



Policy Council Meeting Minutes
Virtual Meeting



Date: 8/18/2021

Time Convened: 6:19 PM

Time Terminated: 8:05 PM

Recorder: Angie Guzman

TOPIC	RECOMMENDATION / SUMMARY
Review Desired Outcomes and Meeting Rules	Jasmine Cisneros, Chair, called the meeting to order at 6:19 pm. Matthew Carlson, Vice-Chair, reviewed the desired outcomes and meeting ground rules.
Public Comment	None
Correspondence	None
Administrative Reports <ul style="list-style-type: none"> • CSB Executive Director • Interim Division Manager • Fiscal 	<p>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"> • COVID-19 PANDEMIC UPDATE: As the COVID-19 Delta variant becomes more prevalent, CSB is making sure that we take all the precautions required by Community Care Licensing, the Office of Head Start, the California Department of Education, Contra Costa Health Services, and the California Department of Public Health. We are committed to keeping our children and staff safe. Amy will provide a more detailed report about the measures we have implemented but we would like to ask all of our parents to please make sure that you comply with the requests at our centers, primarily with monitoring your child’s health and not bringing them to our sites when there is the least suspicion about potential symptoms. If you haven’t been vaccinated, please consider getting the vaccine. Together we can defeat this pandemic! • CSB is planning to utilize our social media accounts more strongly and will start a texting campaign among our families, asking them to “like” us on Facebook. • The members of Congress that represent our area are “home” during the summer break. National Head Start Association is encouraging all the grantees across the country to invite their elected officials to their site and we sent letters to Congressman DeSaulnier, Congressman McNerney and Congressman Thompson, extending a warm invitation to see the wonderful work that we do at our sites. • LEGISLATIVE ADVOCACY: CSB Director is in conversation with the Office of California State Senator Steve Glazer, who represents Contra Costa County. The items that are on the table are: increasing the salary of teachers and to push the legislature to make coronavirus vaccinations mandatory for all child-care centers in the state. • VISITING OTHER HEAD STARTS PROGRAMS IN THE BAY: CSB Director is planning to meet with all the Head Start Directors in the Bay Area with the purpose of learning from what they do and share what our bureau is doing. Amy Wells, Interim Division Manager, provided enrollment and attendance statistics for the month of May as follows:

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Amy Wells, Division Manager (TU), reported:

- The month's enrollment was 45.06% for Head Start, 80.71% for Early Head Start, and 61.83% for Early Head Start Child Care Partnership #2.
- The month's attendance was 73.43% for Head Start, 69.83% for Early Head Start, and 83.05% for Early Head Start Child Care Partnership #2.

Program updates:

- **Classroom Operations**

- Seen a bit of a rise in COVID cases highlighting the importance of answering daily health questions truthfully and honestly. Failing to do so could impact classroom operations and result in short or long-term closures. This is hard on many families.
- We are required to have these protocols in place by our funders and CCL.
- If anyone in your household is ill, showing symptoms or pending COVID test results, please keep your child at home and contact physician for next steps.
- We will not accept children showing signs of illness.
- We must be diligent in our efforts to keep everyone healthy and safe!
- Increases to in-class capacity where staffing allows on the following dates unless otherwise informed by the Health Department:
 - **September 1st**-Increase to 16 preschoolers and continue to enroll to full capacity for Infant Toddlers (IT)
 - **October 1st**-Increase to 18 preschoolers and continue to enroll to full capacity for IT, as needed
 - **November 1st**-Increase to 20 preschoolers and continue to enroll to full capacity for IT, as needed
 - **December 1st**-Increase all waiver rooms to full capacity (22 or 24 children)

Haydee Ilan, Accountant III, presented the following financial reports:

- **2020-2021 Head Start Program: June 2021**, year-to-date cash expenditures were \$6,377,435 YTD, representing 36% of the program budget.
- **2020-2021 Early Head Start Program: June 2021**, year-to-date cash expenditures were \$1,564,150 YTD, representing 40% of the program budget.
- **2020-2021 Early Head Start – CC Partnership: June 2021** year-to-date cash expenditures were \$3,895,665 YTD, representing 77% of the program budget.
- **Credit Card expenditures** for all programs, including Head Start and Early Head Start, for **May 2021** were \$19,226.81.
- **Credit Card expenditures** for all programs, including Head Start and Early Head Start, for **June 2021** were \$13,570.56.
- **Child and Adult Care Food Program: April 2021**, total meals served, including breakfast, lunch, and supplements, were 11,762.
- **Child and Adult Care Food Program: May 2021**, total meals served, including breakfast, lunch, and supplements, were 12,431.
- **Child and Adult Care Food Program: June 2021**, total meals served, including breakfast, lunch, and supplements, were 13,084.

Subcommittee Updates

Fiscal: Myriah Herrington, PC representative, reported that during their subcommittee meeting, they reviewed HS, EHS, and EHS-CC Partnership budget vs. actual monitoring for June 2021 and Credit Card Reports for May and June 2021, and reviewed the budget proposal for HS/EHS for year 2022.

Program Services: Matthew Carlson, PC representative, reported that during their subcommittee meeting, they discussed the Program Goals and Objectives for the 2021-2022 program year, the 2021-2022 CSB Planning Calendar, the Child Outcomes and School Readiness/DRDP Report, and reviewed the 2022 Early Head Start and Head Start Program Continuation Grant.

Action:
Consider approval of the 2021-2022 Planning Calendar

Amanda Cleveland, Administrative Services Assistant III, provided an overview of the 2021-2022 Planning Calendar.

Planning Calendar

- Includes program and fiscal year activities such as:
- Communications to staff
- Family Engagement events
- Policy Council meetings & trainings
- CSB program & fiscal reports: Head Start, Community Services Block Grant, Low Income Home Energy Assistance Program, Alternative Payment Program
- Monthly Activities from July 2021-June 2022

Assigned Leads (Sponsors)

- Senior Managers
- Assigned staff as needed

Timelines

- Required deadlines such as:
 - Enrollment Reports
 - Federal & State Fiscal Reports
- Internal deadlines such as:
 - CSB internal recurring meetings
 - Annual Report (required annually)

A motion to approve the 2021-2022 Planning Calendar was made by Matthew Carlson and seconded by Nivette Moore. The motion passed.

Ayes		Nays	Abstentions	Not Present	
Carmina Hernandez	Karen Medrano			Dana Von Austin	Folakemi Omole
Deanna Carmona	Laura Brum			Delia Zarges	Irais Vargas (Arrived After Voting)
Jason Streffery	Maria Palestino			Maria Chavez	
Joel Nickelson-Shanks	Matthew Carlson			Denae Johnson	
Devlyn Sewell	Myriah Herrington			Melrelease Epperson	
Kara Simmons				Melanie Graves	

Nivette Moore-Abalo		Desirae Jordan
Jasmine Cisneros		Denae Johnson
Jamyisha Portis		Deniedre Henry

Action:
Consider Approval of the 2022 Early Head Start and Head Start Program Continuation Grant

Sarah Reich, ASA III, provided an overview of the 2022 Early Head Start and Head Start Program Continuation Grant.

Budget Summary - EHS

Budget Categories:	T/TA	Basic Grant	TOTAL
Personnel		1,504,600	1,504,600
Fringe Benefits		1,008,000	1,008,000
Travel		-	
Supplies		345,205	345,205
Contractual	100,000	2,552,000	2,652,000
Construction			
Other	95,205	3,122,914	3,218,119
Sub-Total of Direct Charges	195,205	8,532,719	8,727,924
Indirect Costs		285,874	285,874
Total Federal Amount Requested	195,205	8,818,593	9,013,798
Non-Federal Share	48,801	2,204,648	2,253,449
Total Federal and Non-Federal	\$244,006	\$11,023,241	\$11,267,247

Budget Summary- HS

Budget Categories:	T/TA	Basic Grant	TOTAL
Personnel		4,272,000	4,272,000
Fringe Benefits		2,860,000	2,860,000
T & TA		-	
Travel		-	
Supplies		200,000	200,000
Contractual	100,900	4,100,000	4,200,900
Construction	96,444	5,379,473	5,475,917
Sub-Total of Direct Charges	197,344	16,811,473	17,008,817
Indirect Costs		811,680	811,680
Total Federal Amount Requested	197,344	17,623,153	17,820,497
Non-Federal Share	49,336	4,405,788	4,455,124
Total Federal and Non-Federal	\$246,680	\$22,028,941	\$22,275,621

A motion to approve the 2022 Early Head Start & Head Start Program Continuation Grant was made by Matthew Carlson and seconded by Jason Streffery. The motion passed.

Ayes		Nays	Abstentions	Not Present	
Carmina Hernandez	Karen Medrano			Dana Von Austin	Folakemi Omole
Deanna Carmona	Laura Brum			Delia Zarges	Deniedre Henry
Jason Streffery	Maria Palestino			Denae Johnson	
Joel Nickelson-Shanks	Matthew Carlson			Maria Chavez	
Devlyn Sewell	Myriah Herrington			Melrease Epperson	
Kara Simmons				Melanie Graves	
Nivette Moore-Abalo				Desirae Jordan	
Jasmine Cisneros				Denae Johnson	
Jamyisha Portis				Irais Vargas (Arrived After Voting)	

Action:
Consider Approval of June 16, 2021 Policy Council Minutes

The minutes of the June 16, 2021 Policy Council meeting were reviewed and no corrections were noted.

A motion to approve the minutes from June 16, 2021 Policy Council meetings was made by Matthew Carlson and seconded by Jamyisha Portis. The motion passed.

Ayes		Nays	Abstentions	Not Present	
Carmina Hernandez	Karen Medrano			Dana Von Austin	Folakemi Omole
Deanna Carmona	Laura Brum			Delia Zarges	Maria Chavez
Jason Streffery	Maria Palestino			Denae Johnson	
Joel Nickelson-Shanks	Matthew Carlson			Irais Vargas (Arrived After Voting)	
Devlyn Sewell	Myriah Herrington			Melrease Epperson	
Kara Simmons				Melanie Graves	
Nivette Moore-Abalo				Desirae Jordan	
Jasmine Cisneros				Denae Johnson	
Jamyisha Portis				Deniedre Henry	

Report:
Final DRDP and School Readiness Goals

Ron Pipa and Isabel Renggenathen, Education Managers, provided an overview of the Final DRDP and School Readiness Goals for 2020-2021. Community Services Bureau (CSB) utilizes DRDP-2015[®] to assess the development 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 **Final** assessment.

Developmental Domains

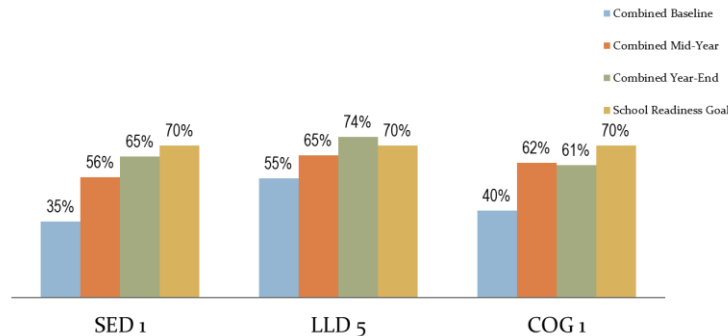


- Social and Emotional Development (**SED**)
- Language and Literacy Development (**LLD**)
- English Language Development (**ELD**)
- Cognition Including Math and Science. (**COG**)

School Readiness Goals for Infants & Toddlers

Measures	Goals
Identity of Self in Relation to Others (SED 1) <i>Children will show an increasing awareness of self as distinct from and also related to others</i>	By June 2021, 70% of all infants and toddlers will have reached the developmental level of Exploring Later and above on this measure
Interest in Literacy (LLD 5) <i>Children will show interest in books, songs, rhymes, stories and other literacy activities in increasingly complex ways.</i>	By June 2021, 70% of infants and toddlers in both groups will have reached the developmental level of Exploring Later and above for this measure
Spatial Relationships (COG 1) <i>Children will increasingly show an understanding of how objects move in space or fit in different spaces</i>	By June 2021, 70% of infants and toddlers will have reached the developmental level of Exploring Later and above on this measure

Infants & Toddlers Progress & Expected Outcomes



Infant & Toddler Year - End Data

The scores for all infants and toddlers in Social Emotional Development, Languages and Literacy Development, and Cognition including Math and Science are as follows:

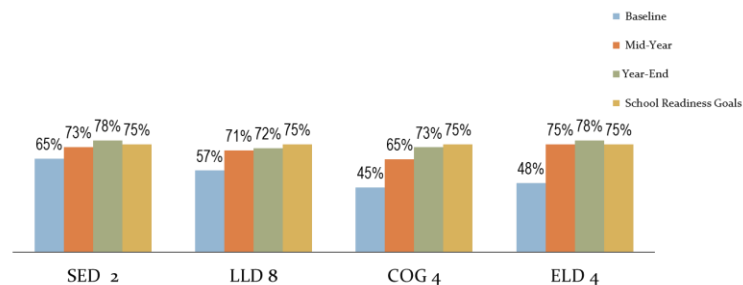
- 65% of infant and toddlers reached the developmental level of Exploring Later and above for *Identity of Self in Relation to Others*
- 74% of all infants and toddlers reached the developmental level of Exploring Later and above for *Interest in Literacy*
- 61% of all infants and toddlers reached the developmental level of Exploring Later and above for *Spatial Relationships*

Domain & Measures	Year-End Outcome
Social and Emotional Development: Identify to self in Relation to Others (SED 1)	Children improved by 30% from the baseline to year-end results
Language and Literacy Development: Interest in Literacy (LLD 5)	Children improved by 19% from the baseline to year-end results.
Cognition Including Math and Science: Spatial Relationships (COG 1)	Children improved by 21% from the baseline to year-end results.

School Readiness Goals for Preschool

Measures	Goals
Social Emotional Understanding <i>Children will show developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</i>	By June 2021 75% of all preschool children will have reached the developmental level of Building Earlier and above for this measure
Phonological Awareness <i>Children will show increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</i>	By June 2021 75% of all preschool children will have reached the developmental level of Building Earlier and above for this measure
Number Sense of Math Operations <i>Children will show increasing ability to add and subtract small quantities of objects</i>	By June 2021 75% of all preschool children will have reached the developmental level of Building Earlier and above for this measure
Symbolic, Letter and Print Knowledge in English <i>Children will show increased understanding that print in English carry meaning</i>	By June 2021 75% of all preschool children will have reached the developmental level of Building Earlier and above for this measure

Preschool Progress & Expected Outcomes



Preschool Year - End Data

The scores for all Preschoolers in Social Emotional Development, Languages and Literacy Development, and Cognition including Math and Science, and English Language Development are as follows:

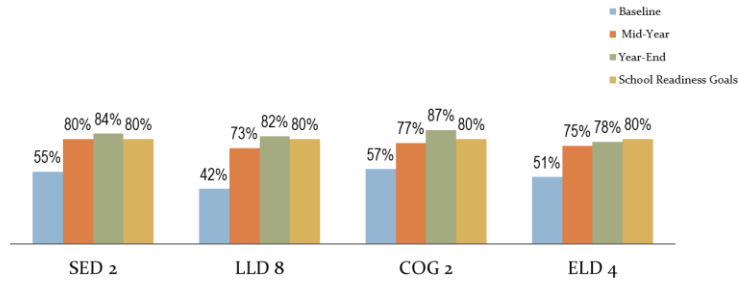
- 78% of all preschool children reached the developmental level of Building Earlier and above for *Social and Emotional Understanding*.
- 72% of all preschool children reached the developmental level of Building Earlier and above for *Phonological Awareness*.
- 73% of all preschool children reached the developmental level of Building Earlier and above for *Number Sense of Math Operations*
- 78% of all preschool children reached the developmental level of Building Earlier and above for Symbolic, Letter and Print Knowledge in English.

Domain & Measures	Year-End Outcome
Social and Emotional Development: Social Emotional Understanding (SED 2)	Children improved by 13% from the baseline to year-end results
Language and Literacy Development: Phonological Awareness (LLD 8)	Children improved by 15% from the baseline to year-end results
Cognition Including Math and Science: Number Sense of Math Operations (COG 4)	Children improved by 28% from the baseline to year-end results
English Language Development: Symbolic, Letter and Print Knowledge in English (ELD 4)	Children improved by 30% from the baseline to year-end results

School Readiness Goals for Pre-Kindergarten

Measures	Goals
Social Emotional Understanding <i>Children will show developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</i>	By June 2021 80% of all pre-kindergarten children will have reached the developmental level of Building Middle and above for this measure
Phonological Awareness <i>Children will show increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</i>	By June 2021 80% of all pre-kindergarten children will have reached the developmental level of Building Middle and above for this measure
Number Sense of Math Operations <i>Children will show increasing ability to add and subtract small quantities of objects</i>	By June 2021 80% of all pre-kindergarten children will have reached the developmental level of Building Middle and above for this measure
Symbolic, Letter and Print Knowledge in English <i>Children will show increased understanding that print in English carry meaning</i>	By June 2021 80% of all pre-kindergarten children will have reached the developmental level of Building Middle and above for this measure

Pre-Kindergarten Progress & Expected Outcomes



Pre-Kindergarten Year - End Data

- 84% of all pre-kindergarten children reached the developmental level of Building Middle and above for *Social and Emotional Understanding*.
- 82% of all pre-kindergarten children reached the developmental level of Building Middle and above for *Phonological Awareness*.
- 87% of all pre-kindergarten children reached the developmental level of Building Middle and above for *Number Sense of Math Operations*
- 78% of all pre-kindergarten children reached the developmental level of Building Middle and above for Symbolic, Letter and Print Knowledge in English.

Domain & Measures	Year-End Outcome
Social and Emotional Development: Social Emotional Understanding (SED 2)	Children improved by 29% from the baseline to year-end results
Language and Literacy Development: Phonological Awareness (LLD 8)	Children improved by 40% from the baseline to year-end results
Cognition Including Math and Science: Number Sense of Math Operations (COG 4)	Children improved by 30% from the baseline to year-end results
English Language Development: Symbolic, Letter and Print Knowledge in English (ELD 4)	Children improved by 27% from the baseline to year-end results

Report:
Goals &
Objectives
Semi-Annual
Report

Sarah Reich, ASA III, provided an overview of the 2018-2022 Semi-Annual Report updates.

Goal 1: Through the use of multiple technologies, CSB will develop systems to enhance staff and client communication while coordinating program-wide approaches to effective data management and ensuring high quality service delivery.

Objective 1: By June 30, 2021, CSB will take a program-wide approach to identifying a platform, which allows families to remotely access individualized child and family information.

January Update: CSB is in the process of developing a website inclusive of all programs to interact with families, community partners and staff. The web design has been completed and developers are in the process of linking functions to the CLOUDS database.

June Update: CSB's website, CSBConnect, is live as of July 2021. CSBConnect features a public-facing webpage with accessible program service information and a password protected portal for clients and staff. Through the portal, prospective families can begin the application process online while enrolled families have the ability to communicate with staff electronically and share information specific to their child and family needs.

Objective 2: By June 30, 2021, CSB will use technologies to design a contact-less sign-in/out process that supports safety for families and staff while maintaining accurate records.

January Update: The QR code system for sign-in/out has been developed and is currently being used at all CSB centers. CSB has collected input from initial implementation and is currently working with developers to refine the process to ensure efficiencies.

June Update: QR code sign-in is now available on the attendance tablets, of which each classroom has two assigned. All tablets will be updated in July with the newly added feature. This results in a more portable and flexible system so that each center may implement efficient sign-in processes unique to the needs of each center. This capability will also support processes as restrictions loosen and we shift towards pre-pandemic practices.

Objective 3: By June 30, 2021, CSB will employ new innovative strategies to support communication with clients conducive to a remote workspace, including the CLOUDS calling feature.

January Update: CSB has developed a calling feature in CLOUDS, which maintains automated records. The feature has been tested and presented to the CLOUDS user group. A training video has been created and staff trainings will be conducted by Spring 2021 to support communication with families, especially as we continue to engage families remotely.

June Update: The Centralized Enrollment Unit and Comprehensive Services Team received training in March 2021 and are now utilizing the CLOUDS call-out feature. The feature has ensured staff are able to maintain communication with families regardless of work location.

Goal 2: Due to an 84% increase in Early Head Start slots (from 311 to 623) in two years, CSB will enhance its Early Head Start programming through a multi-faceted approach.

Objective 1: By June 2021, CSB will implement an oral health curriculum for families and staff to support dental health practices at home and at school.

January Update: Oral Health Curriculum "Teeth for Two" and "Mouth Healthy-Pregnancy" are scheduled for February's parent meeting/workshop at Aspiranet and Crossroads. "Teeth for Tots" and "Mouth Healthy-Babies and Kids" are scheduled for February's parent meeting at Ambrose and Contra Costa College. CSB will evaluate success to inform program-wide implementation.

June Update: Health Manager presented Module 1 from “Teeth For Tots” during CC College parent meeting on March 24th and “Mouth Healthy-Why Baby Teeth Matter” during Ambrose parent meeting on March 31st. The Zoom meetings were combined with parents from CCCollege and Ambrose. The curriculum will be presented again in the Fall. Presentations for pregnant women “Teeth For Two” and “Mouth Healthy Pregnancy” was postponed until the new program school year for Crossroads and the reconvening of site based parent workshops at Aspiranet. By September 2021, Health Manager will collaborate and coordinate to present the curriculum at Crossroads, Aspiranet, CC College and Ambrose and determine program implementation based on parent evaluations of the programs.

Objective 2: By December 2020, select program staff will receive Infant/Toddler CLASS coaching with a certified Infant/Toddler CLASS consultant to increase their understanding of best practices in adult/child interactions.

January Update: Infant/Toddler CLASS coaching was put on hold initially, due to our county shelter-in-place. We resumed coaching using a virtual format in October 2020. The program is extended through Spring 2021. At that time, we will provide the participants with an evaluation form to encourage the participants to reflect on their experience. Once in-class monitoring resumes, our monitoring team will continue with ongoing education monitoring.

June Update: Four of CSB’s infant/toddler partner teachers completed the coaching series via virtual coaching format. Based on the survey conducted by Teachstone of all participants in the coaching sessions, 85% felt the coach consistently supported learning and application of new behaviors with 85.5% stating they made significant or greater changes to teaching as a result of this coaching opportunity. Additionally, 96% of participants felt they now have a solid or comprehensive understanding of infant/toddler CLASS concepts. Due to continued, modified programming, our teachers completed Infant/Toddler Environmental Rating Scale (ITERS) via self-monitoring. We will begin monitoring at a management level in the upcoming year to inform us of professional growth and development in CLASS coaching concepts that coincide with ITERS items and indicators.

Goal 3: CSB will implement a “Grow Our Own” approach to hiring, developing, and retaining a robust staff across all service areas that are responsive to the clients and intrinsically motivated to be the best they can be through a variety of supports and services.

Objective 1: By December 2020, 7 additional Teacher Assistant Trainees (TAT) will complete the core 12 units by participating in the ECE Work Study Program, in partnership with the colleges of Contra Costa and the YMCA of the East Bay.

January Update: Two TATs have completed the program and are in process of applying for the Associate Teacher permit. Three TATs continue in Spring 2021 and are set to complete the program by the end of that semester. With the pandemic affecting execution of this program, the recruitment plan is being redesigned to adapt to new climate.

June Update: All three continuing TATs have completed the ECE Work Study Program and applied for the Associate Teacher (AT) Permit. They will be ready to apply for CSB’s vacant AT positions upon receipt of their permit. Therefore, a total of seven TATs have completed the program this year. Four additional TATs are enrolled in the Work Study Program for Fall 2021.

Objective 2: By December 2020, the Staff Health Improvement Plan in partnership with the Wellness Champions will incorporate

wellness activities unique to each unit or center’s needs. Impact of efforts will be measured by the annual workforce satisfaction survey.

January Update: Due to several surveys that were issued in 2020 to assess stress, anxiety and feedback from staff to ensure support for staff in delivering services during sweeping shifts and changes, the workforce satisfaction survey has been postponed to Summer 2021

June Update: The Workforce Satisfaction Survey is in progress at this time – outcomes will be available for the next update.

Objective 3: By June 2021, CSB will utilize innovative recruitment strategies to increase the number of qualified Teacher Assistant Trainees (TAT) and Associate Teachers (AT) by 10%.

January Update: A total of the following were hired: Three Associate Teachers and six Teacher Assistant Trainees.

June Update: Since January 2021, we saw a 2% increase in our TAT staff, and a 5% increase in AT staff – a total of 4% increase in TAT staff and 7% increase in AT staff with January and June updates combined

Goal 4: CSB will implement data-driven Parent, Family and Community Engagement (PFCE) services that embrace the PFCE framework and result in measurable impacts that achieve the mission of the organization.

Objective 1: By June 2021, CSB will practice “Strong Partners/Strong families,” a new approach directed at re-designing Parent Committee Meetings and enhancing meaningful participation by parents and staff.

January Update: The parent meeting re-design is planned for Spring 2021.

June Update: CSB adapted to the changing environment as a result of the pandemic and shifted to virtual parent meetings. CSB purchased zoom licenses for Site Supervisors and Comprehensive Services Assistant Managers and training was provided. Staff were also trained on how to utilize email and SMS messaging through the CLOUDS system to invite parents to attend Site Parent meetings and other countywide engagement events, such as Parent Resiliency training and Child Nutrition Training.

Objective 2: By June 2021, CSB will build pro-fathering knowledge, attitudes, and skills of the fathers and other male caregivers by piloting the Fathering in 15(TM): Online Learning for Dads.

January Update: The pilot of the pro-fathering online learning will be facilitated in Spring 2021.

June Update: After the purchase of the renewal license, site enrollment was reviewed to identify the center with most fathers registered. We decided to do the pilot at one center instead of two in order to concentrate on maximum participation. In May of 2021, a staff meeting was convened at the chosen center to review the Fathering™ in 15 goals, the training topics, project timelines, recruitment expectations, registrations, and follow-up. In June 2021, informational flyers were distributed to all fathers at the GMC site using group emails followed by phone calls. As a result, 15 fathers are registered and expected to complete training topics by the end of August. Data will be collected, analyzed, and used to improve the training as we look to implement it at all directly operated sites in fall 2021.

Objective 3: By June 2021, CSB will implement a comprehensive approach to serving homeless families that addresses all of their needs that result from the devastating effects of homelessness.

January Update: All Comprehensive Services staff completed the ECLKC training on homelessness in October 2019. By March 2021, Comprehensive Services staff will participate in refresher training focused on McKinney Vento definitions and the ECLKC training. By April 2021, referral process will be developed and implemented with Community Action Partners. By May 2021, Centralized Enrollment Unit will implement screening questionnaire as part of enrollment process for new families.

June Update: On March 3, 2021 All comprehensive Services staff participated in a refresher training focused on the McKinney Vento definition of homelessness, this will continue has an annual focused training. On May 13, 2021 the Community Action Service Providers held a Round Table wherein it was determined a two-way referral system will start September 1, 2021. Also in May 2021, the Centralized Enrollment Unit incorporated a screening questionnaire for use during the enrollment of new families; this questionnaire is located under enrollment forms on the CLOUDS database.

Report:
2021 Self-Assessment

Amanda Cleveland, ASA III, provided an overview of the 2021 Self-Assessment.

Why a Self-assessment?

We are required to complete an annual self-assessment as a part of the Head Start performance standards. The overall purpose is to evaluate CSB’s progress towards meeting our goals and objectives and are we in compliance with the Head Start Performance Standards.

2021 Self-Assessment

- This year’s self-assessment was conducted during the week of May 10th -14th, with some follow up the week of May 17-21st
- There were 30 people on the teams conducting the assessment, and this consisted of CSB staff, partner site staff, Board/policy council members and some of our County Supervisors.
- Sites selected were sites that have federal Head Start funding throughout Contra Costa County.
- We utilized the 2021 Head Start Focus Area 2 monitoring protocol with the COVID addendum. These areas allow us to review the same items that Office of Head Start has placed focus on for this review cycle. The addendum allows programs to continue to have these areas reviewed, but acknowledging the changes/adaptations that have occurred due to the pandemic.

Teams Leads	Assigned Sites	Monitoring Protocol
Aracely Gonzales Melissa Molina	FBHS Kid’s Castle Los Arboles	Designing Quality Education & Child Development Services Health & Safety Checklist
Kimberly Clay Ellen De Senna	Shannon Del Prado FCC Verde	Designing Quality Education & Child Development Services Health & Safety Checklist
Cassidy Morris Amanda Cleveland	George Miller III FBHS Fairgrounds Crossroads (H&S Checklist Only)	Designing Quality Education & Child Development Services Health & Safety Checklist
Kelly Chun Raquel Santana-Pizana	Balboa Aspiranet	Designing Quality Education & Child Development Services Health & Safety Checklist

	Monica Montano Olga Roman	CSB Administration FBHS Administration	Program Management & Quality Improvements
Report: Semi-Annual Monitoring	<p>Key Findings- Areas Identified as Strengths:</p> <p>Program Management & Quality Improvement</p> <ul style="list-style-type: none"> • Programs continued training/staff development throughout the pandemic, adopted Zoom/ web based trainings • Ongoing internal monitoring and analysis used to drive program planning and improvement <p>Education & Child Development Services</p> <ul style="list-style-type: none"> • Continued quality education extended to children in programs either through in-class instruction or distance learning • Innovative redesign of learning environments to meet social distancing guidelines and continue to foster early social development <p>Health Services</p> <ul style="list-style-type: none"> • Mental Health Consultants available to children and families as needed at directly operated and delegate sites • Sites are sending home information to in class and distance learners about brushing teeth (including toothbrushes) to continue encouraging positive oral health practices <p>Family & Community Engagement Services</p> <ul style="list-style-type: none"> • Curricula implemented (Parenting a Pleasure guide & Growing Great Kids) to encourage family engagement in children’s learning at home • Encouraging ongoing family and community engagement in policy council and parent meetings via Zoom <p>Health & Safety Checklists</p> <ul style="list-style-type: none"> • All sites are including additional information re COVID-19, such as spacing at entrances, protocols for dropping off and pick up during COVID-19, and posting updated information/ communications as needed <p>Areas of Concern</p> <ul style="list-style-type: none"> • No areas of concern or non-compliance 		
	<p>Nelly Ige, ASA III, provided an overview of the 2020-2021 Semi-Annual Monitoring Report.</p> <p>Changes Implemented in Program Year 2020-2021 Due to Covid-19</p> <ul style="list-style-type: none"> • Updated Monitoring Tools • Virtual Monitoring • Methodology of selecting files • No comparison from 2019-2020 findings to this year for File Monitoring • No changes to staffing • Team collaboration between QMU and Site Staff <p>Monitoring in the areas of</p> <ul style="list-style-type: none"> • Need and Eligibility • Comprehensive Services • Education • Family Child Care Environment and Education • Curriculum Fidelity 		

- Environment Rating Scale (ERS)
- Class observation

What is reviewed?

- 213 Files
- 13 FCCs Environment & Education
- 12 IT Classrooms Curriculum Fidelity
- 24 Center Monitoring
- 7 Classrooms Class
- 59 ERS Classrooms

CSB’s Strengths

- Need and Eligibility’s File review continued to decrease non-compliant areas and improve overall
- Comprehensive Services Staff new training is effective and is lessening non compliance
- Educational timelines did improve for 2020 the timelines that are conduct screenings and DRDP
- Family childcare homes had 10 homes meet 100% of the items from the tool for an overall of provider-child interaction being the biggest strength
- Creative Curriculum improved by use of resources for infant and toddlers
- Environment Rating Scale was met and done by teachers which initiated trainings opportunities for staff
- Center Monitoring had team collaboration between QMU and site supervisors

Areas to Strengthen

- File monitoring will improve the process of electronic record keeping and finding ways to ensure scanning is done for comprehensive services
- Family Childcare homes will continue to improve lesson plans, specifically in new homes
- Creative curriculum will reestablish physical environment Post COVID-19
- Environment Rating Scale will create dramatic play
- Center monitoring will improve parent engagement, such as using the parent board and finding ways parents can receive information

Classroom Assessment Scoring System

Domain	Classroom Scoring from QMU	CSB Threshold	Federal Quality Improvement Threshold	Federal Competitive Thresholds
Emotional Support	7	6	6	5
Classroom Organization	6	6	6	5
Instructional Support	5	3	3	2

What’s Next?

- Content Area Manager will review the Report
- Create a Corrective Action Plan
- Implement the Corrective Action Plan
- Review and Analyze results next year to determine if Corrective Action Plans were effective
- Make Adjustments where needed

	<ul style="list-style-type: none"> • Replicate promising practices in areas needing improvement • Please share report at your parent meeting!
2020-2021 Policy Council Recognition	Aaron Alarcon-Bowen, CSB Director, and Amy Wells, Division Manager, thanked all of the Policy Council Representatives for their active participation during the 2020-2021 Policy Council year.
Site Reports	<p>Ambrose</p> <ul style="list-style-type: none"> • Ambrose has enrolled three new children. • Ms. Lorena, Master teacher, is mentoring a new TAT-Adriana Calvario. • Ambrose has received new furniture for classroom B-2, new cubbies for classroom B-1, and a new changing table for the Infant classroom. • Ambrose continues planting and harvesting at the Ambrose Community garden. • Afi Fiaxe visited the Center on July 22. • Grab-N-Go bags with family activities, books, finger paint and paper were distributed to distance learning children. Ms. Lizzette has offered resources to families, medical, dental, and food bank referrals. <p>Bayo Vista</p> <ul style="list-style-type: none"> • BayoVista has celebrated a brand new school year and welcomed new families into our program. • Room 2 and 3 received new materials, games and activities for indoor and outdoor learning. Using some of the new materials Room 3 set up a trail of stepping stones for a STEM activity for the children to enjoy on the playground. • The playground and front yard were cleaned of debris and power washed. One area of the playground was re-paved for safety measures. • Room 2 toddlers created a colorful painting collage on Styrofoam cubes that is showcased in their classroom Room 3 continues to work with the children learning how to stay safe during COVID by reading books; Q&A, and discussions. • Parents received Friday Flyers inviting them to community events, resources for COVID vaccinations and information for the Food Bank that visits Bayo-Vista every 2nd Tuesday of the month. <p>GM III</p> <ul style="list-style-type: none"> • GM III has four staff that they celebrated for completing classes; Roxana and Angel both received their AS degree from Contra Costa College this year; GMIII also had two staff complete the TAT program and are now Associate Teacher Subs. GM III is so proud of staff. • GMIII staff is in the process of changing out of old furniture from their classrooms. • The playground structure, the boat was painted. New supplies are coming in daily for each classroom. • The teachers are beginning with the new school year activities. • The Librarian came to discuss a project that will bring books to the children and teachers at GMIII each week. • GM III sends home resources to parents weekly. <p>Balboa</p> <ul style="list-style-type: none"> • Teachers have been slowly and safely welcoming more children back in the classrooms. Comprehensive Services along with the Site Supervisor are working diligently to "ramp up" enrollment. • There is rotating art to see at the front door from different classrooms. • Preschool playground recently had a new bike path painted for safe riding!

	<ul style="list-style-type: none"> • B building students planted sunflower seeds and have already grown tomatoes and a corn stalk! <p>Los Arboles</p> <ul style="list-style-type: none"> • Preschool is full with, 13 children enrolled. Children are adjusting to their new classroom and working on creating classroom rules. • Los Arboles ordered new outdoor furnitures for the toddler group. • The front of the facility is nice and clean after trimming all the trees and cutting the grass. • Children are getting to know their new environment and their new friends and teachers. • Miss Jessie will be visiting the center on 8/20/21. • Resources were provided to families on: Sparkpoint Contra Costa, free financial programs and services,C.O.P.E family support/ Triple P co-parenting class, and pedestrian safety. <p>Verde</p> <ul style="list-style-type: none"> • Verde closed for the summer break with a celebration for our students moving on to Kindergarten on July 15th. We will resume in class services with students on Sept 7th. • When students return, Verde will have new chairs, rugs, and toys ready to be enjoyed! 				
Announcements	<p>Ana Araujo, Comprehensive Services Manager for Parent, Family, and Community Engagement, provided the following announcements and resources (copy of resources were emailed to participants):</p> <p>Reminders</p> <ul style="list-style-type: none"> • September is the beginning of the new program year 2021- 2022 <ul style="list-style-type: none"> ○ September - PC elections of representatives at centers • PC - Past Parent Opportunities for the new program year • PC - Community Representative Opportunities • PC Orientation will be on September 25, 2021 via Zoom • Parent Recognition Form <p>Announcements</p> <ul style="list-style-type: none"> • We are hiring • We are enrolling 				
Meeting Evaluation	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><u>Pluses / +</u></td> <td style="width: 50%; text-align: center;"><u>Deltas / Δ,</u></td> </tr> <tr> <td> <ul style="list-style-type: none"> • Great meeting </td> <td> <ul style="list-style-type: none"> • None </td> </tr> </table>	<u>Pluses / +</u>	<u>Deltas / Δ,</u>	<ul style="list-style-type: none"> • Great meeting 	<ul style="list-style-type: none"> • None
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