



Policy Council Conference Call Meeting Minutes
 Location: Teleconference - 500 Ellinwood Way, Pleasant Hill, CA



Date: 6-17-2020

Time Convened: 6:05 PM

Time Terminated: 7:30 PM

Recorder: Imelda Prieto Martinez

TOPIC	RECOMMENDATION / SUMMARY
Review Desired Outcomes and Meeting Rules	<ul style="list-style-type: none"> • Katie Cisco, Chair, called the meeting to order at 6:05 p.m. • Daisy Templeton, Vice-Chair, reviewed the desired outcomes and ground meeting rules.
Public Comment	None
Correspondence	None
Recognition	Policy Council recognized Camilla Rand, CSB Director, for her outstanding leadership as the Director of the Community Services Bureau after 20 years of service in Contra Costa County.
Administrative Reports <ul style="list-style-type: none"> • CSB Director • Division Manager • Fiscal 	<p>Camilla Rand, CSB Director, welcomed Policy Council representatives and thanked representatives for attending.</p> <p>Administrative updates:</p> <ul style="list-style-type: none"> • Camilla announced Katharine Mason as Interim CSB Director effective July 13. Katharine started with the Bureau in 2005 as a Comprehensive Services Assistant Manager supporting families. Later she acted as Comprehensive Services Manager supporting Head Start childcare partners and in 2009 became an Administrative Services Analyst III for the Bureau responsible for compliance and monitoring. Since 2011 she has served as the Division Manager overseeing the Head Start, Early Head Start, and State Child Development programs at CSB’s childcare centers. • CSB has developed a draft reopening plan that includes phased reopening of centers across the county starting July 1 to allow staff, families, and children to adapt to the new routines that will be required to ensure a safe and healthy environment for all. All classroom staff is trained on new procedures, and we have the PPE (personal protective equipment) that we need. Some of the new requirements include limited group sizes by order of the local Health Officer and Community Care Licensing, all staff wears face masks at all times, a suspension of family-style dining, and more. Because of the group sizes, children going to Kindergarten and children with IEPs will be prioritized. Once these children move to the school district, we will have the opportunity to welcome more children. Priority will be given to children with IFSPs, IEPs, At-risk children, and children that are homeless. All families will be provided with information upon return/enrollment on CSB modified childcare program and the new procedures implemented during the reopening of our program. • Emergency Childcare: We will be ending emergency childcare for non CSB families who are essential workers on June 30, so that we may open our doors for currently enrolled families. We are working with them to find alternate care using the emergency vouchers subsidized by the State.



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	<p>Enrollment and Attendance statistics: May</p> <ul style="list-style-type: none"> • Enrollment: 96.80% for Head Start; 101.3% for Early Head Start; 95.83% for Early Head Start Child Care Program Partnership #1; and 91.6% for Early Head Start Child Care Program Partnership #2. • Attendance: No attendance to report due to Covid-19 Shelter in Place order. <p>Fiscal Reports:</p> <ul style="list-style-type: none"> ○ 2019-2020 Head Start Program: April 2020 year to date cash expenditures were \$4,909,519 YTD, which represents 29% of the program budget. ○ 2019-2020 Early Head Start Program: April 2020 year to date cash expenditures were \$797,122 YTD, which represents 22% of the program budget. ○ 2019-2020 Early Head Start – CC Partnership: April 2020 year to date cash expenditures were \$719,993 YTD, which represents 63% of the program budget. ○ 2019-2020 Early Head Start – CC Partnership #2: April 2020 year to date cash expenditures were \$2,334,715 YTD, which represents 63% of the program budget. ○ Credit Card expenditures for all programs, including Head Start and Early Head Start, for the month of March 2020 were \$6,507.70. ○ Child and Adult Care Food Program: March 2020 total meal served, including breakfast, lunch, and supplements were 15,291.
<p>Presentation:</p> <ul style="list-style-type: none"> • Transition to Kindergarten 	<p>Ron Pipa & Afi Fiaxe, Education Managers, provided an overview of Transition to Kindergarten.</p> <p>Ron started the presentation by asking participants, “what type of conversation you have during family-style dining and routines?” Participants responded: conversations about cartoons, conversations about what they talked the day before or books read, Coronavirus, social distancing, and current issues currently going on.</p> <p>What type of conversations have you had with your children about Kindergarten? Participant’s responses included: older siblings mentioning what they can and can’t do in Kindergarten.</p> <p>How do you feel about your child going to Kindergarten? Participant’s responses included: before COVID, we were pretty excited, but now we are unsure of what is going to happen since the school district doesn’t have a clear plan of how schools will conduct their classes.</p>



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	<p>Ron shared that Tony Thurmond, State Superintendent of Public Instruction, released recommendation for reopening of school, which includes a three model hybrid schedule: 2-Day Rotation Blended Learning, A/B Week Blended Learning, Early/Late Staggered Schedule. Participants were encouraged to look up the reopening guidance for more information.</p> <p>Afi asked participants what are some of the things they are doing at home to prepare their child for Kindergarten? Participants responded with: reading, coloring, and activities from the take-home packets that were provided by teachers. Afi encouraged parents to review the activities posted on CSB’s Facebook; these are also being sent through the CLOUDS email system.</p> <p>Ron reviewed the importance of attendance in the early grade levels. Children who don’t regularly attend, miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.</p> <p>Preparing for first day of school:</p> <ul style="list-style-type: none"> ▪ Have your child go to bed early and get a good night’s sleep the week before school starts. ▪ Talk to your child about how much fun he/she will have by meeting a new teacher, making new friends, and learning new information. ▪ You may like to take a picture of your child on the first day at school, in front of his/her class to remember the special day. ▪ Remember to say goodbye to your child and remind him/her that you will return soon. ▪ After school, celebrate your child’s first day. You may ask your child: <ul style="list-style-type: none"> • What are the names of some of the children you met? • Who did you eat a snack or lunch with today? • What books did your teacher have you do today? • What was your favorite part of the day? <p>Participants were encouraged to check with their school district for additional information on new guidelines.</p>
<p>Report:</p> <ul style="list-style-type: none"> • 2019-20 Semi-Annual Monitoring Report – Period 1 	<p>Nelly Ige, ASA III, provided an overview of the 2019-20 Semi-Annual Monitoring Report Period 1. 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.</p> <p>This summary report reflects the compiled results of the monitoring conducted for the period of <u>August 2019 through December 2019</u>.</p>



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	<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, Curriculum Fidelity, and Classroom Assessment Scoring System (CLASS) for preschool classrooms. Data sources utilized by the team included: child and family files, classroom observations, CLOUDS database reports, and parent and staff interviews.</p> <ul style="list-style-type: none"> • 297 child and family files reviewed • 7 family child care homes for environment and education monitoring • 24 directly operated toddler and preschool classrooms were observed for curriculum fidelity • 27 directly operated infant, toddler, and preschool environments were observed • 19 classrooms received CLASS Observations completed between September-October <p>NEED AND ELIGIBILITY Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Child meets eligibility criteria established by the funding source(s). ➤ (S) Recertification must not be done before 24 month certification period has expired, with the exception of families with the certified need of “Seeking Employment”. ➤ Over-income waiver completed and approved by ERSEA manager or designee. <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ All areas of the income worksheet are completed and signed. ➤ (S) Notice of Action is complete, current, and matches 9600/9600S and Admission Agreement. ➤ Eligible income snapshot in CLOUDS reflects income and family size. <p>Corrective Actions: Corrective actions were taken and validated.</p> <p>COMPREHENSIVE SERVICES Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Any restrictions on contact with child are in file and in CLOUDS. CLOUDS emergency section “Restricted from Picking-up” matches file. ➤ Staff representation evident in IEP/IFSP meetings. ➤ Volunteer Health statement is complete & updated annually.



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	<p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ Immunizations are up-to-date, complete, match Blue Card, and entered in CLOUDS. ➤ Ensure up-to-date child health status. Health Examination - Well Child Check (CSB207) is current, completed, signed, date stamped with the date received/reviewed and entered in CLOUDS. ➤ (F) Oral Health Assessment is part of Health Examination – Well Child Check (CSB207), reflects periodicity per the Bright Future EPSDT schedule, and is entered in CLOUDS with “Health Examination” box checked. <p>Corrective Actions: Corrective actions were taken and validated.</p> <p>EDUCATION FILE</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ (F) Education referrals, family meetings, and re-screenings are documented in file and CLOUDS. ➤ (F, I/T) Toddler Transition Plan: Updated at 33 months. ➤ (F, I/T) Toddler Transition Plan: IFSP information is included. <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ ASQ-3 Screening is conducted within 45 days of child’s initial enrollment, and form is completed, scored, signed, in file, and on CLOUDS. ➤ ASQ-SE2 is conducted within 45 days of child’s initial enrollment during home visit with parent and completed in file and on CLOUDS. ➤ Parent Conferences: First (90 days) and included individualized goals for child and parent/child home activities. Parent Conference is entered into CLOUDS on the Visit tab. <p>Corrective Actions: Corrective actions were taken and validated.</p> <p>FAMILY CHILD CARE ENVIRONMENT AND EDUCATION</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Daily health checks are evident as children arrive. ➤ Provider interacts with the children in positive ways and uses appropriate language is used. ➤ Materials, activities, and experiences support individualization. <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ Child individualization is evident on lesson plans.



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	<ul style="list-style-type: none"> ➤ Health, safety, nutrition social emotional and mental health activities and discussions are reflected on the weekly lesson plans. ➤ Lesson plan demonstrates an integrated curriculum over a month, has a variety of activities and is posted and followed. <p>Corrective Actions: Corrective actions were taken and validated.</p> <p>PRESCHOOL CURRICULUM FIDELITY</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Families: The teacher establishes a meaningful partnership with families to support each child’s healthy development and learning. ➤ Teacher-Child Interactions: Teaching assistant(s) interact(s) with children in positive ways that support development and learning. ➤ Teacher-Child Interactions: The teacher establishes a positive classroom climate. <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ Use: The teacher follows guidance on Book Discussion Cards related to complex or sophisticated stories. ➤ Physical Environment: Interest areas are attractive, available as a choice daily, and supplied with an adequate amount of developmentally appropriate, well-maintained materials. ➤ Teacher-Child Interactions: The teacher uses both child-initiated and teacher planned experiences to effectively guide children’s language and literacy learning. <p>Corrective Actions: Corrective action plan were taken and validated.</p> <p>INFANT/TODDLER CURRICULUM FIDELITY</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Families: The teacher establishes a meaningful partnership with families to support each child’s healthy development and learning. ➤ Teacher-Child Interactions: The teacher establishes a positive classroom climate. ➤ Teacher-Child Interactions: The teacher guides children’s behavior in positive, effective ways. <p>Areas Needing Improvement:</p>



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	<ul style="list-style-type: none"> ➤ Use: The teacher uses <i>Mighty Minutes™</i> effectively to foster relationships and support development and learning during brief moments in routines. ➤ Physical Environment: Classroom area for learning experiences support children’s development and learning. ➤ Structure: Transitions between routines and experiences are smooth and used as opportunities to connect and engage with children. <p>Corrective Actions: Corrective action plans were taken and validated.</p> <p>PRESCHOOL ENVIRONMENT RATING SCALE</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Space and Furnishings: Space for gross motor ➤ Interaction: Interactions among children ➤ Program Structure: Group time <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ Language Reasoning: Books and pictures ➤ Language Reasoning: Using language to develop reasoning skills ➤ Activities: Fine motor <p>Corrective Actions: Corrective action plans will be developed and validated when all classrooms are observed.</p> <p>INFANT/TODDLER ENVIRONMENT RATING SCALE</p> <p>Top 3 Strengths:</p> <ul style="list-style-type: none"> ➤ Personal Care Routines: Greeting/departing ➤ Listening & Talking: Helping children understand language ➤ Interaction: Staff-child interaction <p>Areas Needing Improvement:</p> <ul style="list-style-type: none"> ➤ Space and Furnishings: Room arrangement ➤ Activities: Nature and Science ➤ Parents and Staff: Staff continuity



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<p>Action:</p> <ul style="list-style-type: none"> Consider Approval of the May 20, 2020, Policy Council Minutes 	<p>The minutes of May 20, 2020, Policy Council minutes were reviewed and no corrections were noted.</p> <p>A motion to approve May 20, 2020, Policy Council minutes was made by Andres Torres and seconded by Charles Latham. The motion passed.</p> <table border="1"> <thead> <tr> <th align="center" colspan="2">Ayes</th> <th>Nays</th> <th>Abstentions</th> <th align="center" colspan="2">Not Present</th> </tr> </thead> <tbody> <tr> <td>Nancy Santos</td> <td>Emily Ferne</td> <td></td> <td></td> <td>Jasmine Cisneros</td> <td>Dawn Miguel</td> </tr> <tr> <td>Maria Barrios</td> <td>Liliana Gonzalez</td> <td></td> <td></td> <td>Nivette Moore Mason</td> <td>Daisy Templeton</td> </tr> <tr> <td>Charles Latham</td> <td>Katie Cisco</td> <td></td> <td></td> <td>Dominique Washington</td> <td></td> </tr> <tr> <td>Maria Roxana Alvarado</td> <td></td> <td></td> <td></td> <td>Damaris Santiago</td> <td></td> </tr> <tr> <td>Monica Avila</td> <td></td> <td></td> <td></td> <td>Cristal Rodriguez</td> <td></td> </tr> <tr> <td>Mariam Okesanya</td> <td></td> <td></td> <td></td> <td>Earl Smith</td> <td></td> </tr> <tr> <td>Jamillah Monroe</td> <td></td> <td></td> <td></td> <td>Tracy Keeling</td> <td></td> </tr> <tr> <td>Andres Torres</td> <td></td> <td></td> <td></td> <td>Maria Bautista</td> <td></td> </tr> <tr> <td>Jonathan Bean</td> <td></td> <td></td> <td></td> <td>Emma Swafford</td> <td></td> </tr> </tbody> </table>	Ayes		Nays	Abstentions	Not Present		Nancy Santos	Emily Ferne			Jasmine Cisneros	Dawn Miguel	Maria Barrios	Liliana Gonzalez			Nivette Moore Mason	Daisy Templeton	Charles Latham	Katie Cisco			Dominique Washington		Maria Roxana Alvarado				Damaris Santiago		Monica Avila				Cristal Rodriguez		Mariam Okesanya				Earl Smith		Jamillah Monroe				Tracy Keeling		Andres Torres				Maria Bautista		Jonathan Bean				Emma Swafford	
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Announcements	Ana Araujo, Comprehensive Services Manager for Parent, Family, Community Engagement, thanked the participants and shared the following announcement:																																																												



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	<ul style="list-style-type: none"> Form 700 - Statement of Economic Interests: representatives were asked to complete the form and mail back on the self-addressed envelope if they haven't done so already. Next Policy Council meeting is scheduled for August 19. No meeting in July. Representatives interested in serving another term need to inform their site supervisor and be re-elected during their next site parent meeting in September. Parents interested in returning as Past Parents are encouraged to submit a letter of interest by September's meeting. Sample letters of interest are available for those interested. 	
Meeting Evaluation	<p align="center"><u>Pluses / +</u></p> <ul style="list-style-type: none"> Good participation Zoom is a good platform Kindergarten presentation 	<p align="center"><u>Deltas / Δ</u></p> <ul style="list-style-type: none"> None