



Early Childhood Education

Board Administrative Report

August 2022



WWW.PALMDALESD.ORG
(667) 273.4710 | (661) 273.5139 FAX

EARLY CHILDHOOD EDUCATION PROGRAM GOALS

GOAL #1

Providing Direction - Provide strategic direction to all ECE stakeholders focused on enriching quality interactions to support classroom instruction and learning for all.

GOAL #2

Safe and Affirming School Environments - Promote and create an inclusive, competitive, safe, nurturing environment to support cultural awareness in which families, children and staff thrive.

GOAL #3

Family and Community Environments - Engage and empower diverse families and communities in authentic learning and collaboration through comprehensive services to support the well-being and education of the child.



The Palmdale Promise

Vision: Palmdale will become a district where...Every Student Leaves Ready for Success in High School and Beyond: College, Career, the Global World.

Mission: The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents and staff so our students can live their lives to their full potential.

ENROLLMENT, MEAL COUNTS, & ATTENDANCE DATA

ENROLLMENT

Number of Slots

Head Start Center-based:

Slots: 1,035 Enrolled: 932
(Report 2001)

Head Start Home-based:

Slots: 72 Enrolled: 52
Total Head Start Slots: 1,107
Head Start total Enrolled: 984 (89%)
(Report 2001)

Early Head Start:

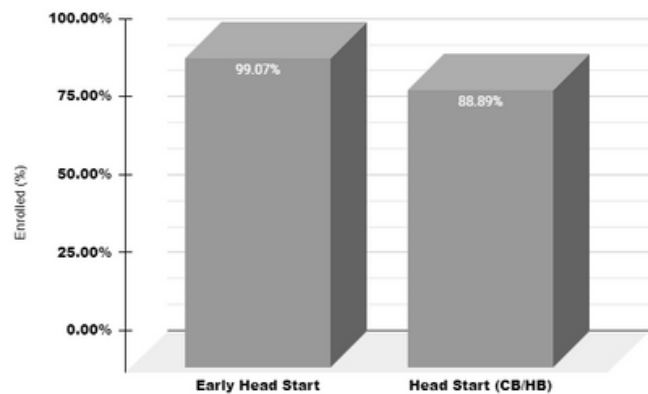
Slots: 108 Enrolled: 107 (99%)
(Report 2001)

Total HS and EHS Slots: 1,215

Total HS and EHS Enrolled:
1,091 (90%)

August Enrollment Percentages

August Enrollment



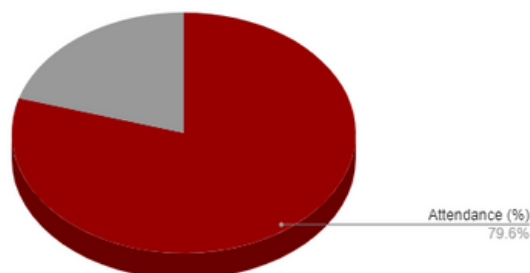
MEAL COUNTS

Program	Breakfast	AM Snack	Lunch	PM Snack
Head Start	11,528	693	12,536	11,085
Early Head Start	0	0	0	0

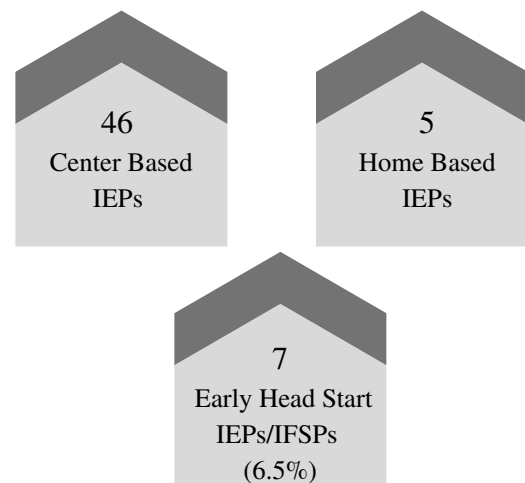
August Attendance - Head Start

August Attendance

Head Start



IEP & IFSP DATA



Office of Head Start attendance requirement: 10%

Total for August: 58 (4.7%)

Office of Head Start attendance requirement: 85%

PSD attendance: 79.63%

(Report 2301)

Referrals sent in August: 17

Concerns: HS-125 EHS-12

ERSEA REPORT

JOE VEGA-SMITH

Average Monthly Attendance for Program Year 2022/2023

Overall, for the month of August the program attendance was at 83.64%. The Office of Head Start attendance threshold requires all programs to be at 85% and above. PSD/ECE will continue working towards Improving monthly attendance for the month of September.

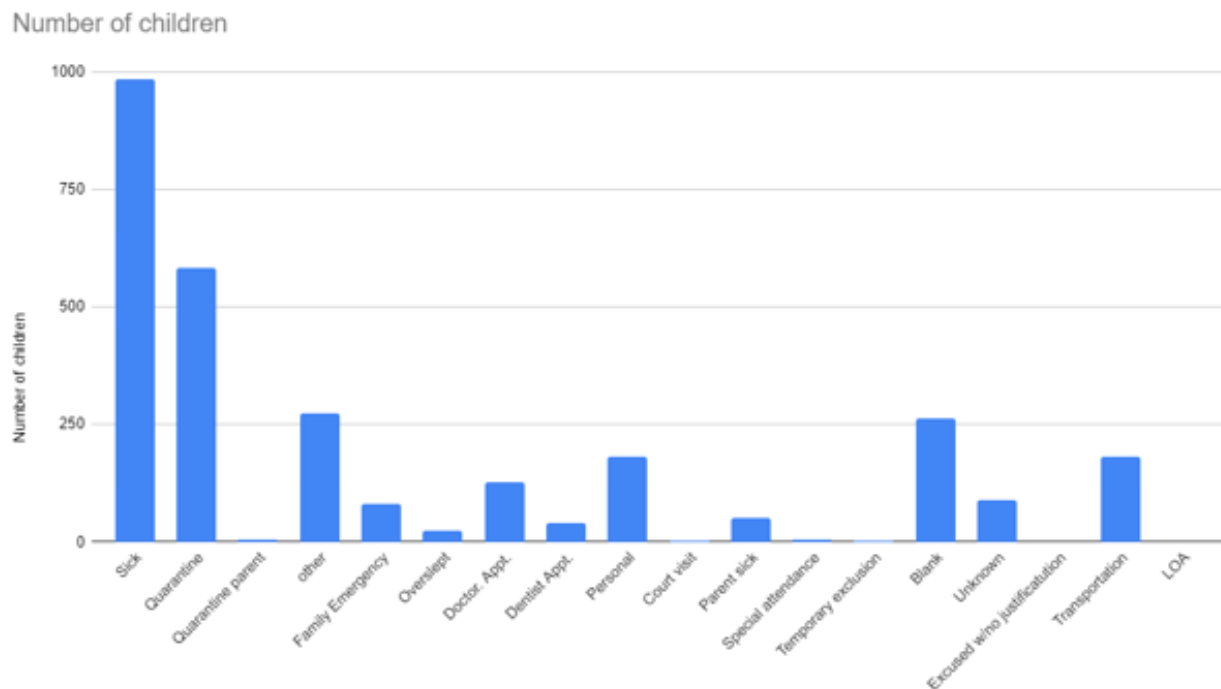
For the month of August, the Child Plus report 2301 was used to monitor the PSD/ECE sites monthly attendance. The goal is for the overall attendance average percentage at the PSD/ECE Sites to meet the 85% and above Head Start attendance threshold.

Average Attendance for the month of August PSD/ECE Site:

Chaparral Site	District Office Site	Avenue J Site	Highland Site	Manzanita Site	Mesquite Site	Ocotillo Site	Palm Tree Site	Site 18 Site	Tamarisk Site
83%.95	80.82%	83.94%	88.24%	87.05%	83.61%	81.71%	86.39%	85.81%	78.83%

Tierra Bonita Site	Tumbleweed Site	Wilsona Site	Yucca Site
91.98%	84.21%	87.27%	79.00%

Absence Reasons for the Month of August



ERSEA REPORT

JOE VEGA-SMITH

Attendance

According to the chart, in August, sick and quarantine are the highest reasons why children missed school due to colds, flu, cough, fever and stomach flu.

We will continue to monitor attendance and provide families resources such as “Washing Hands” and Attendance pamphlet (Attendance in the early school years) information so on and so forth. Teachers will be encouraged and continue to conduct visual health checks during transition time (home to school). Having children wash hands several times throughout the day which is embedded in the classroom daily routine. Children and Staff continue wearing masks.



Attendance Works

Advancing Student Success By Reducing Chronic Absence

Handouts for Families

[HTTPS://WWW.ATTENDANCEWORKS.ORG/RESOURCES/HANDOUTS-FOR-FAMILIES/](https://www.attendanceworks.org/resources/handouts-for-families/)

ERSEA REPORT

JOE VEGA-SMITH

August Enrollment

Early Head Start Enrollment

Program Option	Funded Enrollment	Currently Enrolled	Slots Available	Waitlisted	Accepted	New Applications	% Enrolled & Accepted	Enrolled & Accepted - 101-130% Over Income	Enrolled & Accepted - Over Income	IFSP	% IFSP & Accepted
EHS HB	108	100%	0	22	0%	188	0%	2%	6%	6	6%

Caseload	Funded Enrollment	Currently Enrolled	Accepted	Slots Available	New Applications	Eligibility of those on waitlist				Eligibility of Enrolled & Accepted				
						Waitlisted	Children Eligible	101-130%	Over Income	Experiencing Homelessness	Foster	Disability	101-130% Over Income	Open IFSP
1	12	12	0	0	1	0	0	0	0	0	1	1	0	1
2	12	12	0	0	1	0	0	0	0	0	0	0	0	0
3	12	12	0	0	0	0	0	0	0	0	0	0	1	2
4	12	12	0	0	0	0	0	0	0	1	2	1	1	2
5	12	12	0	0	2	0	0	0	0	1	0	0	0	1
6	12	12	0	0	0	0	0	0	0	0	3	0	0	0
7	12	12	0	0	1	0	0	0	0	1	3	1	0	1
8	12	12	0	0	0	1	1	0	0	2	3	2	0	1
9	12	12	0	0	0	0	0	0	0	1	1	1	0	1
NA	0	0	0	NA	183	21	18	0	3	0	0	0	0	0
TOTALS	108	108	0	0	183	22	19	0	3	6	13	6	2	7

Note: Using CP 2001 for enrolled and CP 2002 for Accepted. Waitlisted- eligibility numbers
Use CP 2001 for Disability for Site

Head Start Enrollment

Program Option	Funded Enrollment	Currently Enrolled	Slots Available	Waitlisted	Accepted	New Applications	% Enrolled & Accepted	Enrolled & Accepted - 101-130% Over Income	Enrolled & Accepted - Over Income	Total IEP's	% IEP Accepted + Enrolled
HS	1107	90%	95	187	2%	259	91%	9%	5%	50	5%

Site	Funded Enrollment	YTD Enrolled	Currently Enrolled	Accepted	Dropped	Replacements	Slots Available	New Applications	Eligibility of Those on Waitlist					Not Age Eligible	Experiencing Homelessness
									Waitlisted	Children Eligible	101-130%	Over Income	1st Choice-Site		
Chaparral	100	96	96	3	0	0	0	44	17	1	1	11	10	4	4
District Office	15	15	15	0	0	0	0	4	2	2	0	0	2	0	1
First Christian	40	40	40	0	0	0	0	16	13	5	1	4	8	3	2
Highland	20	20	19	0	1	0	0	29	11	7	0	4	5	0	0
HB Lancaster	24	23	21	0	2	0	0	6	1	1	0	0	0	0	0
HB Little Rock	12	9	9	1	0	0	0	2	4	0	0	3	0	1	1
HB Palmdale	36	22	21	1	1	0	14	5	4	1	0	3	2	0	0
Manzanita	40	39	39	1	0	0	0	12	8	5	0	1	4	2	2
Mosquito	40	39	39	0	0	0	0	8	14	5	0	10	0	5	1
Ocotillo	60	60	59	1	1	0	0	26	16	8	1	4	11	3	0
Palm Tree	80	75	72	2	3	0	6	4	5	0	1	3	4	1	1
Site 18	220	154	153	5	1	0	62	17	40	7	3	16	31	14	3
Tamarisk	60	60	60	0	0	0	0	6	6	3	0	2	5	1	1
Tierra Santa	20	20	18	0	2	0	2	26	11	6	1	3	8	1	0
Tumbleweed	200	202	197	2	5	0	1	10	17	6	0	4	12	7	5
Wilsona	40	39	39	0	0	0	1	41	15	5	0	7	15	3	1
Yucca	100	97	95	4	2	0	1	4	3	0	1	1	1	2	3
17	1107	1010	992	20	18	0	95	259	187	62	9	76	118	47	25

Looking Ahead to September

The 60-day attendance follow up will be completed. Every child's attendance will be monitored and analyzed to ensure the child's individual attendance is above the 85%. Attendance information will be inputted into Child Plus under the Education tab.

According, the Head Start Performance Standard 1302.16 Attendance.

(iv) Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.

EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

DRDP Assessments

Teachers are working on the DRDP assessments which consists of many different pieces. The DRDP 2015 Checklist relate to different areas of child development:

Approaches to Learning — Self-Regulation (ATL-REG) assesses two related abilities that are crucial to school success. ATL-REG measures skills like attention maintenance, curiosity, persistence, sharing, and self-control.

Social and Emotional Development (SED) assesses a child's interaction with others, considering their social-emotional understanding, relationships with peers and adults, and forms of play.

Language and Literacy Development (LLD) assesses a child's communication and literacy in their first language.

English-Language Development (ELD) assesses the English communication skills of dual language learners.

Cognition Including Math and Science (COG) assesses children's observation, exploration, and investigation. More specifically, it focuses on students' understanding of concepts like cause and effect, spatial relationships, and measurement.

Physical Development — Health (PD-HLTH) assesses children's motor development and personal care routines, including their fine motor control, nutrition, hygiene, and more.



EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

Professional Development

PSD is providing learning opportunities for teachers in all program areas.

- Home based and center based programs will receive trainings in the following areas:
- Homebase programs
- Developmental parenting
- Parent observation Implementation
- Language development
- Intentional Outdoor Play
- Enhancing Dramatic Play indoor and outdoor
- Building STEAM
- Marvelous Math
- ECERS-R Best practices in preschool classroom
- Facilitating effective interactive read alouds

Dual Immersion

Dual Immersion Classes are implementing strategies in the following areas:

Language and literacy learning opportunities, social and emotional development, use English and continue to develop the home language, demonstrating respect for families' cultures and valuing children's identities, higher-order thinking, engage in many one-on-one conversations with multiple back-and-forth exchanges using visual supports.



MENTAL HEALTH & DISABILITIES REPORT

AMY WILLEY

Disabilities and Mental Health Training

As we begin a new school year, we look at the Second Step Social Emotional Curriculum to support the social-emotional needs of our students. Each day of the week consists of a 5-10 minute lesson on a particular topic of emotional development. On Friday, teachers present a book that is related to the topic of the week. The following illustrates the first six weeks of topics from the curriculum. (Goal 1 and Goal 2)

- Week 1 **Welcoming** August 22, 2022
- Week 2 **Listening** August 29, 2022
- Week 3 **Focusing Attention** September 6, 2022
- Week 4 **Self-Talk** September 12, 2022
- Week 5 **Following Directions** September 19, 2022
- Week 6 **Asking for What You Need or Want** September 26, 2022

Second Steps

Along with Second Steps Social Emotional Curriculum, staff are having social-emotional check-ins with students through out the school day. Visuals were created and sent to staff to use to help visually support the development of emotional vocabulary. Resources were found at National Center for Pyramid Model Innovations (NCPMI <https://challengingbehavior.org/>). The three emotions that staff began with include happy, mad and sad. New words such as frustrated, excited and scared will be introduced into the classroom to help children articulate their feelings. As the year progresses, Second Steps curriculum will also support the introduction of emotional vocabulary. (Goal 1 and Goal 2)

Wellness Together

Teaching staff participated in a training from Wellness Together on August 1, 2022 to help support the needs of students as the 2022-2023 school year began. Topics included positive reinforcement, emotional development of preschool aged children and how staff can emotionally support students as they begin school. (Goal 1, Goal 2 and Goal 3)



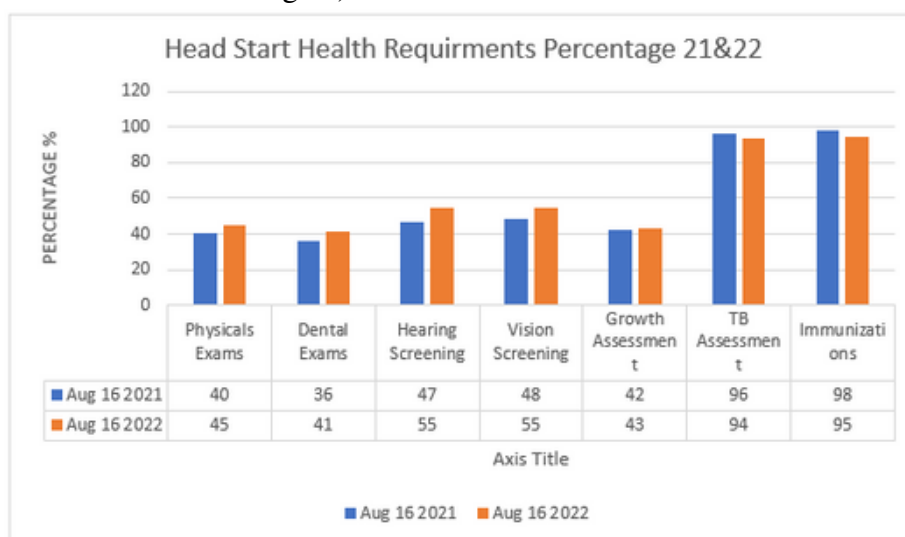
HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

Health Advisory Committee

The health team is working on obtaining 30-day physical requirements. Friendly reminders have sent via Learning Genie and Child Plus. We have shared the list of missing and expired physicals with teachers and FSAs. The nurses have also been making phone calls home to offer our assistance in establishing a medical home.

The health team is carefully monitoring Learning Genie Health Cards in an attempt to mitigate the spread of COVID 19 in the classroom setting and throughout the program. This is done by reviewing health cards that are flagged “abnormal”, placing children who have been reported to have COVID type symptoms into quarantine. Children may return as soon as the next day if symptoms are resolving, fever free for 24 hours with no fever reducing medication and have submitted a negative COVID test. Palmdale School District follows the guidelines of LACDPH and OHS (whichever is more stringent).



Follow us on Instagram and Facebook

Please follow us on Facebook and Instagram for community resources and events important Early Childhood Education families. Families and staff will continue to be provided “Free and Affordable” fun summer things to do in the Antelope Valley and surrounding communities throughout the summer break.



**Scan each QR Code with
your phone to go directly
to our page.**

FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

PAULINA PANDURO

Family Engagement

Parents were provided with the ECE Parent Handbook and 22-23 Community Resource Guide at the beginning of the school year. The Parent Handbook provides parents with program guidelines and information and the Community Resource Guide contains local resources on topics such as health care, utility bill support, adult education, and many others. Both books are available on the PSD website.

Community Resource Guide QR code



SCAN



Parent Handbook QR code



SCAN



Program Governance

The Executive Committee met on Monday, August 1st for a special call meeting and Thursday, August 25th for the regularly scheduled monthly executive meeting. Four of the committee members met over zoom to discuss program updates and review the Policy Committee (PC) agendas. Both the special call meeting and regularly scheduled PC meetings were held virtually Monday August 1st and Tuesday, August 30th. Nine members were present along with office staff to review the following recommendations:

- Approval of new hire – Administrative Clerk II
- Approval of new hire – ECE Teacher Assistant
- Approval of new hire - ECE Teachers
- Approval of MOU – PSD ECE and Child and Family Guidance Center 22-23
- Approval of Updates for 2022-2023 Policies and Procedures (All Areas)
- Approval of Updates for 2022-2023 Policy Committee Bylaws

NUTRITION

LILLIE BIGLER, MS, RDN

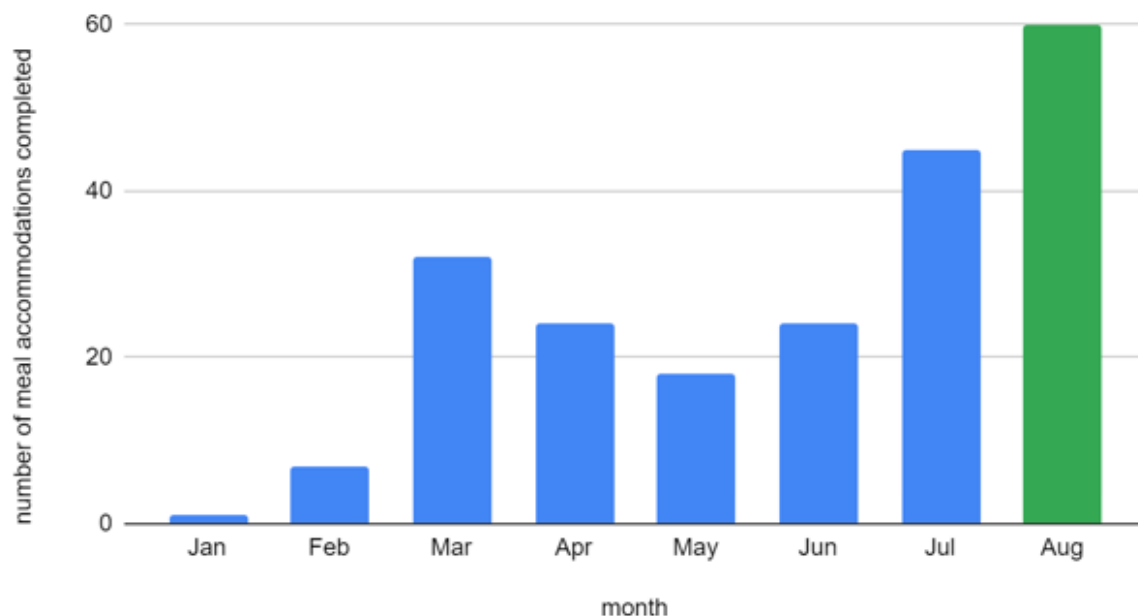
Safe and Nutritious Meals

The Nutrition Department works continuously to assure that children receive safe and nutritious meals. In the month of August, the Nutrition Department completed 60 Meal Accommodations for children with food allergies or dietary restrictions.

Teachers were reminded that height and weight status of the children need to be collected and turned in 45 days after students start school—this will be used to assess growth and to offer nutrition education to families if there are any concerns.

We are also preparing for professional development training for teaching staff to ensure safe meal service. The weekly Palmdale School District menu is available online at <https://family.titank12.com/menu/E7M7SF>. (Goals 1, 2, 3)

Meal Accommodations for 22-23 (as of Aug 31st)

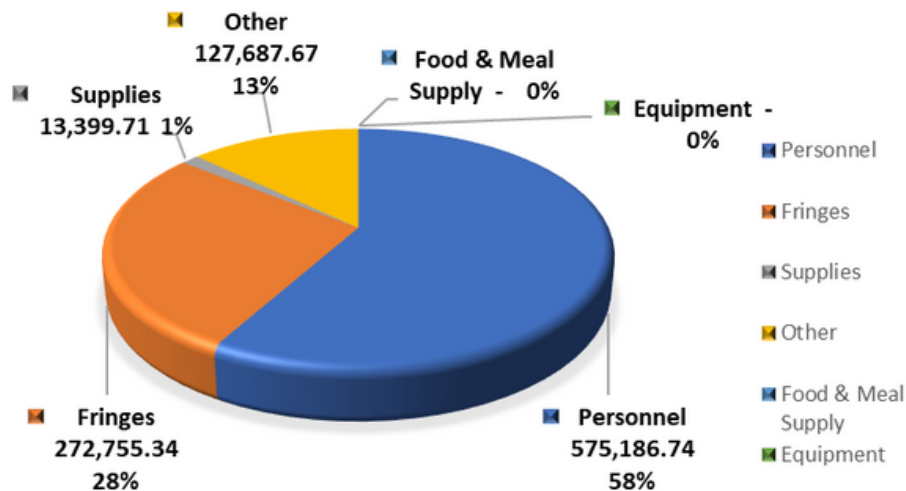


FISCAL REPORT

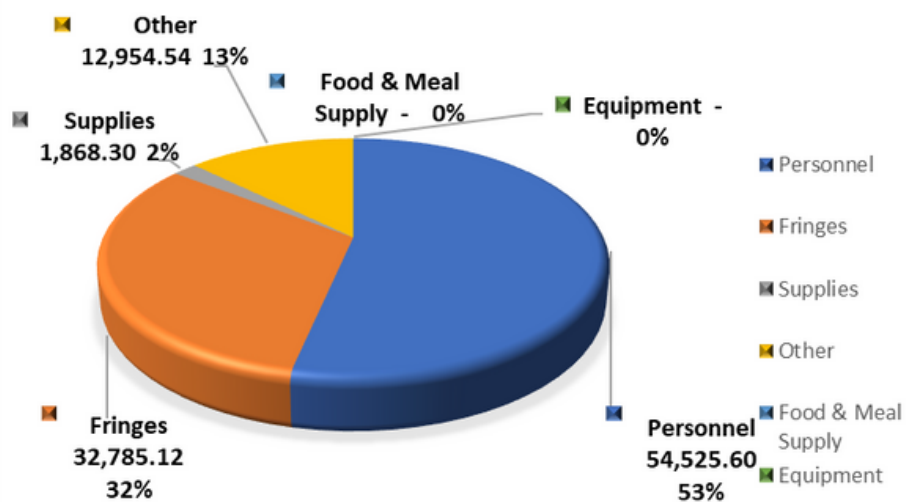
M. CARMEN SERRANO

Expenditures for Head Start, Early Head Start & COVID Programs

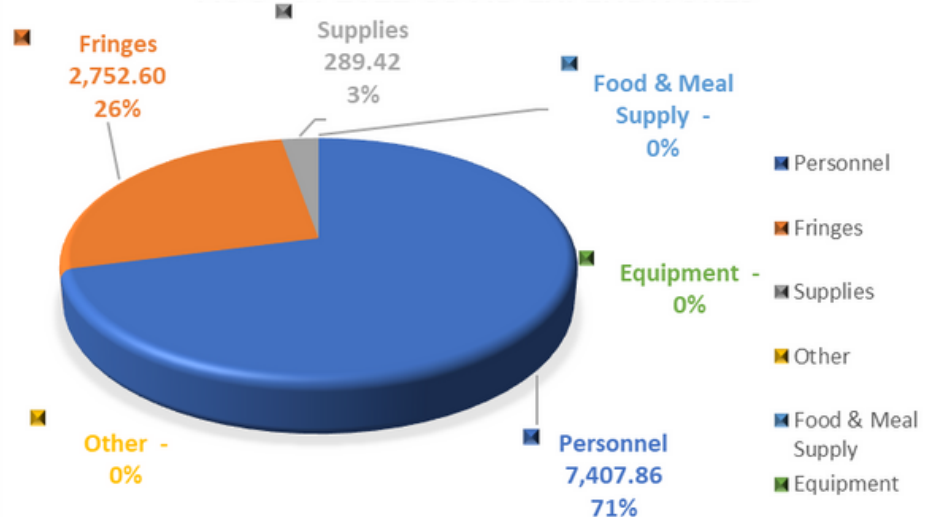
AUGUST 2022 HEAD START EXPENDITURES



AUGUST 2022 EARLY HEAD START EXPENDITURES

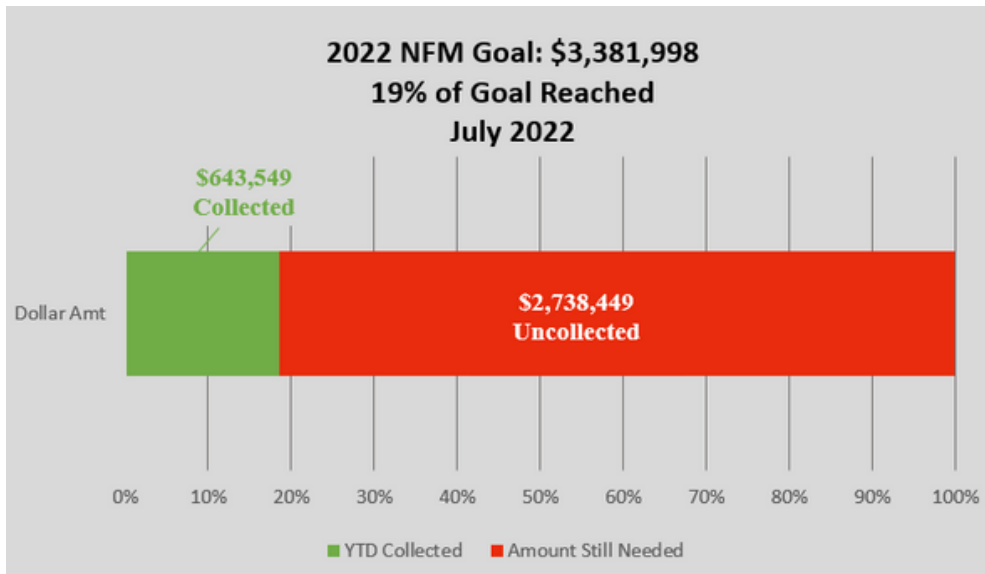


AUGUST 2022 COVID EXPENDITURES



Palmdale School District continues to offer breakfast and lunch through the Seamless Summer Option in lieu of the Child & Adult Care Food Program (CACFP). The cost of adult meals, student snacks and paper supplies are reflected in the food meal supplies. Snacks are claimed under the CACFP program.

Palmdale School District Early Childhood Education NFM Goal

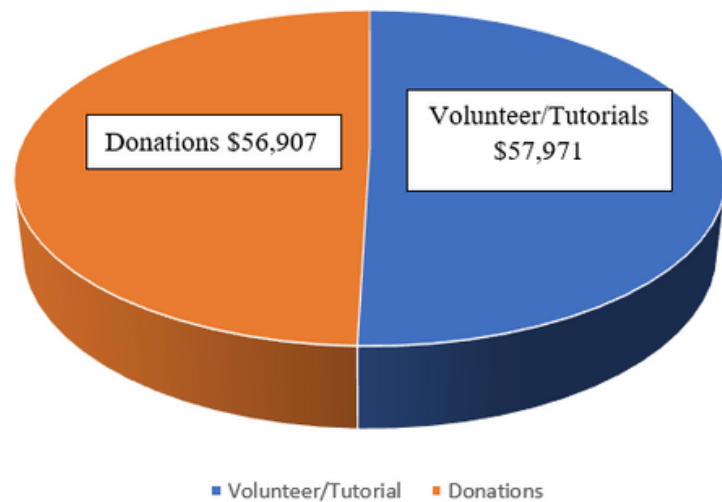


- Our goal for 2022 is to collect \$3.4 million in Non Federal Match (NFM)
- We need to average \$285,600 per month.
- **No submissions for July as students were not in session.
- **YTD we have collected \$643,549
- **We are currently at 19% of our goal.

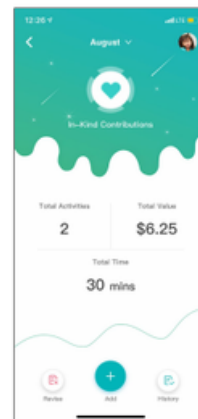
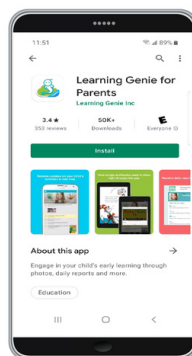
Non-Federal Match Parent Volunteer & Activity Submissions

Non-Federal Match - July 2022

*No change from June 2022



Parents and Families Can Submit Tutorials for In-Kind right from their phone or iPad with the Learning Genie App. **This includes Parent Meetings!**

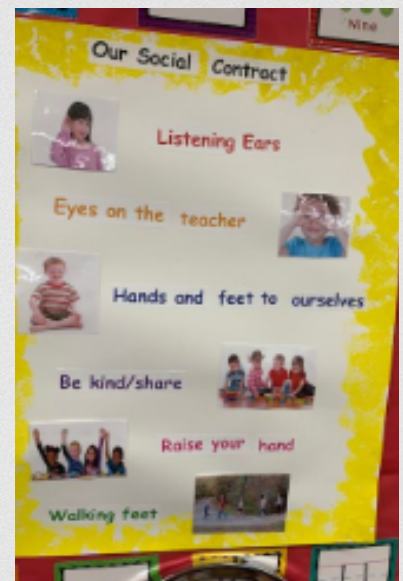


ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

Welcome Back to the 2022-2023 School Year

Teachers were excited for the first day back to school on August 4, 2022. For the beginning of the school year, Teachers will focus on the children's social-emotional development and well-being, implement classroom routine and expectations, create a class Social Contract, build positive interactions and trusting relationships with students and families, and create a safe environment inside and outside the classroom. (Goal 1, 2 & 3)



School Readiness

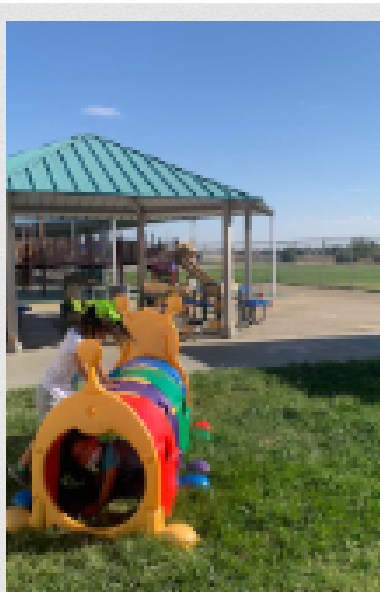
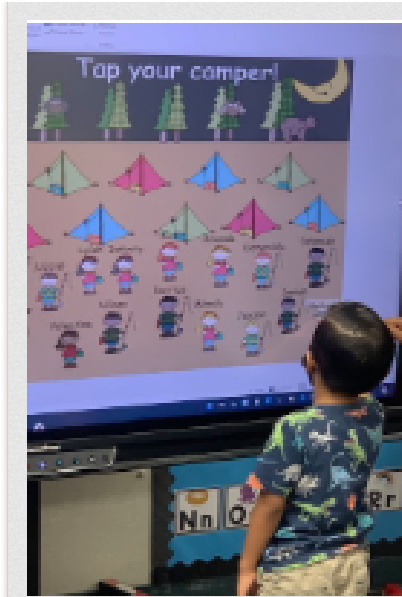
Teachers support the students with school readiness goals such as expressing and managing their emotions to establish positive relationships, increase their curiosity, reasoning and understanding of their world, and teach children life-long skills such as sharing, respect, and working together. (Goal 1)

ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

Technology

Technology is one way that students can engage with the lessons. Teachers utilize technology such as the Promethean Board, IPADS, and tablets in the classrooms by incorporating educational and animated videos. Interactive lessons such as math, science, language, stories, music and movement, virtual field trips to virtually explore the studies, multimedia, literacy games, and songs are implemented into the daily lessons. Teachers also utilize the Promethean board to play relaxing background music during rest time. (Goal 1)



Outdoor Experiences

Our teaching staff is extending learning opportunities to the outside with sand, water, wheeled toys, games, construction, woodworking, science, and nature. Outdoor learning environments are designed with the same intentionality as indoor learning environments. (Goal 1)

ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

Learning Genie (LG)

Learning Genie (LG) is an interactive app and tool to help parents stay connected and involved with their child's teacher as well as in their child's education. To continue consistent communication between home-school connections, we are requesting that all parents utilize the Learning Genie app. There are several benefits in using the Learning Genie app such as completing the child's Health Card daily, entering Non-Federal Match hours while working with your child at home and volunteering, communicating with the classroom teacher, uploading pictures, receiving reminders, messages, and updates, as well as receive important messages from the office. (Goal 3)

Professional Development

Teachers and Teacher Assistants participated in Professional Development on 8/1 and 8/2. The trainings included:

Nutrition Civil Rights for Meal Service.

Trauma-Informed Training that focused on strategies for effectively engaging families, helping the teachers and students thrive in the classroom, improving transitions, and building positive healthy relationships with students and families using the 4 C's (Creative, Collaborative, Consistent, and Celebratory) of communicating change.

Disabilities and Mental Health - Resources for positive peer interactions, emotional vocabulary, review of Second Steps, Individualizing for student individual needs, and updates on In-House Referrals.

Care and Supervision - This training focused on creating and maintaining a safe environment as well as staying in compliance with Federal and State regulations. In addition, information was provided regarding the protocols for reporting any Child Abuse cases.

Interviews

Administrators interviewed for the open Teacher positions on 8/12/22 and recommended three teachers.

They also interviewed Teacher Assistants on 8/17/22 and recommended three candidates.

PSD ECE is currently hiring for Teacher Assistants, Bilingual Teacher Assistants, and Noon Duties.

Trainings

Administrators participated in the District Evaluation Training on 8/23/22 for Classified and Certificated Employees and the District Safety Training on 8/25/2022 which included training on the Crisis Go app and Covid protocols.

Emergency Drills

The ECE Office conducted their Fire Drill on 8/31/22. All office employees exited the building and reported to the ECE parking lot where attendance was taken. The DO classroom also participated in the office fire drill.

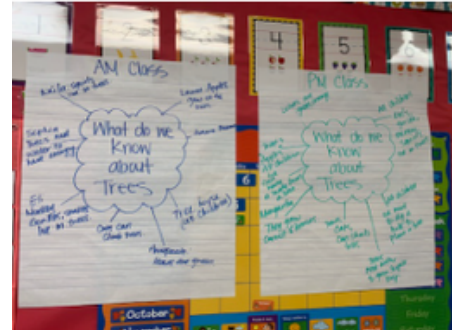
ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

Curriculum

Our teaching staff prepare students for success in school and in life using the Creative Curriculum which is a leading research-based, whole-child curriculum. It focuses on big concepts or big ideas. The curriculum includes social/emotional, physical, cognitive and language. The social/emotional stage helps promote independence, self-confidence, and self-control. The curriculum also incorporates a culturally responsive approach.

(Goal 1)



Safe Environment

ECE works diligently to ensure our program provides a safe and healthy environment for our children and families. ECE strives to make our children feel safe and secure. Our children and staff continue to wear face masks, teachers continue to take children's temperature at arrival time, and parents continue to complete their child's health card before arrival time. Staying safe signage is posted, social distancing is implemented as much as possible, classes stay with their own cohorts, and routine hand washing practices are implemented throughout the day.

According to ChildPlus Report 3035, there has only been 8 Incident Reports for the month of August program-wide.

(Goal 1)



Scan the QR code
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School District
job opportunities



DIRECTOR'S REPORT

DR. MELANIE CULVER

Continuation Application

We have completed our Head Start Continuation Application for the 2023 Program Year. Updates have been made where there are changes within our program. We reduced 116 enrollment slots to accommodate increases in expenses for the upcoming school year and provide more Full Day class options for children in our program. Double Session classes were converted into Full Day classes, which now means every Head Start teacher provides services to twenty children. This will make a difference as we begin to serve more 3 year old children with the expansion of Universal Transitional Kindergarten.

Masking Updates

The Office of Head Start (OHS) will be putting out new guidance in the month of October regarding the current mask mandate. We anticipate the masking requirement will be lifted to align with the changes that have occurred at the State level and through the Centers for Disease Control. We will be sure to provide that information to parents as soon as it is available.

We thank you all for your cooperation and for continuing to adhere to the OHS masking requirement while in the office and inside our centers.

PSD Mobile Vaccine and Enhancement Clinics

Palmdale School District will have vaccination clinics available for children and parents to receive COVID and Monkey Pox vaccines at the following location:

**David G. Millen
Magnet Academy**
39221 22nd Street West
Palmdale, CA

Oct. 5th 3-5 PM



SCAN



Scan the QR Code
with your Smart
Phone to register.

October is Head Start Awareness Month

Each October, we raise awareness of the important work and impact of the Head Start program. Head Start provides comprehensive services to families in the area of early learning and development, health, nutrition, mental health, disability services, early intervention, family goals, continued education family engagement and support. We service pregnant women and children from birth to age 5. Palmdale School District has been serving the Antelope Valley community through the Head Start for many years. As a school district, we are honored to serve the Antelope Valley's youngest learners and their families!

Palmdale School District Information

TUNE IN to the Palmdale Promise Radio Show

Listen to KUTY 1470 AM or 96.9 FM, Monday through Friday from 6:30-7:30 a.m. to hear helpful information about the Palmdale School District's many departments, programs, and schools.



We Are Hiring!

Join our team and make a difference!

We are currently hiring for the following positions:

- Bilingual Early Childhood Education Teacher Assistant (Spanish)
185 Days - \$15.33 - \$18.64 hourly
- Early Childhood Education Teacher Assistant
185 Days - \$15.33 - \$18.64 hourly
- Substitute Early Childhood Education Teacher Assistant
\$15.00 hourly
- Noon Duty/Campus Assistant
182 Days - \$15.50 hourly

Job information and application can be found at:

<https://www.governmentjobs.com/careers/palmdalesd>

Reading is Key!

ECE is committed to ensuring our students complete our program ready for success in elementary school and beyond! Research shows that "simple access to books is one of the biggest obstacles—and perhaps the biggest opportunity—in equalizing children's literacy. The number of books in a child's home has been shown to be the best predictor of his or her scores on reading exams," (Bridges; Children's Literacy Foundation). In an effort to assist families in increasing the number of books children can access in the home, our program is providing books for children and families. There are many educational benefits to reading with your child at a young age. Here are a few of the key reasons:

Books create warm emotional bonds between adults and kids when they read books together.

Books help kids develop basic language skills and profoundly expand their vocabularies—much more than any other media.

Books are interactive; they demand that kids think. Fiction and nonfiction books widen our consciousness. They give us new ways to think and new ideas. They expand our universe beyond time and place and inspire our own original thoughts.

Books develop critical thinking skills. A book is read by an individual. It has no laugh track or musical score that emotionally primes a reader's reaction. You alone decide what you think about a book and its contents with no one leaning over your shoulder telling you how to think.

Books develop and nourish kids' imaginations, expanding their worlds. Picture books introduce young children to the world of art and literature. Novels and nonfiction books stimulate kids' sensory awareness, helping kids to see, hear, taste, feel, and smell on an imagined level. Books inform our imaginations, inspiring creativity.

Books provide the opportunity to share cultural experiences. When kids read the same book, enjoying a common reading experience, peer bonds are built within a generation. When children, parents, and grandparents share classic books, extended familial and community bonds are formed creating a shared frame of reference.

BOOKS INSPIRE US TO DREAM.

BOOKS GIVE US THE TOOLS TO ACHIEVE OUR DREAMS.



Link to full article, ["Why Do Kids Need Books?"](#)

References

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Bridges, Lois. "Access to Books." *Make Every Student Count: How Collaboration Among Families, Schools, and Communities Ensures Student Success*. Scholastic.com. Scholastic, 2013, pp. 49-67.

Children's Literacy Foundation. "Research." Clifonline.org. Children's Literacy Foundation, 2016.

Helpful Resources for Families

Food and Nutrition

DYK? There are #WIC updates in the American Rescue Plan. Families who are already enrolled will see automatic adjustments. Newly eligible families can enroll through their local WIC office:

<https://www.fns.usda.gov/contacts?f%5B1%5D=program%3A32> **#InvestingWithFamilies**

Rental Assistance

The American Rescue Plan makes more funding available for people with overdue rent. Additional transitional and permanent housing will also be available for eligible families. Explore the facts:

https://home.treasury.gov/system/files/136/FACT_SHEET-Emergency-Rental-Assistance-Program_May2021.pdf[PDF, 169KB] **#InvestingWithFamilies**

Tax Credits

For many people, making ends meet throughout the year is tough, and saving regularly may seem unrealistic. Find tips for using some of your tax credit refunds to prepare for unforeseen expenses throughout the year: <https://www.consumerfinance.gov/start-small-save-up/start-saving/how-to-use-your-tax-refund-to-build-your-emergency-funds/> **#InvestingWithFamilies**

Discover tips for using ARP tax credits to open a savings account to help you reach your long-term goals, such as owning a home. https://files.consumerfinance.gov/f/documents/cfpb_your-money-your-goals_place-for-savings_tool.pdf **#InvestingWithFamilies**

Energy and Water Assistance

The ARP makes additional funds available for energy and water assistance. Find out whether these emergency assistance funds are available for your family: <https://communityactionpartnership.com/find-a-cap/?cid=fd585d5730f813ab478b1153034908e1&cid=79294566037037bc15f030fd7eaa5a9e>

#InvestingWithFamilies

Emergency Housing Vouchers

Do you need assistance with housing? Learn if your family is eligible to access housing vouchers:

https://www.hud.gov/program_offices/public_indian_housing/pha/contacts?cid=fd585d5730f813ab478b1153034908e1 **#InvestingWithFamilies**