



Policy Council Meeting Minutes
Virtual Meeting



Date: 02/16/2022

Time Convened: 6:02 PM

Time Terminated: 8:04 PM

Recorder: Romina Gonzalez

TOPIC	RECOMMENDATION / SUMMARY							
Review Desired Outcomes and Meeting Rules	Jasmine Cisneros, Chair, called the meeting to order at 6:02 PM. Myriah Herrington, Parliamentarian, reviewed desired outcomes and meeting ground rules.							
Public Comment	None							
Correspondence	Karen Medrano, Secretary, read correspondences from Administration for Children & Families, Office of Head Start. The Head Start Program Performance Standard (HSPPS) have again been updated. HSPPS now includes section 1304.17 that addresses flexibilities regarding Designation renewal during emergencies. This new section, 45 CFR §1304.17, establishes parameters by which OHS may make designation renewal determinations when certain federally declared disasters or emergencies prevent collection of all data normally required for making such determinations. The new standard described at 45 CFR §1304.17 was effective on December 7, 2020, through publication of an Interim Final Rule (IFR).							
Parent Recognition	The following staff was recognized for going above and beyond in their work with the children and the families: <ul style="list-style-type: none"> Ms. Veronica Monroy, Teacher from George Miller III and Ms. Rocio Carolina Santiago, Teacher Assistant Trainee from Los Nogales, were presented with a certificate and a book to acknowledge her dedication to the children and families. 							
Action: Consider approval of the Past Parent Representatives so that our council is fully seated.	Jasmine Cisneros, Policy Council Chair , provided Past Parent wishing to serve on the 2021-22 Policy Council the opportunity to read their letter of interest. <ul style="list-style-type: none"> Past Parent letter of interest was received from: Andrea Bajandas A motion to approve the Past Parent was made by Myriah Herrington and seconded by Juan Batiz. The motion was approved.							
	Ayes		Nays		Abstentions		Not Present	
Amy Mockoski	Lorena Mercham				Jessica Clendenning	Jamillah Monroe		
Brianna Flores	Maria Palestino				Sinay Castanon	Patricia De Queiroz		
Devlyn Sewell	Maira Garcia				Melanie Graves			
Dulce Cisneros	Laura Brum				Ebony Hughes			
Vilma Gaytan	Deanna Carmona				Karla Urrutia			
Juan Batiz	Myriah Herrington				Kimberly Nieve			

	Karen Medrano Ashley Hendricks Joel Nickelson-Shanks	Hilda Valencia Jasmine Cisneros Rafael Franco			Deniedre Henry	
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Action: Consider Approval of January 19, 2022, Policy Council Minutes	The minutes of the January 19, 2022, Policy Council meeting were reviewed and no corrections were made. A motion to approve the minutes from January 19, 2022, Policy Council meeting was made by Juan Batiz and seconded by Myriah Herrington. The motion passed.					
	Ayes		Nays	Abstentions	Not Present	
	Amy Mockoski Andrea Bajandas Devlyn Sewell Dulce Cisneros Jasmine Cisneros Juan Batiz Karen Medrano Myriah Herrington Brianna Flores	Lorena Mercham Maria Palestino Maira Garcia Laura Brum Joel Nickelson-Shanks Deanna Carmona Vilma Gaytan Hilda Valencia Rafael Franco			Jessica Clendenning Sinay Castanon Patricia De Queiroz Ebony Hughes Karla Urrutia Kimberly Nieve	Deniedre Henry Melanie Graves Jamillah Monroe Ashley Hendricks

Administrative Reports <ul style="list-style-type: none"> CSB Executive Director Interim Division Manager 	<p>Dr. Aaron Alarcon-Bowen, CSB Executive Director, welcomed Policy Council representatives and thanked them for attending.</p> <p>Administrative updates:</p> <ul style="list-style-type: none"> INSPIRATIONAL STORY: If we keep working hard good things will come, we need to have hope and be resilient. Program Update: We received notice from the Office of Head Start, they will be conducting a special review of the Community Services Bureau, the week of February 21st, due to several findings with our delegate agency. The review will focus on our systems, fiscal processes and monitoring procedures. Some Policy Council parents may be interviewed. After the week long review, it will take about 30-60 days to provide outcomes and results, by March or April should have some results to share. CSB's Delegate Agency (update). A Request for Proposals (RFP) for a Delegate agency is open until February 25, 2022. Update on COVID-19. COVID cases have decreased in the County allowing the masking mandate to be lifted. However, childcare facilities are still required to remain masked. Advocacy Conference - In January Dr. Aaron and Amanda Cleveland, ASA III, virtually attended the National Head Start Associations Winter Advocacy Training, This was a great event, we met with Senator Feinstein's office and Senator Padilla's office to advocate for Head Start. Deputy Director Introduction- Dr. Easter Calvit joined CSB on Feb 1st, as our Deputy Director. Dr. Calvit joins us with many years of experience in Head Start, specializing in Parent, Family, and Community Engagement. She is looking forward to getting to know the CSB families and staff. <p>Amy Wells, Interim Division Manager, provided enrollment and attendance statistics for the month of January as follows:</p> <ul style="list-style-type: none"> The January enrollment was 63.88% for Head Start, 83.25% for Early Head Start and Early Head Start Child Care Partnership #2. The January attendance was 49.28% for Head Start, 49.10% for Early Head Start and Early Head Start Child Care Partnership #2.
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Program updates:

Classroom Operations-

- Classroom closures due to COVID are on the decline; we have had some closures due to staffing. We understand the impact this has on families (and our staff, of course) and try to give as much advanced notice as possible.
- Be reminded of the Daily Health Questions-please answer honestly; not doing so could result in removal from the program. Please be sure to connect with your Site Supervisor should your child stay home due to illness, etc. We need to be alerted ASAP of any potential COVID illness.
- Children 2 years of age and up must wear a mask while on site even with the County lifting the mandate.
- Vaccination is required to volunteer. Don't forget to get vaccinated soon!
- 35 families attended the Nutrition Parent Meeting in mid-January, which was offered in English and Spanish by Sophia Talbot and Edgar Moreno. The meeting focused on "Picky Eaters." Participants were very engaged and appreciated that the session was presented in English and Spanish and they are looking forward to future sessions.
- CSB Site Supervisors and teaching teams attended an early closure training on Wednesday, January 26, 2022 that focused on CSB's agency-wide School Readiness Goals. Each year CSB selects goals in several developmental areas including Social and Emotional Development, Cognition, which includes Math and Science, Health and Physical Development, and Approaches to Learning to support children with increasing their skills through various activities and materials. CSB also chooses a family engagement goal, which helps to support families with engaging in their child's education.
- CSB celebrated World Read Aloud Day on Wednesday, February 2, 2022 by virtually reading to children in the classrooms! Staff also recorded themselves reading their favorite children's book and shared the recording on our **CSB You Tube channel** and on social media. For young children, being read to for 20 minutes a day makes a big difference as they are exposed to a vast quantity of words!
- Also celebrated Pride in Food Service Week last week where we recognized our amazing Child Nutrition Unit.
- Since we have paused tooth brushing in the classrooms due to COVID, we are emphasizing oral health in lesson plans and video links for parent to use at home.
- Fathering in 15, our male figure involvement program, has begun countywide. All father figures are invited to participate in the online courses to enhance their parenting skills.
- Don't forget we're on Instagram now too!

Jasmine Cisneros, Policy Council Chairwoman, presented the following financial reports with support from **Haydee Ilan, Accountant III**:

- **2020-2021 Head Start Program: December 2021**, year-to-date cash expenditures were \$13,961,208 YTD, representing 77% of the program budget.
- **2020-2021 Early Head Start Program: December 2021**, year-to-date cash expenditures were \$3,188,863 YTD, representing 72% of the program budget.
- **2020-2021 Early Head Start – CC Partnership: December 2021**, year-to-date cash expenditures were \$6,408,626 YTD, representing 84% of the program budget.
- **Credit Card expenditures** for all programs, including Head Start and Early Head Start, for **December 2021**, were \$11,645.52.

Fiscal

	<ul style="list-style-type: none"> • Child and Adult Care Food Program: December 2021, total meals served, including breakfast, lunch, and supplements, were 14,980.
Subcommittee Updates	<p>Program Services: Myriah Herrington shared that the DRDP results were reviewed in detail. The committee was also able to hear the mid-year program goal updates and saw the Family Newsletter on CSBConnect.</p> <p>Self Assessment: Myriah Herrington shared the semi-annual monitoring report was reviewed in detail.</p>
Wellness Activity	Policy Council Representatives participated in an icebreaker activity- “Act of Kindness”- to open communication and build connection among members.
Report: 1 st DRDP Child Outcomes Baseline Assessment report and School Readiness Goals for 2021-2022	<p>Ron Pipa & Afi Fiaxe, Education Managers, provided an overview of the 1st DRDP Child Outcomes Baseline Assessment and School Readiness Goals for 2021-2022.</p> <ul style="list-style-type: none"> • THE COMMUNITY SERVICES BUREAU IMPLEMENTS THE STATE OF CALIFORNIA DEVELOPED DRDP-2015 ASSESSMENT TO DETERMINE THE DEVELOPMENTAL LEVELS AND OUTCOMES OF ALL CHILDREN ENROLLED IN THE PROGRAM. • THE TOOL ASSESSES CHILDREN BASED ON DIFFERENT DEVELOPMENTAL DOMAINS, MEASURES, AND LEVELS. • THREE ASSESSMENTS ARE CONDUCTED EACH PROGRAM YEAR USING THIS INSTRUMENT TO MONITOR CHILDREN'S DEVELOPMENT. • TODAY WE WILL DISCUSS THE RESULTS OF THE FIRST ASSESSMENT, ALSO CALLED THE BASELINE. WE WILL ALSO SHARE WITH YOU THE PROGRAM GOALS FOR THIS SCHOOL YEAR. • TEACHING STAFF ASSESS THE DEVELOPMENT OF ALL CHILDREN THREE TIMES EACH YEAR IN THESE DEVELOPMENTAL DOMAINS: • APPROACHES TO LEARNING (ATL) CONTAINS SEVEN MEASURES • SOCIAL AND EMOTIONAL DEVELOPMENT (SED) CONTAINS FIVE MEASURES • LANGUAGE AND LITERACY DEVELOPMENT (LLD) CONTAINS TEN MEASURES • ENGLISH LANGUAGE DEVELOPMENT (ELD PRESCHOOL ONLY) CONTAINS FOUR MEASURES • COGNITION INCLUDING MATH AND SCIENCE. (COG) CONTAINS SEVEN MEASURES • PHYSICAL DEVELOPMENT AND HEALTH (PDHLTH) CONTAINS TEN MEASURES <p>DRDP2015 ASSESSMENT DEVELOPMENTAL CONTINUUM</p> <p>Early Infancy Kindergarten Entry</p> <p>INFANT AND TODDLER CHILDREN KEY FINDINGS</p> <ul style="list-style-type: none"> • INFANT AND TODDLER CHILDREN’S HIGHEST BASELINE SCORES WERE IN THE PHYSICAL DEVELOPMENT AND HEALTH DOMAIN. • INFANT AND TODDLER CHILDREN’S LOWEST BASELINE SCORES WERE IN THE COGNITIVE DEVELOPMENT DOMAIN. • 51% OF ALL THE ENROLLED INFANTS AND TODDLERS WERE SCORED AT THE EXPLORING EARLIER LEVEL AND ABOVE IN PHYSICAL DEVELOPMENT AND HEALTH • 34% OF ALL THE ENROLLED INFANTS AND TODDLERS WERE SCORED AT THE EXPLORING EARLIER LEVEL AND ABOVE IN COGNITIVE

SCHOOL READINESS GOALS INFANTS & TODDLERS

DOMAIN & MEASURE	GOALS
APPROACHES TO LEARNING: SELF-REGULATION (ATL 2)	CHILDREN WILL DEVELOP THE CAPACITY TO COMFORT OR SOOTHE SELF IN RESPONSE TO DISTRESS FROM INTERNAL OR EXTERNAL STIMULATION.
SOCIAL AND EMOTIONAL DEVELOPMENT: IDENTIFY TO SELF IN RELATION TO OTHERS (SED 1)	CHILDREN WILL DEVELOP THE CAPACITY TO USE OBJECTS TO REPRESENT OTHER OBJECTS OR IDEAS AND TO ENGAGE IN SYMBOLIC PLAY WITH OTHERS.
LANGUAGE AND LITERACY DEVELOPMENT: INTEREST IN LITERACY (LLD 5)	CHILDREN WILL COMMUNICATE OR ACT IN RESPONSE TO LANGUAGE AND RESPONDS TO INCREASING COMPLEX LANGUAGE.
COGNITION INCLUDING MATH AND SCIENCE: KNOWLEDGE OF THE NATURAL WORLD (COG 1 1)	CHILDREN WILL DEVELOP THE CAPACITY TO UNDERSTAND OBJECTS (LIVING AND NON-LIVING THINGS) AND EVENTS IN THE NATURAL WORLD, INCLUDING HOW THEY CHANGE AND THEIR CHARACTERISTICS.
PHYSICAL DEVELOPMENT - HEALTH: SAFETY (PD-HLTH 5)	CHILDREN WILL SHOW AWARENESS OF SAFETY AND INCREASINGLY DEMONSTRATE KNOWLEDGE OF SAFETY WHEN PARTICIPATING IN DAILY ACTIVITIES

INFANTS AND TODDLERS

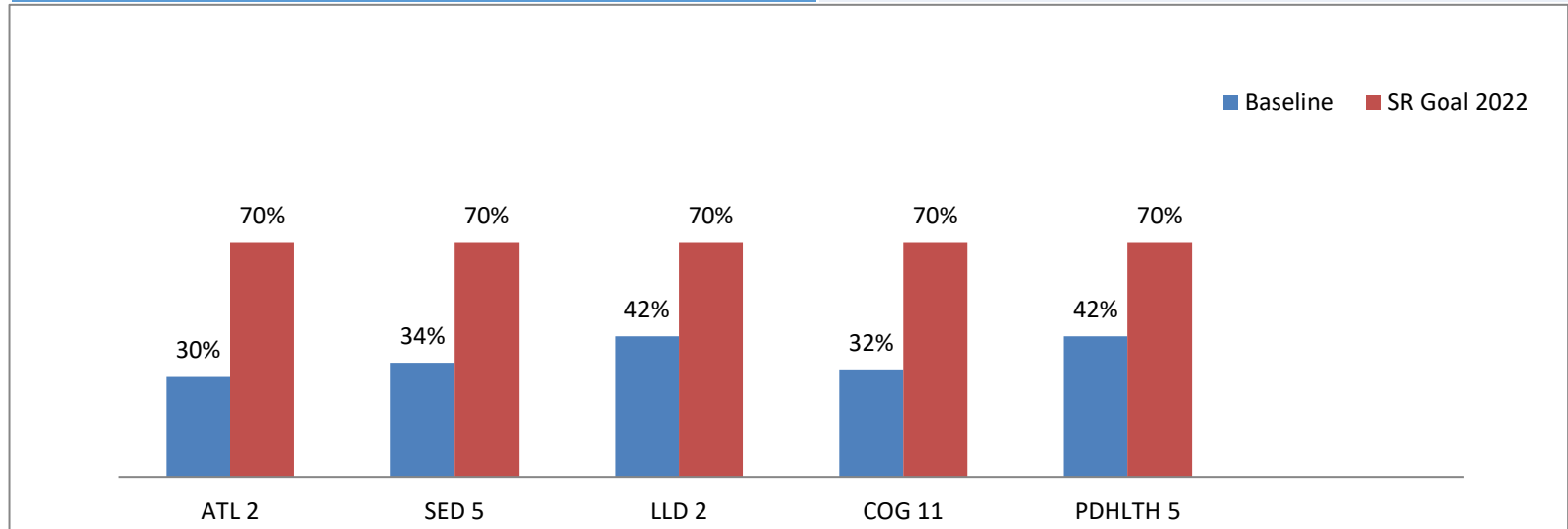
BASELINE AND YEAR END ANTICIPATED OUTCOMES

BASELINE	ANTICIPATED GOALS
THIRTY PERCENT OF INFANTS AND TODDLERS ARE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON THE MEASURE SELF-COMFORTING (ATL-REG 2)	BY JUNE 2022, 70% OF INFANTS/TODDLERS WILL BE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON SELF-COMFORTING
THIRTY-FOUR PERCENT OF INFANTS AND TODDLERS ARE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON THE MEASURE SYMBOLIC AND SOCIODRAMATIC PLAY (SED 5)	BY JUNE 2022, 70% OF INFANTS AND TODDLERS WILL BE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON SYMBOLIC AND SOCIODRAMATIC PLAY
FORTY-TWO PERCENT OF INFANTS AND TODDLERS ARE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON THE MEASURE RESPONSIVENESS TO LANGUAGE (LLD 2)	BY JUNE 2022, 70% OF INFANTS AND TODDLERS WILL HAVE REACHED THE DEVELOPMENTAL LEVEL OF EXPLORING LATER AND ABOVE ON RESPONSIVENESS TO LANGUAGE

INFANTS AND TODDLERS

Current AND EXPECTED OUTCOMES

BASELINE	ANTICIPATED GOALS
THIRTY-TWO PERCENT OF INFANTS AND TODDLERS ARE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON THE MEASURE KNOWLEDGE OF THE NATURAL WORLD (COG 11).	BY JUNE 2022, 70% OF ALL INFANTS AND TODDLERS WILL HAVE REACHED THE DEVELOPMENTAL LEVEL OF EXPLORING LATER AND ABOVE ON THE MEASURE: KNOWLEDGE OF THE NATURAL WORLD
FORTY-TWO PERCENT OF INFANTS AND TODDLERS ARE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON THE MEASURE SAFETY (PD-HLTH 5)	BY JUNE 2022, 70% OF INFANTS AND TODDLERS WILL BE AT THE DEVELOPMENTAL LEVEL OF EXPLORING EARLIER AND ABOVE ON THE MEASURE: SAFETY



PRESCHOOL KEY FINDINGS

- THE HIGHEST SCORES FOR PRESCHOOL CHILDREN WERE IN THE SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN.
- THE LOWEST SCORES WERE IN THE APPROACHES TO LEARNING DOMAIN.
- 54.8% OF ALL THE ENROLLED PRESCHOOL AGE CHILDREN WERE SCORED AT THE “BUILDING EARLIER” LEVEL AND ABOVE IN THE SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN.
- 43.7% OF ALL THE ENROLLED PRESCHOOL AGE CHILDREN WERE SCORED AT THE “BUILDING EARLIER” AND ABOVE IN THE APPROACHES TO LEARNING- SELF-REGULATION DOMAIN.

PRESCHOOL KEY FINDINGS

DOMAIN & MEASURE	GOALS
APPROACHES TO LEARNING- SELF- REGULATION: SELF-CONTROL OF FEELINGS AND BEHAVIOR (ATL-REG5)	CHILDREN WILL DEVELOP STRATEGIES FOR REGULATING FEELINGS AND BEHAVIORS, BECOMING LESS RELIANT ON ADULT GUIDANCE OVER TIME
SOCIAL AND EMOTIONAL DEVELOPMENT: IDENTITY TO SELF IN RELATION TO OTHERS (SED 1)	CHILDREN WILL SHOW INCREASING AWARENESS OF SELF AS DISTINCT FROM AND ALSO RELATED TO OTHERS
LANGUAGE AND LITERACY DEVELOPMENT: COMPREHENSION OF AGE APPROPRIATE TEXT (LLD 6)	CHILDREN WILL DEVELOP CAPACITY TO UNDERSTAND DETAILS AND IDEAS FROM AGE-APPROPRIATE TEXT PRESENTED BY ADULTS

PRESCHOOL & PRE KINDERGARTEN SCHOOL READINESS GOALS

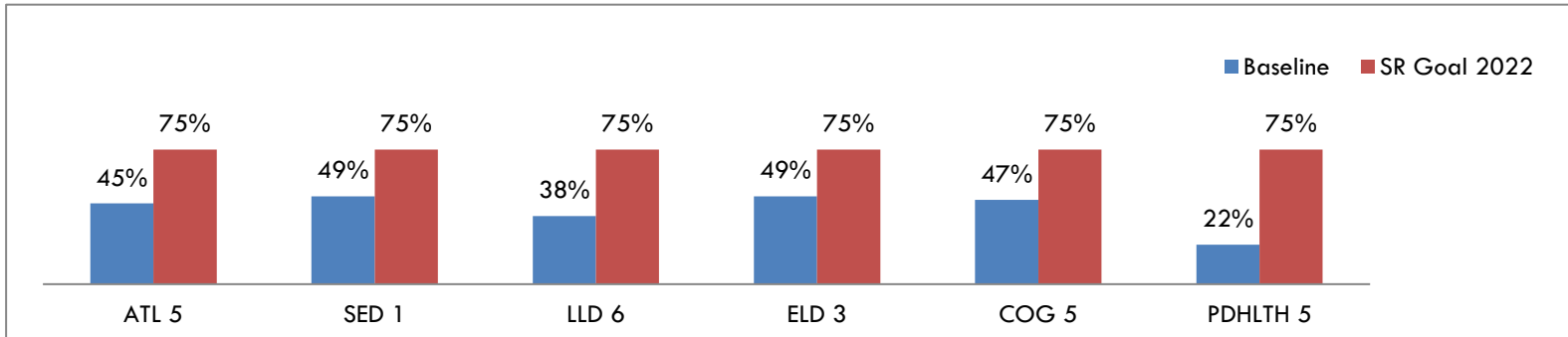
DOMAIN & MEASURE	GOALS
ENGLISH LANGUAGE DEVELOPMENT: UNDERSTANDING AND RESPONSE TO ENGLISH LITERACY ACTIVITIES (ELD 3)	CHILDREN WILL SHOW INCREASING UNDERSTANDING OF AND RESPONSE TO BOOKS, STORIES, SONGS, AND POEMS PRESENTED IN ENGLISH
COGNITION INCLUDING MATH AND SCIENCE: MEASUREMENT (COG 5)	CHILDREN WILL SHOW INCREASING UNDERSTANDING OF MEASURABLE PROPERTIES SUCH AS SIZE, LENGTH, WEIGHT AND VOLUME AND HOW TO QUANTIFY THOSE PROPERTIES.
PHYSICAL DEVELOPMENT AND HEALTH: SAFETY (PD-HLTH 5)	CHILDREN WILL SHOW AWARENESS OF SAFETY AND DEMONSTRATES KNOWLEDGE OF SAFETY SKILLS WHEN PARTICIPATING IN DAILY ACTIVITIES

PRESCHOOL OUTCOMES

BASELINE	ANTICIPATED
FORTY-FIVE PERCENT OF PRESCHOOL CHILDREN ARE AT THE BUILDING EARLIER LEVEL AND ABOVE FOR SELF-CONTROL OF FEELINGS AND BEHAVIOR	BY JUNE 2022, 75% OF PRESCHOOL AGE CHILDREN WILL BE AT THE BUILDING EARLIER LEVEL AND ABOVE FOR SELF-CONTROL OF FEELING AND BEHAVIORS
FORTY-NINE PERCENT OF PRESCHOOL CHILDREN ARE AT THE BUILDING EARLIER LEVEL AND ABOVE FOR IDENTITY OF SELF IN RELATION TO OTHERS	BY JUNE 2022, 75% OF PRESCHOOL AGE CHILDREN WILL BE AT THE BUILDING EARLIER LEVEL AND ABOVE FOR IDENTITY OF SELF IN RELATION TO OTHERS
THIRTY-EIGHT PERCENT OF PRESCHOOL CHILDREN ARE AT BUILDING EARLIER LEVEL OR ABOVE FOR MEASURE COMPREHENSION OF AGE-APPROPRIATE TEXT	BY JUNE 2022, 75% OF PRESCHOOL AGE CHILDREN WILL BE AT THE BUILDING EARLIER LEVEL OR ABOVE FOR COMPREHENSION OF AGE-APPROPRIATE TEXT

BASELINE	ANTICIPATED
FORTY-SEVEN PERCENT OF PRESCHOOL CHILDREN ARE AT THE BUILDING EARLIER LEVEL OR ABOVE FOR MEASUREMENT	BY JUNE 2022, 75% OF PRESCHOOL AGE CHILDREN WILL BE AT BUILDING EARLIER OR ABOVE FOR MEASUREMENT
FORTY-NINE PERCENT OF PRESCHOOL CHILDREN WHOSE HOME LANGUAGE IS OTHER THAN ENGLISH ARE AT THE BUILDING EARLIER LEVEL OR ABOVE FOR SYMBOL, LETTER AND PRINT KNOWLEDGE IN ENGLISH	BY JUNE 20,22 75% OF PRESCHOOL CHILDREN WHOSE HOME LANGUAGE IS OTHER THAN ENGLISH WILL BE AT BUILDING EARLIER OR ABOVE FOR MEASURE SYMBOL, LETTER AND PRINT KNOWLEDGE IN ENGLISH
TWENTY-TWO PERCENT OF PRESCHOOL CHILDREN ARE AT THE BUILDING EARLIER OR ABOVE FOR PHYSICAL DEVELOPMENT AND HEALTH – SAFETY	BY JUNE 2022, 75% OF ALL PRESCHOOL CHILDREN WILL BE AT BUILDING EARLIER OR ABOVE FOR PHYSICAL DEVELOPMENT AND HEALTH – SAFETY

PRESCHOOL BASELINE AND ANTICIPATED OUTCOMES



Above graph represents the baseline results for preschool children who scored at or above building earlier level. Baseline results are in blue and anticipated year-end outcomes are in orange.

PRE KINDERGARTEN KEY FINDINGS

- PRE KINDERGARTEN CHILDREN’S HIGHEST SCORES WERE IN THE SOCIAL AND EMOTIONAL DEVELOPMENT AND THE APPROACHES TO LEARNING DOMAINS.
- PRE KINDERGARTEN CHILDREN’S LOWEST SCORES WERE IN THE COGNITION INCLUDING MATH AND SCIENCE DOMAIN.
- OF THE PRE KINDERGARTEN AGE CHILDREN, 46.3% OF SCORED AT THE “BUILDING MIDDLE” AND ABOVE IN BOTH SOCIAL AND EMOTIONAL DEVELOPMENT AND APPROACHES TO LEARNING DOMAINS.
- OF THE PRE KINDERGARTEN AGE CHILDREN, 41.3% SCORED AT THE “BUILDING MIDDLE” AND ABOVE IN THE COGNITION INCLUDING MATH AND SCIENCE DOMAIN.

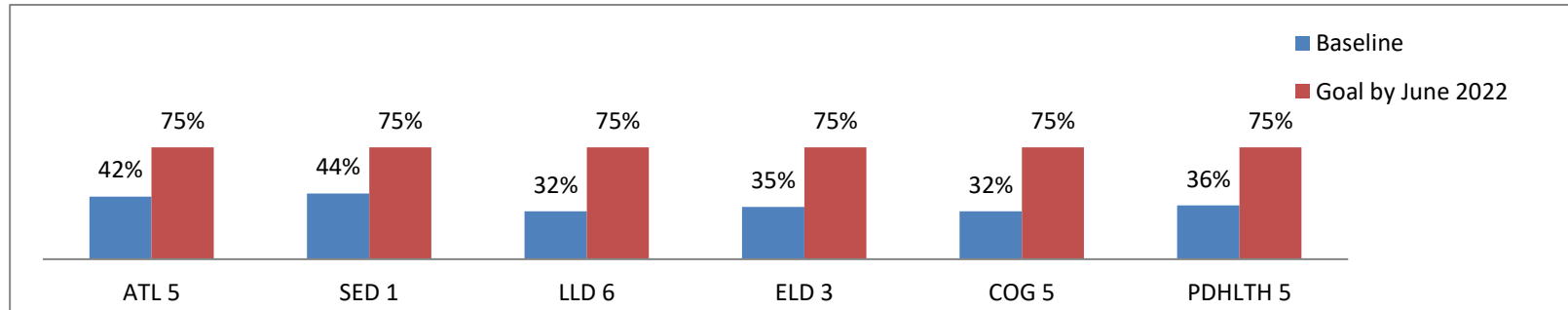
PRE KINDERGARTEN OUTCOMES

BASELINE	ANTICIPATED
FORTY-TWO PERCENT OF PRE KINDERGARTEN CHILDREN ARE AT THE BUILDING MIDDLE LEVEL AND ABOVE FOR SELF-CONTROL OF FEELINGS AND BEHAVIOR	BY JUNE 2022, 80% OF PRE KINDERGARTEN CHILDREN WILL BE AT THE BUILDING MIDDLE LEVEL AND ABOVE FOR SELF-CONTROL OF FEELINGS AND BEHAVIOR
FIFTY-TWO PERCENT OF PRE KINDERGARTEN CHILDREN ARE AT THE BUILDING MIDDLE LEVEL AND ABOVE FOR IDENTITY OF SELF IN RELATION TO OTHERS	BY JUNE 2022, 80% OF PRE KINDERGARTEN CHILDREN WILL BE AT THE BUILDING MIDDLE LEVEL AND ABOVE FOR IDENTITY OF SELF IN RELATION TO OTHERS
FORTY PERCENT OF PRE KINDERGARTEN CHILDREN ARE AT BUILDING MIDDLE LEVEL OR ABOVE FOR MEASURE COMPREHENSION OF AGE-APPROPRIATE TEXT	BY JUNE 2022, 80% OF PRE KINDERGARTEN CHILDREN WILL BE AT THE BUILDING MIDDLE LEVEL OR ABOVE FOR COMPREHENSION OF AGE-APPROPRIATE TEXT

PRE KINDERGARTEN OUTCOMES

BASELINE	ANTICIPATED
THIRTY-TWO PERCENT OF PRE KINDERGARTEN CHILDREN ARE AT THE BUILDING MIDDLE LEVEL OR ABOVE FOR MEASUREMENT	BY JUNE 2022 80% OF PRE KINDERGARTEN AGE CHILDREN WILL BE AT BUILDING MIDDLE OR ABOVE FOR MEASUREMENT
FORTY-SEVEN PERCENT OF PRE KINDERGARTEN CHILDREN WHOSE HOME LANGUAGE IS OTHER THAN ENGLISH ARE AT THE BUILDING MIDDLE LEVEL OR ABOVE FOR SYMBOL, LETTER AND PRINT KNOWLEDGE IN ENGLISH	BY JUNE 2022 80% OF PRE KINDERGARTEN CHILDREN WHOSE HOME LANGUAGE IS OTHER THAN ENGLISH WILL BE AT BUILDING MIDDLE OR ABOVE FOR MEASURE SYMBOL, LETTER AND PRINT KNOWLEDGE IN ENGLISH
THIRTY-SIX PERCENT OF PRE KINDERGARTEN CHILDREN ARE AT THE BUILDING MIDDLE OR ABOVE FOR PHYSICAL DEVELOPMENT AND HEALTH – SAFETY	BY JUNE 2022 80% OF ALL PRE KINDERGARTEN CHILDREN WILL BE AT BUILDING MIDDLE OR ABOVE FOR PHYSICAL DEVELOPMENT AND HEALTH – SAFETY

PRE-KINDERGARTEN BASELINE AND EXPECTED OUTCOMES



Above represents the baseline results for pre kindergarten children who scored at or above building middle level. Baseline results are in blue and anticipated year-end outcomes are in orange.

FAMILY ENGAGEMENT SCHOOL READINESS GOAL

PFCE OUTCOME AND DRDP MEASURE	GOAL	METHOD
FAMILIES WILL INCREASE THEIR ABILITY TO SUPPORT THEIR CHILD’S AWARENESS OF SAFETY AND HELP THEM TO DEMONSTRATE SAFETY SKILLS WHEN PARTICIPATING IN DAILY ACTIVITIES AT HOME. PHYSICAL DEVELOPMENT AND HEALTH: SAFETY (PD-HLTH 5)	BY JUNE 2022, 65% OF INFANT, TODDLER, PRESCHOOL AND PRE KINDERGARTEN FAMILIES WILL INDICATE AN INCREASED COMFORT LEVEL TO SUPPORT THEIR CHILD’S AWARENESS OF SAFETY AND DEMONSTRATION OF SAFETY SKILLS WHEN PARTICIPATING IN DAILY ACTIVITIES.	FAMILIES WILL COMPLETE A PRE AND POST IMPLEMENTATION SURVEYS TO GATHER DATA ABOUT THEIR UNDERSTANDING OF THIS CONCEPT AND THE USE OF MATERIALS TO SUPPORT THEIR CHILDREN’S DEVELOPMENT IN THIS AREA. FAMILIES WILL RECEIVE SAFETY-FOCUSED ACTIVITIES, MATERIALS, AND BOOKS TO SUPPORT THEIR CHILDREN’S UNDERSTANDING OF SAFETY.

Report:
2018-2022
Goals and
Objectives
Semi-Annual
Update

Sarah Reich, ASA III, provided an overview of the 2018-2022 Goals & Objectives –Semi-Annual Update

- **Goal 1-** Multiple technologies to enhance communication
Accessible information and communication via CSBConnect.org
- **Goal 2-** Early Head Start programming through multi-faceted approach
Increase in oral health education for Early Head Start
37 infant/toddler teachers receiving Teacher Pyramid training
- **Goal 3-** “Grow Our Own” approach to hiring, developing, and retaining
7 ECE work study participants working towards becoming Associate teachers
Draft Psychological First Aid Training developed for all staff

	<ul style="list-style-type: none"> • Goal 4- Data-driven Parent, Family and Community Engagement (PFCE) services Virtual parent meetings and quarterly evening meetings Fathering in 15™ deployed Bureau-wide Friday Flyer resources posted on CSBConnect.org under, Public Announcements
<p>Report: 2021 Semi-Annual Monitoring Report</p>	<p>Nelly Ige, ASA III, 2021 Semi-Annual Monitoring Report</p> <p>Description: Community Services Bureau implements a process of ongoing monitoring of its operations and services that includes: (1) using measures, tools, or procedures to implement the system of ongoing monitoring; (2) assigning staff and consultants to the ongoing monitoring of each service; (3) collecting, analyzing and reporting on the program’s progress towards its own goals for quality; and (4) following-up on and correcting any weaknesses identified through ongoing monitoring. This summary report reflects the compiled results of the monitoring conducted for the period of July 2021 through December 2021.</p> <p>Summary of Monitoring Activities: Monitoring was conducted for directly operated CSB centers, partner agency centers, and the Delegate Agency, First Baptist Head Start. This report highlights the monitoring results in the areas of Need and Eligibility, Comprehensive Services, Education, Family Child Care Homes, and Environment Rating Scale. During the Program Year 2021-2022, Community Services Bureau continues making modifications to address COVID-19 to ensure the health and safety of the children and staff that we serve. Data sources utilized by the team included: child and family files, classroom observations, CLOUDS database reports.</p> <ul style="list-style-type: none"> • 84 child and family files reviewed for Need & Eligibility • 86 child files reviewed for Comprehensive Services • 153 child files reviewed for Education • 98 client files reviewed for Eligibility in the Low Income Home Energy Assistance Program • 43 infant, toddler and preschool classrooms were observed using Environment Rating Scale Tool • 6 family child care homes for environment and education monitoring <p>NEED AND ELIGIBILITY</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> • No corrective action plan is required for Period 1. • Top three non-compliant items from PY 2020-2021 improved this program year. • Child meets eligibility criteria established by the funding source(s). <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> • CD-9600 Child Care Application: Items missing on Section IV Contracted child(ren)’s gender, adjustment factor code, ethnicity, race, language, program code, type of care, and provider code. • CD-9600 Child Care Application: Items missing on all fields in heading information and section I <p>Corrective Actions: Corrective actions were taken and validated at site level.</p>

COMPREHENSIVE SERVICES

Top 3 Strengths:

- The Health Examination, Health Exam (CSB207-IT/PS), is obtained within 30-days of initial enrollment improved by 22.20%
- TB Clearance is obtained within 30 days of initial enrollment. If not, a Termination-NOA is issued on the thirty-third day improved by 21.21%
- Ensuring up-to-date child health status. Health Examination - Health Exam (CSB207-IT/PS) is/ are signed/ stamped by medical professional, including the signature/ stamped date improved by 15.39%

Areas Needing Improvement:

- Data Entry Accuracy between the files and CLOUDS.
- Verifying the completeness and accuracy of Health History.

Corrective Actions: Corrective actions were taken and validated.

EDUCATION FILE

Top 3 Strengths:

- First DRDP completed within the needed timeframe improved by 6.59% compared to Program Year 2020-2021.
- Parent Conferences improved by 5.87% compared to Program Year 2020-2021.
- 100% compliant on the item related to Toddler Transition Plan being updated at 33 months.

Areas Needing Improvement:

- Verifying the completeness and accuracy of ASQ:SE2 and ASQ-3 Screening forms.
- Verifying the completeness and accuracy of Initial Home Visit form.

Corrective Actions: Corrective actions were taken and validated.

LOW INCOME HOME ENERGY ASSISTANCE PROGRAM (LIHEAP)

Top 3 Strengths:

- No corrective action plan is required for Period 1
- Electronic files were well organized
- All files met eligibility criteria

Areas Needing Improvement:

- The client's priority points are complete and assessed correctly.
- The total monthly energy burden is complete and assessed correctly.

Corrective Actions: Corrective actions were taken and validated.

INFANT/TODDLER ENVIRONMENT RATING SCALE

Top 3 Strengths:

- **Listening & Talking:** Helping children understand language
- **Parents and Staff:** Provisions for professional needs of staff
- **Parents and Staff:** Staff interaction and cooperation

	<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> • Personal Care Routines: Greeting/departing (due to COVID-19) <p>Corrective Actions: Corrective action plan will be developed and validated when all classrooms are observed.</p> <p>PRESCHOOL ENVIRONMENT RATING SCALE</p> <p>PRESCHOOL</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> • Space and Furnishing: Furniture for care, play & learning • Interaction: Discipline • Interaction: Staff-Child Interactions <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> • Personal Care Routines: Greeting/departing (due to COVID-19) • Activities: Sand/Water • Activities: Dramatic Play <p>Corrective Actions: Corrective action plan will be developed and validated when all classrooms are observed.</p> <p>FAMILY CHILD CARE HOME</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> • Provider-Child Interactions: Small and large group times are well organized • Learning Environment/Room Organization: There are enough materials in each area for several children to work together. Materials are stored in consistent places and are easy for children to find, help themselves to, and put away. • Room Display: Displays reflect children work and activities. Artwork is reflective of the children’s own creations. Photographs of children doing activities are evident. <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> • Items related to Lesson Plans <p>Corrective Actions: Corrective action plan will be developed and validated when all classrooms are observed.</p>
<p>Training: Making Parenting a Pleasure</p>	<p>Rita Loza, Comprehensive Services Manager, Making Parenting a Pleasure (MPAP)</p> <ul style="list-style-type: none"> • Research-Informed Parenting Education • Group-Based Positive Parenting Curriculum to provide social and emotional support • Helps to reduce stress that families experience • Provides resources and tools for parents • Promotes nurturing parent-child relationships • Fosters skills building opportunities and ways to enhance communication • Families learn about various topics that help support children with academic performance, social competence and minimizes behavior concerns <p>Tuesdays via zoom 3:00-4:30 PM, Connect with your Site Supervisor or Comprehensive Services team to sign up for these virtual trainings</p> <ul style="list-style-type: none"> • Feb 1 Our Values and Goals • Feb 15 Caring for Ourselves

	<ul style="list-style-type: none"> • Mar 1 Special Time • Mar 15 Understanding Stress • Mar 29 Stress Busters • Apr 12 Who is My Child? • Apr 26 Family Helpers • May 10 Communication • May 24 My Child’s Emotions • Jun 7 Discipline is Teaching • Jun 21 Strategies for Effective Discipline • Jun 28 Reflection and Celebration
Site Reports	<p>Ambrose</p> <ul style="list-style-type: none"> • All staff at Ambrose have completed the first two modules of Teaching Pyramid Training. Classroom B-1 continues to remain closed due to staffing shortage. • Bilingual children at the center received 6 books and with each book came activities to take home. • Teachers continues to participate in the Teaching Pyramid Training. • Parents received resources through Friday Flyers. • Children and parents received oral health goody bags containing dental supplies and educational material. • Diapers were donated by Sweet Beginnings. <p>George Miller III</p> <ul style="list-style-type: none"> • Teachers received certificates of recognition for various years of service with the county. New Teacher Assistant Trainees on board. • Each classroom has a unique area of study; some are as follows: classroom # 3 -Study of Trees, Birds, and Nests; classroom #2 is doing a Recycling project, including what art can be made out of recycled items; classroom # 10- Health and Safety study; and classroom #9-Study of Buildings. • Amanda Cleveland from CSB visited GMIII today in order to take photos of our teaching staff; Site Supervisors handed out face masks and wished everyone a happy friendship day! • Make Parenting a Pleasure and Fathering in 15 informational flyers were distributed to GMIII families. Also, West Contra Costa Unified School District TK & Kindergarten 2022-2023 Enrollment informational flyers were distributed. <p>Los Nogales</p> <ul style="list-style-type: none"> • Parent meeting participation is getting better; we love to see so many parents involved. • New pictures outside of classroom showing the children engaged in learning and doing fun activities. • We have re-introduced blocks, dress up clothes and sand tables! YAY we have missed these important classroom resources. • Working on: taking home packets that are about things that belong and the ones do not belong in your mouth, as well as other dental hygiene information. • Dental information and places to go.
Announcements	<p>Michelle Mankewich, Administrative Services Assistant III,</p> <ul style="list-style-type: none"> • The Economic Opportunity Council has two vacancies for low-income sector seats. • Fathering in Fifteen- Fathers and Father figures can register online at: https://www.surveymonkey.com/r/6RQB7KB

	<ul style="list-style-type: none"> • Self-Assessment- have you signed up yet? • February is National Children’s Dental Health Month has your child seen the dentist yet? • Send us Teacher Appreciation Nominations! • Opportunity Junction is running a 1-minute survey to collect feedback from individuals in Contra Costa County who have never used Opportunity Junction’s services. Here is the survey: https://www.surveymonkey.com/r/OJbrandsurvey • Next Policy Council Business Meeting is March 02, 2022. • Next Policy Council Executive Meeting is March 16, 2022. 	
Meeting Evaluation	<p style="text-align: center;">Pluses / +</p> <ul style="list-style-type: none"> • Great facilitation 	<p style="text-align: center;">Deltas / Δ</p> <ul style="list-style-type: none"> • None