



**Policy Council Meeting Minutes**  
 Location: 500 Ellinwood Way, Pleasant Hill, CA



**Date:** 4/17/2019

**Time Convened:** 7:07 PM

**Time Terminated:** 7:58 PM

**Recorder:** Imelda Prieto Martinez

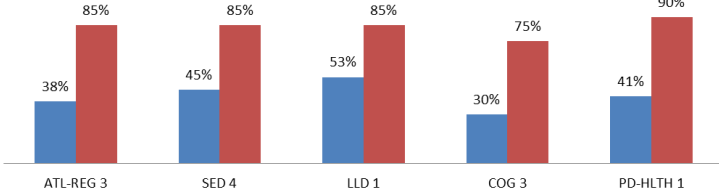
| TOPIC  | RECOMMENDATION / SUMMARY   |
|--|--|
| Review Desired Outcomes and Meeting Rules  | <ul style="list-style-type: none"> <li>• Veronica Gutierrez, Chair, called the meeting to order at 7:07 p.m.</li> <li>• Emma Duran, Vice Chair, reviewed the desired outcomes.</li> <li>• Delphine Smith, Parliamentarian, reviewed meeting rules.</li> </ul>  |
| Public Comment   | None   |
| Correspondence   | None   |
| <b>Administrative Reports</b> <ul style="list-style-type: none"> <li>• CSB Director</li> <li>• Division Manager</li> <li>• Fiscal</li> </ul> | <p>Camilla Rand, Director, welcomed Policy Council representatives and thanked participants for providing feedback to the Economic Opportunity Public Hearing. Camilla presented the following administrative updates:</p> <ul style="list-style-type: none"> <li>• Early Childhood Education is important to the Governor and a priority in his proposed budget. Currently, 250 legislative bills have been introduced with 80 at the state level in support of early care and education. The Governor is requesting that 4.2 million dollars be allocated to support early care and education to include funding for facilities, expanding State Preschool and increasing slots for infant &amp; toddler care. The revised proposed budget will come out May 14<sup>th</sup> More information will be shared as received during our May and June PC Meetings.</li> <li>• Office of Head Start is requesting a \$250 million dollar carve-out to fund infant &amp; toddler care.</li> </ul> <p>Enrollment and attendance statistics for March:</p> <ul style="list-style-type: none"> <li>• Enrollment: 100.44% for Head Start; 102.57% for Early Head Start; 100% for Early Head Start Child Care Program Partnership #1; and 101.05% for Early Head Start Child Care Program Partnership #2.</li> <li>• Attendance: 82.54% for Head Start; 79.50% for Early Head Start; 92.51% for Early Head Start Child Care Program Partnership #1; and 80.2% for Early Head Start Child Care Program Partnership #2.</li> </ul> <p>Haydee Ilan, Accountant III and Andres Torres, Fiscal Subcommittee member, presented the following fiscal reports:</p> <ul style="list-style-type: none"> <li>○ <b>2018-2019 Head Start Program: February 2019</b> year to date cash expenditures were \$1,585,777 YTD, which represents 10% of the program budget.</li> </ul> |

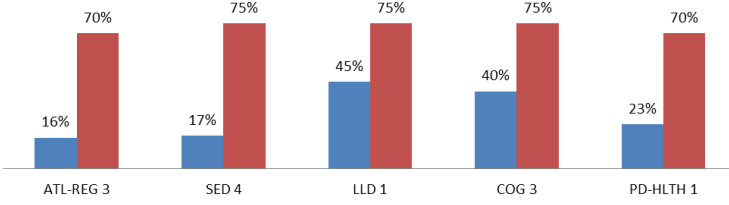
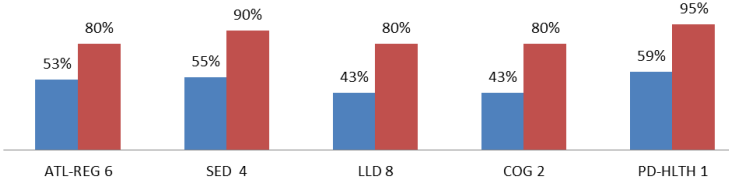


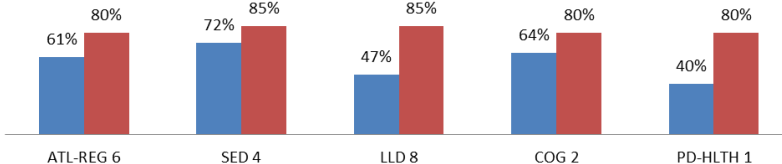
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|--|--|----------------|------------------|----------------|-----------|-------------|--|----------|-----------|--|-------------|-----------|----------|-------|-------------|----------|----------------------|-------------|-----------|
|  | <ul style="list-style-type: none"> <li>○ <b>2018-2019 Early Head Start Program: February 2019</b> year to date cash expenditures were \$309,462 YTD, which represents 9% of the program budget.</li> <li>○ <b>2018-2019 Early Head Start – CC Partnership: February 2019</b> year to date cash expenditures were \$803,920 YTD, which represents 72% of the program budget.</li> <li>○ <b>2018-2019 Early Head Start – CC Partnership #2: February 2019</b> year to date cash expenditures were \$1,479,613 YTD, which represents 41% of the program budget.</li> <li>○ <b>Credit Card expenditures</b> for all programs, including Head Start and Early Head Start, for the month of <b>February 2019</b> were \$25,214.47.</li> <li>○ <b>Child and Adult Care Food Program: February 2019</b> total meal served including breakfast, lunch, and supplements were 32,314.</li> </ul> <p>Haydee reviewed the Early Head Start Child Care Partnership #2 carryover budget for the period of September 2018 through August 2019:</p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: right;">Carryover Budget</th> <th style="text-align: right;">Carryover T/TA</th> </tr> </thead> <tbody> <tr> <td>Equipment</td> <td style="text-align: right;">\$1,510,610</td> <td></td> </tr> <tr> <td>Supplies</td> <td style="text-align: right;">\$359,907</td> <td></td> </tr> <tr> <td>Contractual</td> <td style="text-align: right;">\$117,500</td> <td style="text-align: right;">\$72,505</td> </tr> <tr> <td>Other</td> <td style="text-align: right;">\$2,116,509</td> <td style="text-align: right;">\$96,887</td> </tr> <tr> <td>Total Direct Charges</td> <td style="text-align: right;">\$4,104,526</td> <td style="text-align: right;">\$169,392</td> </tr> </tbody> </table> <p>Totals – All Budget Categories \$4,273,918</p> |                | Carryover Budget | Carryover T/TA | Equipment | \$1,510,610 |  | Supplies | \$359,907 |  | Contractual | \$117,500 | \$72,505 | Other | \$2,116,509 | \$96,887 | Total Direct Charges | \$4,104,526 | \$169,392 |
|  | Carryover Budget   | Carryover T/TA |                  |                |           |             |  |          |           |  |             |           |          |       |             |          |                      |             |           |
| Equipment  | \$1,510,610  |                |                  |                |           |             |  |          |           |  |             |           |          |       |             |          |                      |             |           |
| Supplies   | \$359,907  |                |                  |                |           |             |  |          |           |  |             |           |          |       |             |          |                      |             |           |
| Contractual  | \$117,500  | \$72,505       |                  |                |           |             |  |          |           |  |             |           |          |       |             |          |                      |             |           |
| Other  | \$2,116,509  | \$96,887       |                  |                |           |             |  |          |           |  |             |           |          |       |             |          |                      |             |           |
| Total Direct Charges   | \$4,104,526  | \$169,392      |                  |                |           |             |  |          |           |  |             |           |          |       |             |          |                      |             |           |
| <p><b>Report:</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> DRDP Child Outcomes &amp; School Readiness Report</li> </ul> | <p>Ron Pipa, Assistant Director (TU) and Afi Fiaxe, Comprehensive Services Manager, provided an overview of the 1<sup>st</sup> DRDP Child Outcomes &amp; School Readiness Report.</p> <p>Results from the first assessment (baseline) were discussed.</p> <p><b>Overview of Methods</b></p> <ul style="list-style-type: none"> <li>▪ Community Services Bureau (CSB) utilizes DRDP-2015 © to assess the development of all children enrolled in the program.</li> <li>▪ The tool rates children based on different domains, measures, and developmental levels.</li> <li>▪ Three assessments are conducted each program year using this instrument to monitor children's development.</li> </ul>   |                |                  |                |           |             |  |          |           |  |             |           |          |       |             |          |                      |             |           |

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|              | <p><b>Key Findings-Infants &amp; Toddlers</b></p> <p><b>Infants:</b></p> <ul style="list-style-type: none"> <li>The highest overall scores were in the Physical Development and Health Domain and the Cognition Domain.</li> </ul> <p><b>Toddlers:</b></p> <ul style="list-style-type: none"> <li>The highest overall scores were in the Physical Development and Health Domain.</li> </ul> <p><b>School Readiness Goals Infants</b></p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p style="text-align: center;"><b>Infants: Expected Outcomes-By June 2019</b></p>  <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Abbreviation</th> <th>Measure Name</th> </tr> </thead> <tbody> <tr> <td>ATL-REG 3</td> <td>Imitation</td> </tr> <tr> <td>SED 4</td> <td>Relationships and Social Interactions with Peers</td> </tr> <tr> <td>LLD 1</td> <td>Understand increasingly complex Communication and Language</td> </tr> <tr> <td>COG 3</td> <td>Number Sense of Quantity</td> </tr> <tr> <td>PD-HLTH 1</td> <td>Perceptual Motor Skills</td> </tr> </tbody> </table> </div> <div style="flex: 1; margin-left: 20px;"> <table border="1"> <thead> <tr> <th>Abbreviation</th> <th>Measure Name</th> </tr> </thead> <tbody> <tr> <td>ATL-REG 3</td> <td>Imitation</td> </tr> <tr> <td>SED 4</td> <td>Relationships and Social Interactions with Peers</td> </tr> <tr> <td>LLD 1</td> <td>Understand increasingly complex Communication and Language</td> </tr> <tr> <td>COG 3</td> <td>Number Sense of Quantity</td> </tr> <tr> <td>PD-HLTH 1</td> <td>Perceptual Motor Skills</td> </tr> </tbody> </table> </div> </div> <p>Figures represent the infants’ baseline percentages for the developmental domain measure in blue and expected outcomes by June 2019 in red. Infant goals are based on the developmental level of “Exploring Earlier.”</p> <p><b>School Readiness Goals Toddlers</b></p> | Abbreviation | Measure Name | ATL-REG 3 | Imitation | SED 4 | Relationships and Social Interactions with Peers | LLD 1 | Understand increasingly complex Communication and Language | COG 3 | Number Sense of Quantity | PD-HLTH 1 | Perceptual Motor Skills | Abbreviation | Measure Name | ATL-REG 3 | Imitation | SED 4 | Relationships and Social Interactions with Peers | LLD 1 | Understand increasingly complex Communication and Language | COG 3 | Number Sense of Quantity | PD-HLTH 1 | Perceptual Motor Skills |
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| SED 4        | Relationships and Social Interactions with Peers   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |           |       |  |       |  |       |                          |           |                         |
| LLD 1        | Understand increasingly complex Communication and Language   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |           |       |  |       |  |       |                          |           |                         |
| COG 3        | Number Sense of Quantity   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |           |       |  |       |  |       |                          |           |                         |
| PD-HLTH 1    | Perceptual Motor Skills  |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |           |       |  |       |  |       |                          |           |                         |
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|              | <p style="text-align: center;"><b>Toddlers: Expected Outcomes -By June 2019</b></p>  <p>Figures represent the toddlers' baseline percentages for the developmental domain measure in blue and expected outcomes by June 2019 in red. Toddler goals are based on the developmental level of "Exploring Later."</p> <p><b>Key Findings-Preschoolers &amp; Pre-kindergarteners</b></p> <p><b>Preschoolers:</b></p> <ul style="list-style-type: none"> <li>The highest overall scores were in the Physical Development and Health Domain.</li> </ul> <p><b>Pre-Kindergarteners:</b></p> <ul style="list-style-type: none"> <li>Children in the 2018-2019 program year scored higher at the first assessment than the children in the 2017-2018 program year in the Social and Emotional Development Domain.</li> </ul> <p><b>School Readiness Goals Preschool</b></p> <p style="text-align: center;"><b>Preschool: Current and Expected Outcomes By June 2019</b></p>  | <table border="1"> <thead> <tr> <th data-bbox="1119 339 1283 402">Abbreviation</th> <th data-bbox="1287 339 1551 402">Measure Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="1119 406 1283 443">ATL-REG 3</td> <td data-bbox="1287 406 1551 443">Imitation</td> </tr> <tr> <td data-bbox="1119 446 1283 509">SED 4</td> <td data-bbox="1287 446 1551 509">Relationships and Social Interactions with Peers</td> </tr> <tr> <td data-bbox="1119 513 1283 600">LLD 1</td> <td data-bbox="1287 513 1551 600">Understand increasingly complex Communication and Language</td> </tr> <tr> <td data-bbox="1119 604 1283 667">COG 3</td> <td data-bbox="1287 604 1551 667">Number Sense of Quantity</td> </tr> <tr> <td data-bbox="1119 670 1283 708">PD-HLTH 1</td> <td data-bbox="1287 670 1551 708">Perceptual Motor Skills</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th data-bbox="1119 1105 1283 1169">Abbreviation</th> <th data-bbox="1287 1105 1551 1169">Measure Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="1119 1172 1283 1235">ATL-REG 6</td> <td data-bbox="1287 1172 1551 1235">Engagement &amp; Persistence</td> </tr> <tr> <td data-bbox="1119 1239 1283 1302">SED 4</td> <td data-bbox="1287 1239 1551 1302">Relationships and Social Interactions with Peers</td> </tr> <tr> <td data-bbox="1119 1305 1283 1369">LLD 8</td> <td data-bbox="1287 1305 1551 1369">Phonological Awareness</td> </tr> <tr> <td data-bbox="1119 1372 1283 1409">COG 2</td> <td data-bbox="1287 1372 1551 1409">Classification</td> </tr> <tr> <td data-bbox="1119 1412 1283 1450">PD-HLTH 1</td> <td data-bbox="1287 1412 1551 1450">Perceptual Motor Skills</td> </tr> </tbody> </table> | Abbreviation | Measure Name | ATL-REG 3 | Imitation | SED 4 | Relationships and Social Interactions with Peers | LLD 1 | Understand increasingly complex Communication and Language | COG 3 | Number Sense of Quantity | PD-HLTH 1 | Perceptual Motor Skills | Abbreviation | Measure Name | ATL-REG 6 | Engagement & Persistence | SED 4 | Relationships and Social Interactions with Peers | LLD 8 | Phonological Awareness | COG 2 | Classification | PD-HLTH 1 | Perceptual Motor Skills |
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| ATL-REG 6    | Engagement & Persistence   |   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |                          |       |  |       |                        |       |                |           |                         |
| SED 4        | Relationships and Social Interactions with Peers   |   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |                          |       |  |       |                        |       |                |           |                         |
| LLD 8        | Phonological Awareness   |   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |                          |       |  |       |                        |       |                |           |                         |
| COG 2        | Classification   |   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |                          |       |  |       |                        |       |                |           |                         |
| PD-HLTH 1    | Perceptual Motor Skills  |   |              |              |           |           |       |  |       |  |       |                          |           |                         |              |              |           |                          |       |  |       |                        |       |                |           |                         |

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|  | <p>Figures represent the preschoolers' baseline percentages for the developmental domain measure in blue and expected outcomes by June 2019 in red. Preschool goals are based on the developmental level of "Building Earlier."</p> <p><b>School Readiness Goals Pre-kindergarteners</b></p> <p style="text-align: center;"><b>Pre- Kindergarten: Current and Expected Outcomes By June 2019</b></p>  <table border="1" data-bbox="1171 479 1612 824"> <thead> <tr> <th>Abbreviation</th> <th>Measure Name</th> </tr> </thead> <tbody> <tr> <td>ATL-REG 6</td> <td>Engagement &amp; Persistence</td> </tr> <tr> <td>SED 4</td> <td>Relationships and Social Interactions with Peers</td> </tr> <tr> <td>LLD 8</td> <td>Phonological Awareness</td> </tr> <tr> <td>COG 2</td> <td>Classification</td> </tr> <tr> <td>PD-HLTH 1</td> <td>Perceptual Motor Skills</td> </tr> </tbody> </table> <p>Figures represent the pre-kindergarteners baseline percentages for the developmental domain measure in blue and expected outcomes by June 2019 in red. Pre-kindergarten goals are based on the developmental level of "Building Later."</p> | Abbreviation | Measure Name | ATL-REG 6   | Engagement & Persistence | SED 4 | Relationships and Social Interactions with Peers | LLD 8 | Phonological Awareness | COG 2 | Classification | PD-HLTH 1 | Perceptual Motor Skills |
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| LLD 8  | Phonological Awareness   |              |              |             |                          |       |  |       |                        |       |                |           |                         |
| COG 2  | Classification   |              |              |             |                          |       |  |       |                        |       |                |           |                         |
| PD-HLTH 1  | Perceptual Motor Skills  |              |              |             |                          |       |  |       |                        |       |                |           |                         |
| <p><b>Subcommittee Updates</b></p>   | <p><b>Program Services:</b> Daisy shared the information reviewed during their meeting to include take home activities to support School Readiness goals; Week of the Young Child planned activities; and Policy Council as Leaders in Serving Families Experiencing Homelessness.</p> <p><b>Fiscal:</b> Andres Torres shared the information reviewed during their meeting to include February Fiscal Reports and Early Head Start Child Care Partnership #2 Carryover Budget for the period of September 2018, through August 2019.</p> <p><b>Advocacy:</b> Delphine Smith shared the following advocacy activity: "May Day 2019" in support of affordable and safe housing in Concord. The event scheduled for May 1<sup>st</sup> beginning with a rally at Meadow Homes Park and ending at Todos Santos Plaza. Families were given flyers about the event to share with other families.</p>  |              |              |             |                          |       |  |       |                        |       |                |           |                         |
| <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Consider Approval of the March 20, 2019 Policy Council Minutes</li> </ul> | <p>The minutes of the March 20, 2019, Policy Council minutes were reviewed and no corrections were noted.</p> <p><b>A motion to approve the March 20, 2019, Policy Council minutes was made by Andres Torres and seconded by Lee Ross. The motion was approved.</b></p> <table border="1" data-bbox="348 1388 1635 1435"> <tr> <td style="text-align: center;">Ayes</td> <td style="text-align: center;">Nays</td> <td style="text-align: center;">Abstentions</td> <td style="text-align: center;">Not Present</td> </tr> </table>  | Ayes         | Nays         | Abstentions | Not Present              |       |  |       |                        |       |                |           |                         |
| Ayes   | Nays   | Abstentions  | Not Present  |             |                          |       |  |       |                        |       |                |           |                         |



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|                     | Andres Torres<br>Delphine Smith<br>Nivette Moore-Mason<br>Damaris Santiago<br>Susana Huizar<br>Santos Rodriguez<br>Karla Lara<br>Mariam Okesanya<br>Emma Duran   | Daisy Templeton<br>Sarah Dicken<br>Lee Ross<br>Veronica Gutierrez<br>Katie Cisco<br>Mayra Rodriguez |  | Nancy Santos<br>Cindy Chiem<br>Miguel Gonzalez<br>Monica Avila<br>Monica Barajas<br>Teresa Rodriguez<br>Curtis Royster<br>Cindy Dolores<br>Priscilla Proteau | Paige Chatman<br>Tiffany Posey<br>Erica Contreras<br>Dawn Miguel |  |
| <b>Site Reports</b> | <p><b>Ambrose:</b></p> <ul style="list-style-type: none"> <li>• Children &amp; Families celebrated "Week of the Young Child" with many activities.</li> <li>• More families have been attending our Site Parent Meetings.</li> <li>• Storage shed and Janitor's shed were cleaned and organized.</li> <li>• Classroom "B" was cleaned and organized.</li> <li>• Mr. Malcolm, Mental Health Clinician, presented on "Child Abuse Prevention" during our Parent Meeting.</li> <li>• Resources on Immigration were shared with the families.</li> </ul> <p><b>Los Arboles:</b></p> <ul style="list-style-type: none"> <li>• Week of the Young Child was a big success with lots of activities and many parents participating.</li> <li>• Our outdoor fence was covered to provide additional privacy.</li> <li>• Fresh cut grass has made our yard beautiful and enjoyable for the children.</li> <li>• Many parents came to the site during Week of the Young Child and shared their cultures with us by reading books to children, cooking projects, dancing and singing with them.</li> <li>• Child Abuse training will be held on April 18, 2019.</li> </ul> <p><b>Marsh Creek</b></p> <ul style="list-style-type: none"> <li>• Classrooms received butterfly kits and the children are learning so much about butterflies.</li> <li>• Family week picnic was a success.</li> <li>• Domestic Violence Prevention was presented during parent meeting.</li> </ul> <p><b>Los Nogales:</b></p> <ul style="list-style-type: none"> <li>• Our teacher, Maria Ortega attended the CAEYC training in Santa Clara. She learned a lot that she is excited to share with her co-workers.</li> </ul> |   |  |  |  |  |



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| TOPIC | RECOMMENDATION / SUMMARY  |
|-------|---|
|       | <ul style="list-style-type: none"> <li>• Butterfly kits were delivered to the center and the children are learning about the stages from caterpillars to butterflies.</li> <li>• A parent donated plants and planted them at the center.</li> <li>• Room 1 is doing a project on recycling, while Room 2 is doing a project on babies.</li> <li>• Gwen White from CC health Services presented on Healthy Eating at our Parent Meeting.</li> <li>• Families received Friday Flyers with many resources including homelessness and job opportunities.</li> </ul> <p><b>Bayo Vista:</b></p> <ul style="list-style-type: none"> <li>• Week of the Young Child was a great success. Katharine Mason, Division Manager, read a story to the Toddler's. Isabel Renggenathen, Assistant Director, read a story and danced with all the children. Ron Pipa, ED Manager, played his accordion. Michelle Mankewich, Disabilities Manager, shared her favorite book with Preschoolers. Monica DeVera, ASA III, read to all the children. Assistant Manager, Darling Rivera's daughter Brianna read to the Preschoolers. Teacher, Anjana's daughter Astha, played the clarinet and did face painting with all the children. We ended the week with a parade with many of our parents participating - it was a wonderful ending to a great week.</li> <li>• Projects in process include: improvements to the teachers' lounge and to the children's playground</li> <li>• Norit Bercovicz, Mental Health Clinician, showed parents and staff a wonderful way of Self-Care by painting.</li> <li>• Self Care handout for Parents was shared.</li> </ul> <p><b>Riverview:</b></p> <ul style="list-style-type: none"> <li>• Parent participation during Week of the Young Child was awesome. Children enjoyed a variety of activities during the week to include making instruments, dressing like a rock star, fitness day, cooking projects, face painting, crazy hair day, pajama day and tie-dye/puff paint shirts.</li> <li>• QRIS money was spent to purchase new carpets for both classrooms, tables for Room 1, new chairs for room 2, and the replacement of "used" materials and supplies. Items are being introduced gradually on a daily basis to support the children's understanding of concepts.</li> <li>• During Parent Work Day parents helped organize and clean the classrooms. A Parent Work Day for the outdoor environment will be announced soon.</li> <li>• The Bay Point Community Foundation (funded by Keller Mitigation Funds), provided 4 days of fun and educational activities to serve the children in the community who were on Spring Break. Our preschoolers and teachers walked each day over to the Bay Point Library and enjoyed hands on experiences with insects, reptiles, birds and science experiments.</li> <li>• Ms. Corazon, the center's Wellness Champion attended Wellness Kick-off Meeting.</li> <li>• Special guests included CSU East Bay Nursing Students in addition to parents from Room 1AM who enjoyed reading books to children in support of their Book Project.</li> </ul> |



**Policy Council Meeting Minutes**  
 Location: 500 Ellinwood Way, Pleasant Hill, CA



| TOPIC              | RECOMMENDATION / SUMMARY   |   |
|--------------------|--|---|
|                    | <ul style="list-style-type: none"> <li>Catherine Lucero, Site Supervisor II, attended Quality Matters Leadership Learning Community Seminar and Teaching Pyramid Leadership Team 2<sup>nd</sup> Cohort meeting.</li> </ul> <p><b>Lavonia Allen:</b></p> <ul style="list-style-type: none"> <li>Children and parents enjoyed many activities during Week of the Young Child that included making individual pizzas, crazy hat day, sports day, and face painting.</li> <li>Parent Work Days were held April 11<sup>th</sup> and 12<sup>th</sup>.</li> <li>Special guest included CSU East Bay nursing students.</li> </ul> <p><b>George Miller III:</b></p> <ul style="list-style-type: none"> <li>Week of the Young Child was very successful - the children and parents enjoyed all the fun activities that took place during the week.</li> <li>Community Workday was also very successful with many parents participating to support us in keeping GMIII beautiful.</li> <li>The center received new outdoor playground equipment for the children’s enjoyment. New outdoor areas were created to include a block area, reading nook and a seating/ library area.</li> <li>Outdoor storage unit was cleared and cleaned for Teachers to use as a resource area to store activities and materials.</li> <li>An outdoor music wall is in the development process for the children to use while playing in the yard.</li> <li>Richmond Librarian and CSB employees Nelly Ige and Ritche Martija visited GMIII during Week of the Young Child to read stories to the children. Camilla Rand, Director and Katharine Mason, Division Manager, participated in circle time activities with the children. The Richmond Police Dept. visited the site and led our Week of the Young Child parade.</li> <li>Friday Flyers containing valuable resources and fun and educational activities happening in surrounding, communities were distributed to parents.</li> </ul> |   |
| Announcements      | <p>Ana Araujo, Comprehensive Services Manager for Parent, Family, Community Engagement, thanked the participant for sharing their feedback on the EOC Public Hearing and shared announcements:</p> <ul style="list-style-type: none"> <li>Next Policy Council meeting will include a video from the Director of Office of Head Start speaking to Policy Council as Leaders in Serving Families Experiencing Homelessness.</li> <li>CSB Family Spring Newsletter coming soon.</li> <li>Goody bags from Economic Opportunity Council for parents to take home.</li> </ul>  |   |
| Meeting Evaluation | <p align="center"><b><u>Pluses / +</u></b></p> <ul style="list-style-type: none"> <li>Food</li> <li>Good information</li> <li>Goody bags and beverages from EOC</li> </ul>   | <p align="center"><b><u>Deltas / Δ</u></b></p> <ul style="list-style-type: none"> <li>AC not working</li> </ul> |