gardening topic offered as well! Dr. Anne Kress from American River College presented on the topic of *Creative Expression*. This topic was linked to problem solving and logic and reasoning when children are truly creating their own vision for an art project. The links to math, language and literacy were highlighted as well. Common Core funds allowed for the purchase of art materials for this training, which included jewelry loupes, small sized clip boards, black ink pens, water color pencils and water color pads of paper.

Fiscal Update

This was a very busy month for the fiscal team. They completed 2nd interims and worked on numerous calculations for the redesign team, as well as possible budget saving measures for ECE. All resources were reconciled, and SETA reports were submitted. A great deal of work has been done for the Head Start and Early Head Start grant applications for 2015-16, which will be completed in March. Teamwork continued to be a crucial factor in completing the many necessary fiscal tasks on time.

Early Head Start Update

Early this month, the EHS program support staff and selected teacher leaders attended either the California Head Start Association Family Engagement or CHSA Education conference, gathering valuable resources and learning various new strategies to support families and staff. The conferences gave the support staff a chance to network with other Early Head Start programs and to discuss new initiatives and best practices in various content areas and across EHS and HS programs.

Also this month, classroom teachers did Parent Conferences, developing Individualized Development Plans in partnership with parents. They also received and reflected on their aggregate class data from the most recent DRDP results, incorporating the new data into their regular lesson planning and reflection. In addition, the classroom teachers received a full day CSEFEL training and follow up action planning visits from the CSEFEL trainer. The training was well received, with new information discussed as to how it related to familiar best practices and strategies. The action planning visits gave each site a chance to individualize their follow up plans and focus on what their group considered to be necessary next steps.

Twin Rivers Unified School District

Events

All students celebrated Black History Month as a part of our February parent involvement event. Students entertained staff and their families with singing and dancing at their respective sites. Planning is underway for our annual Dr. Seuss Reading Day in March 2015.

Oakdale site also welcomed their new teacher, Maryam Khatami on February 11th! Mrs. Khatami comes with tremendous preschool experience and a wide array of work experience in various preschool programs!

Challenges

The sites continue to have a contract with Bright Therapies to assist with screening and testing the students for speech. The speech screenings and testing are still delayed but the team is working hard to get the rest of the students screened, tested and provided services.

Professional Development

The latest workshop was held on February 11. The Head Start staff joined the rest of the ECE Department at the District Office for training related to the CLASS assessment. Medical and child abuse training were also held in February for all new staff. The next workshop is tentatively scheduled for March 26 to develop action plans and discuss Practice Based Coaching.

Components

Each Community Liaison continues working with their respective Complexes including meeting individually with parents to complete the Family Partnership Agreements and following up on the families' goals. The FPAs will permit the families to identify their goals and develop strategies to accomplish their goals. The staffing group also continues providing monthly nutrition activities and the tracking of blood lead results, hemoglobin and lead risk assessments for Childplus tracking purposes as well as coordinating the parent involvement events.

Our School Social Worker/Counselor is still on maternity leave so the programs are in search of a substitute as the Social Workers will not return until August 2015. In the meantime, the school sites have a CSUS Graduate Intern assisting with the Mental Health component. The Intern is on-site two days per week and assists with friendship and social skills groups with the students. He is participating in classroom support for behavioral concerns.

Head Start programs continue with a contracted SLP to assist with the speech screenings and testing while the district still looks for permanent staff. The SLP has started speech services for the students with IEPs and continues the testing process for students with failed screenings.

The Education Component Leader continues completing the classroom observations to assist with classroom management and planning for the monthly Education Component meetings. File checks are also occurring monthly to ensure the teachers' files continue the appropriate documentation and assessment information.

ERSEA Team continues to be busy ensuring all sites maintain full enrollment. Planning is underway for enrollment for 2015-2016 to begin on March 16 for returning students and new enrollment on April 7.

Policy and Parent Committees

The monthly meeting was held on February 12 and then rescheduled for February 26 at Morey Avenue. The agenda included the re-approval of the last meeting minutes and minutes from the October 2014 meetings, along with the election of the Secretary and Community Representative. Parent Committee meeting was held at Rio Linda on February 25, 2015 with a great turnout of parents, however, the Oakdale Parent Committee Meeting on February 26, 2015 did not yield any participants.

Fiscal

The ordering of appropriate materials and supplies to support the Head Start programs continues as results of the action plans from CLASS observations, DRDP Fall assessments and ECERS have been provided.

Women's Civic Improvement Club (WCIC)

Enrollment

During the month of February 2015, WCIC's Enrollment was maintained at 100%.

Health

WCIC/Playmate Head Start Program children received second dental screening and fluoride varnishes from Sacramento County Smile Keeper Dental Health Program on February 10 and 11, 2015.

WCIC/Playmate Head Start Program staff received Epi-Pen Training by Garnett Volkens, Health Coordinator from Sacramento Employment and Training Agency on February 13, 2015. Ms. Volkens addressed the staff on "Epi-Pen". She stated Epi-Pen is an anaphylaxis. Ms. Volkens stated anaphylaxis is a severe allergic reaction that can involve several body systems and can even lead to death if left untreated. The most common food triggers of anaphylaxis are peanut, tree nut, shellfish, fish, milk, eggs, wheat, soy, and sesame. Staff needs to be familiar with the three A's, which are: Awareness, Avoidance, and Action. Awareness is to know what to do in an emergency; Avoidance: Read labels each and every time and clean counters, tables and utensils well to avoid cross contamination; and Action: Carry emergency medication at all times and have the child's care plan posted in the classroom at all times. Epi-pens must be stored at room temperature. If a child were to go into shock, the staff must make sure another staff calls 911 in order for the child to get help. Ms. Volkens demonstrated where to inject the intramuscular area using the Epi-Pen. If this pen is used, it can be used on the child's thigh and through the pants he/she is wearing. The sign of an allergic reaction is swelling of the mouth, eyes, itching, nausea, vomiting, cold skin, rash, and swelling of the tongue.

Trainings

WCIC/Playmate Head Start Program Board of Directors, Policy Committee, Executive Director/Head Start, and Head Teacher received Ethics Training by Victor Bonanno, WD Analyst Supervisor, from Sacramento Employment and Training Agency on February 18, 2015. Mr. Bonanno's presentation was on AB 1234, 2015 Ethics Training. State law requires certain local officials to receive specified ethics training every two years. The requirement applies to elected and appointed officials that receive either compensation for their public service or reimbursement for their expenses. Mr. Bonanno discussed Lesson One: Principles of Public Service Ethics; Lesson Two: Scope of Public Service Ethics Laws; Lesson Three: Personal Financial Gain; Lesson Four: "No Perks" Rule; Lesson Five: Governmental Transparency Laws; Lesson Six: Fair Process Laws; and Lesson Seven: Good Ethics is Good Politics. Proof-of-participation certificates were received by participants for having reviewed the content of the AB 1234 2015 Ethics Training. By signing the certificates, participants certified that they have reviewed the entire course. The original signed certificate by each participant was given to the custodian of records for WCIC. Ms. Davis, Executive Director/Head Start thanked all WCIC Board Members, Policy Committee Members, and Head Teacher for attending the AB 1234 2015 Ethics Training.

WCIC/Playmate Head Start Program staff received Math Training by Kim Bonnema, Education Coordinator from Sacramento Employment and Training Agency on February 20, 2015. Ms.

Bonnema addressed the staff on Mathematics Training. Ms. Bonnema passed out the Mathematics California Preschool Curriculum Framework Guiding Principles. Mathematics should build on children's natural interest in math, intuition and informal knowledge. DRDP-PS Measure 32: Number Sense of Quality and Counting; Measure 33: Number Sense of Mathematical Operations; Measure 34: Classification; and Measure 35: Measurement was addressed and are aligned with the DRDP-PS. Teachers need to introduce math concepts through intentionally planned activities and introduce language of mathematics by numbers, shapes, comparing words, quantity, size and position. Teachers need to observe and listen to children to identify thought and provoke moments throughout the day. Teachers need to respond to each child individually and with disabilities children who benefit multiple opportunities to experience hands on math activities. By supporting dual language learners, math is acquired through English simplified terms and use of words and model actions. Staff needs to provide a rich environment of math material in the classroom.

Recent Program Instruction or Information Memos from Administration for Children and Families (ACF)

ACF-IM-HS-15-01 Real Property Reporting and Request Requirements

SPECIAL EDUCATION REPORT

Sacramento County Head Start/Early Head Start
(February 28, 2015)

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.

<u>Agency/AFE (HS)*(EHS)**</u>	<u>Head Start #IEP (% AFE)</u>	<u>Early Head Start #IFSP (% AFE)</u>
Twin Rivers USD (243)	23 (9.5 %)	N/A
Elk Grove USD (480)	44 (9 %)	N/A
Sacramento City USD (1312)(144)	141 (10.7 %)	15 (10%)
San Juan USD (700) (160)	89 (12.7%)	20 (12.5 %)
WCIC (120)	7 (6 %)	N/A
SETA (2002) (349)	206 (10.2 %)	62 (17.8%)
County (4857)* (653)**	510 (10.5%)	97 (14.8%)

*AFE = Annual Funded Enrollment

**% AFE = Percentage of Annual Funded Enrollment



SETA Head Start Food Service Operations Monthly Report *February 2015

February 6th - Minimum Day Preschool and EHS Full Day Classes..

February 16th - Holiday, President's Day.

Total Number of Meals and Snacks Prepared for All Kitchens:

Lunch	PM Snack	Breakfast	Field Trips
37,174	22,048	23,752	320

Total Amount of Meals and Snacks Prepared 83,294

Purchases:

Food \$70,100.25

Non - Food \$13,870.72

Building Maintenance and Repair: \$4,422.90

Janitorial & Restroom Supplies: \$85.84

Kitchen Small Wares and Equipment: \$2,575.40

Vehicle Maintenance and Repair : \$2,641.31

Vehicle Gas / Fuel: \$1,060.68

Normal Delivery Days 19

**Sacramento County Head Start/Early Head Start
Monthly Enrollment Report
February 2015**

Head Start

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 2/27/15	(b) % Actual to Funded	(c) Average Daily Attendance for Month %
Elk Grove USD	480	480	100	85
Sacramento City USD	1,312	1,312	100	97
SETA	2,002	2,067	103	78
San Juan USD	700	718	103	99*
Twin Rivers USD	243	243	100	93
WCIC/Playmate	120	120	100	79
Total	4,857	4,940		

* SJUSD average daily attendance is for January 2015

Early Head Start

Agency	Funded Enrollment	(a) Last Day of Month Enrollment 2/27/15	(b) % Actual to Funded	(c) Average Daily Attendance for Month %
Sacramento City USD	144	144	100	73
SETA	349	359	103	72
San Juan USD	160	179	112	100*
Total	653	682		

* SJUSD average daily attendance is for January 2015

- (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.

ITEM VI-OTHER REPORTS (continued)

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

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