



Early Childhood Education

Board Administrative Report

September 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: **973** (94%)
(Report 2001)

Head Start Home-based:

Slots: 72 Enrolled: **57** (79%)

Total Head Start Slots: 1,107

Head Start total Enrolled: **1,030** (93%)
(Report 2001)

Early Head Start:

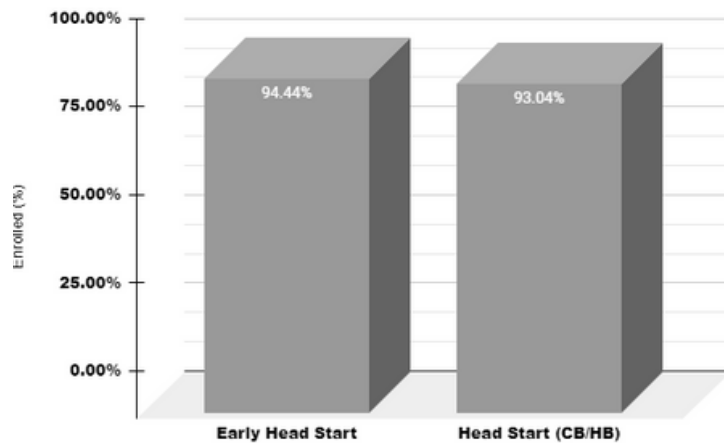
Slots: 108 Enrolled: **102** (94%)
(Report 2001)

Total HS and EHS Slots: 1,215

Total HS and EHS Enrolled:
1,132 (93%)

September Enrollment Percentages

September Enrollment



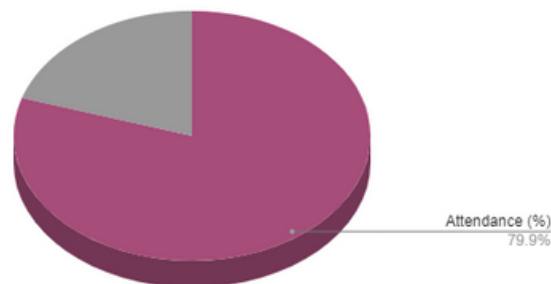
MEAL COUNTS

Program	Breakfast	AM Snack	Lunch	PM Snack
Head Start	12,417	1,286	12,833	12,342
Early Head Start	0	0	0	0

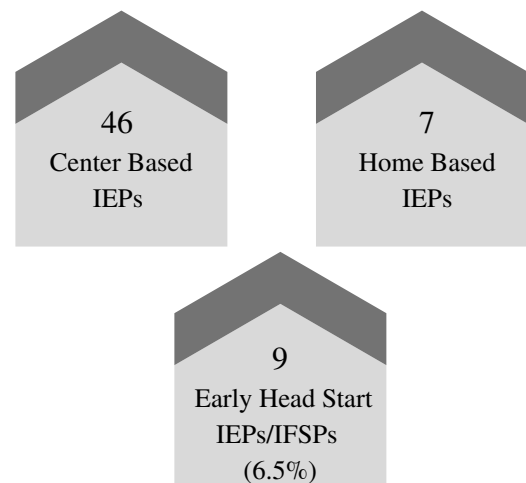
September Attendance - Head Start

September Attendance

Head Start



IEP & IFSP DATA



Office of Head Start attendance requirement: 10%
Total for September: 62 (5.1%)

Office of Head Start attendance requirement: 85%

PSD attendance: 79.89%

(Report 2301)

Referrals sent in September: 12

Concerns: HS-125 EHS-12

ERSEA REPORT

JOE VEGA-SMITH

Average Monthly Attendance for Program Year 2022/2023

August	September	October	November	December	January	February	March	April	May
83.64%	80.40%								

Overall, for the month of September the program attendance was at 80.40%. 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 in the month of October.

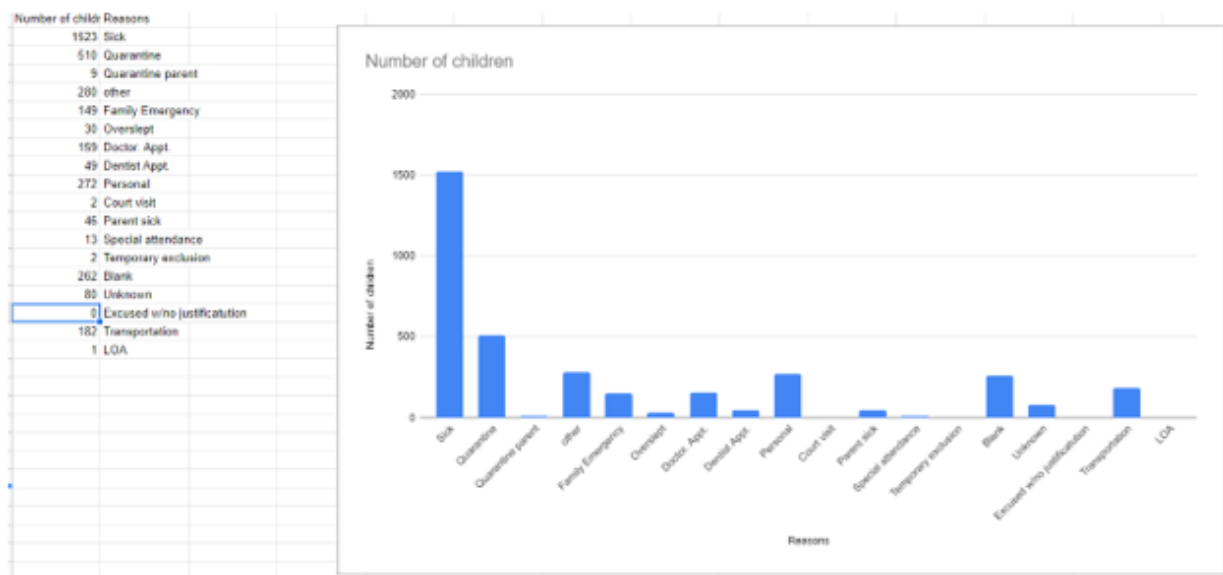
For the month of September, Child Plus Report 2301 was used to monitor PSD-ECE site monthly attendance. The goal is for the overall attendance percentage at each site to meet the 85% and above Head Start attendance threshold.

Average Attendance for the Month of September 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
78.29%	72.64%	82.81%	80.87%	85.46%	76.37%	77.64%	83.03%	80.26%	77.35%

Tierra Bonita Site	Tumbleweed Site	Wilsona Site	Yucca Site
79.17%	84.40%	84.99%	76.77%

Absence Reasons for the Month of September



ERSEA REPORT

JOE VEGA-SMITH

Attendance

According to the chart above. For the month of September, Sick and Quarantine were the main reasons 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. Teachers will continue to conduct visual health checks during transition time (home to school). The will also continue having children wash hands several times throughout the day, which is embedded in the classroom daily routine. Children and Staff will continue wearing masks inside the classroom until the mask requirement is lifted through the Office of Head Start.

Attendance in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even pre-K, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

Who is affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹

2 in 10 low-income kids miss too much school. They're also more likely to suffer academically.²

2.5 in 10 homeless kids are chronically absent.³

4 in 10 transient kids miss too much school when families move.⁴

Why it matters

If children don't show up for school regularly, they 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.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?

- 84% of kids with good attendance in K and 1st (missed 9 or fewer days both years)
- 45% of kids with at-risk attendance (missed more than 9 days both years)
- 41% of kids chronically absent in K or 1st (missed 18 or more days one year)
- 17% of kids chronically absent in K and 1st (missed 18 or more days both years)

What families can do

- Find out what day school starts and make sure your child has the required shots.
- Build regular routines for bed time and the morning.
- Talk about the importance of regular attendance and about how your child feels about school.
- Don't permit missing school unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.
- Avoid medical appointments and extended trips when school is in session.
- Keep a chart recording your child's attendance at home. At the end of the week, talk with your child about what you see.
- Develop back up plans for getting to school if something comes up. Ask a family member, neighbor or another parent for help.
- Seek support from school staff or community groups to help with transportation, health problems, or no safe path to school.

Handouts for Families



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

Looking Ahead to October

The 60 day follow ups were completed in the month of September. The 60 day follow up information will be used as a framework to continue monitoring children's attendance and wellbeing.

ERSEA REPORT

JOE VEGA-SMITH

September Enrollment

Program Option	Funded Enrollment	Currently Enrolled	Slots Available	Waitlisted	Currently Accepted	New Applications
EHS HB-PSD	108	102	1	22	5	168

Early Head Start Enrollment

Option	Caseload	Funded Enrollment	Enrolled	Accepted	Slots Available	Waitlisted
EHS HB	1	12	12	0	0	0
EHS HB	2	12	12	0	0	0
EHS HB	3	12	11	0	1	0
EHS HB	4	12	11	1	0	0
EHS HB	5	12	12	0	0	0
EHS HB	6	12	11	1	0	0
EHS HB	7	12	11	0	1	0
EHS HB	8	12	11	1	0	1
EHS HB	9	12	11	2	-1	0
EHS HB	NA	0	0	0	NA	21
TOTALS		108	102	5	1	22

Note: Using CP 2001 for enrolled and CP 2002 for Accepted, Waitlisted- eligibility numbers
Use CP 2001 for Eligibility by Site

Program Option	Funded Enrollment	Currently Enrolled	Slots Available	Waitlisted	Currently Accepted	New Applications
HS	1107	1030	73	157	4	408

Option	Site	Funded Enrollment	Enrolled	Accepted	Slots Available	Waitlisted
HS	Avenue J (First Ct	40	39	1	0	16
HS	Chaparral	100	95	0	5	14
HS	District Office	15	14	1	0	1
HS	Highland	20	20	0	0	7
HS	HB Lancaster	24	19	0	5	2
HS	HB Littlerock	12	8	0	4	2
HS	HB Palmdale	36	30	1	5	4
HS	Manzanita	40	40	0	0	9
HS	Mesquite	40	39	0	1	14
HS	Ocotillo	60	59	0	1	11
HS	Palm Tree	80	78	1	1	2
HS	Site 18	220	182	0	38	28
HS	Tamarisk	60	58	0	2	2
HS	Tierra Bonita	20	20	0	0	15
HS	Tumbleweed	200	197	0	3	12
HS	Wilsona	40	40	0	0	13
HS	Yucca	100	92	0	8	5
TOTAL		1107	1030	4	73	157

Note: Using CP 2001 for enrolled and CP 2002 for Accepted, Waitlisted- eligibility numbers

Head Start Enrollment

EDUCATION REPORT

DANIELLE WATSON AND ELIZABETH MORA

Early Head Start and Head Start Home Base Programs

Home Based programs focused on self care checkups as a priority when considering compassion fatigue and working in human development pre and post pandemic.

Self-care activities helped to enhance their well-being and maintain good mental health. They included thinking about habitual, routine activities such as eating well and getting regular exercise, which often get neglected during particularly difficult or stressful periods in the daily lives of caregivers. Becoming aware of how often, or how well, we practice self-care activities can help us identify areas that are neglected and improve upon them for better mental health.

Book Study Coaching Process: Concepts Explored

Developmental parenting (Home Visiting Rating Scale)

Valuing development-

- Supporting Development
- General parent-child interactions
- Specific kinds of parenting interactions
- Warm and loving interactions
- Interactions that encourage exploration through play
- Teaching and talking interactions that encourage conversation
- Other regular home experiences

Facilitating Developmental Parenting:

- Parents in crisis
- Parent focused model
- Child focused model
- Facilitative approach
- Thoughtful Planning
- Theory of change
- Mutual competence

Head Start Center-Based Staff Are Working On

- Parent Conferences
 - 1st round of DRDP
 - Classroom management
 - Classroom organization
 - Outside play
 - Engaging Interest areas
-

MENTAL HEALTH & DISABILITIES REPORT

AMY WILLEY

IEP Meetings

During the month of September, the Disabilities Specialist attended 13 IEP meetings to support the developmental needs of children. The meetings ranged from initial IEP meetings to review needs of students to annual reviews of students needs and goals. Teachers continue to individualize for the needs of their students. (Goal 2 and Goal 3)

Social Emotional Development

To support the social-emotional development of students, Palmdale Early Childhood Education continues to work with Wellness Together/Hear You.Org. This Mental Health support provides guidance to staff and parents to assist with the social-emotional needs of students in both the school and home environment. Positive reinforcement skills are practiced in the classroom. (Goal 1, Goal 2 and Goal 3)



HearYou.org
Be Heard. Feel Better.

Palmdale School District

Palmdale HeadStart is partnering with HearYou.org to provide students and families with online counseling at no cost to you.

 **Positive Reinforcement**

 **Bonding & Behavior**

HearYou.org will meet with parent/guardian and student online to provide support.

ACCESSIBLE | TIMELY | CONFIDENTIAL

- 10 - 13 free sessions with a trained therapist
- Gain support for parenting and bonding skills
- Cost covered by the district

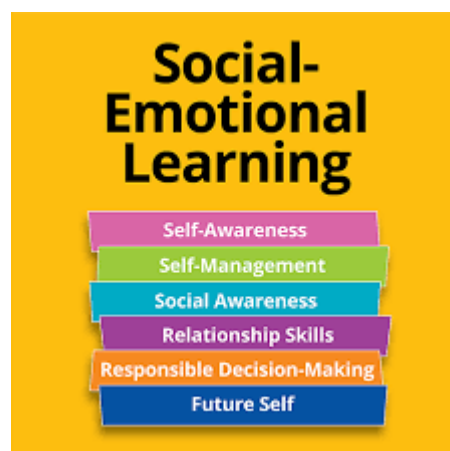
To sign up for sessions, please contact Amy Willey at atwilley@palmdalesd.org

MENTAL HEALTH & DISABILITIES REPORT

AMY WILLEY

Self Regulation

As we entered the second month of the 2022-2023 school year, teachers continued to support self-regulation and the social-emotional development of students. Deep breathing is a skill that is used to help promote self-regulation. The Turtle Technique (<https://challengingbehavior.org/document/introducing-the-turtle-technique/>) is one example. This technique allows for children to self-regulate in order to problem solve. Children identify that they are having big feelings, stop their body/tuck into their shell, take three deep breaths and then problem solve to find a solution. (Goal 1, Goal 2 and Goal 3).



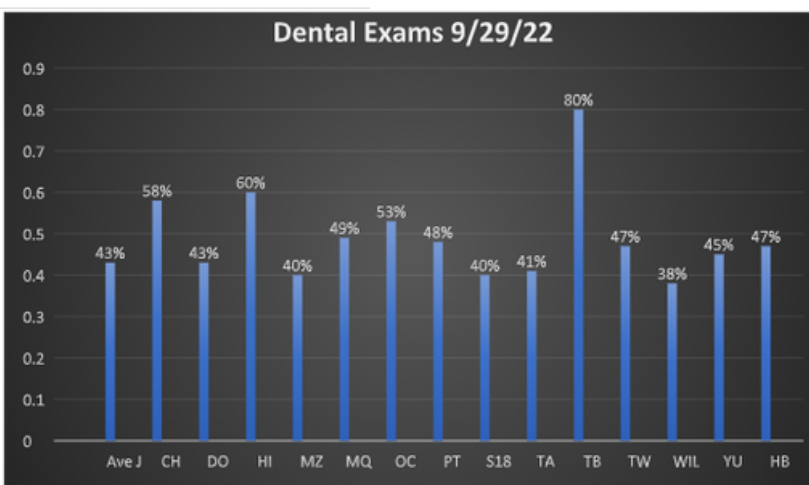
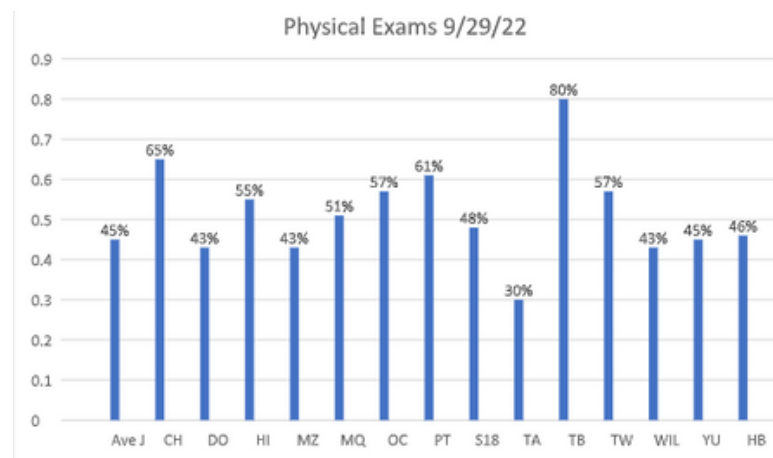
HEALTH REPORT

VICTORIA ERMILIO, MSN, RN, CSN

Health Team

The health team is adding a new LVN. The health department will now be staffed with one RN and four LVN's. This will reduce each nurse's case load to approximately 330 students per LVN. Our new nurse is going through the new hire process and should be on board sometime in October.

The nurses have visited all ECE classrooms. Health screenings were performed on student whose parents had given consent during the child's enrollment. The health screening included, hearing and vision screening and blood pressure checks. The nurse will go out again in October for rescreenings and to complete the initial screening on students who may have been absent. We are currently working on inputting the data and attaching the forms to Child Plus.



Health Advisory Team

The first Health Advisory Team meeting was planned for the end of September. Parents, staff and community partners were invited to attend via Zoom. We discussed the importance of physical and dental exams and asked for parent input on creative ways we can encourage parents to submit the needed documentation.

FAMILY COMMUNITY PARTNERSHIP & PROGRAM GOVERNANCE REPORT

PAULINA PANDURO

Program Governance

The Executive Committee met on Thursday, September 22nd. Two of the committee members met over Zoom to discuss program updates and review the Policy Committee (PC) agenda. The PC meeting was held virtually Thursday, September 29th. For this meeting, both the 2021-2022 elected representatives & 2022-2023 elected representatives were present. A total of 18 members were present along with office staff to approve the following recommendations:

- Approval of CCRC Grant Application for CY2023 Continuation Application
- Approval of new hire – ECE Family Health Provider
- Approval of new hire - ECE Family Service Advocate

Policy Committee Elections also took place at the meeting for the Executive Committee, Superintendent's Parent Advisory Committee (SPAC) and CCRC Policy Council Representative.

Executive Committee:

- Chairperson: M. Kanyer
- Vice chairperson: A. Simblet
- Secretary- L. Leija
- Sergeant at Arms- T. Wagoner
- Treasurer: S. Smith

Superintendent's Parent Advisory Committee (SPAC):

- N. Castanon
- S. Smith
- A. Simblet

Policy Council Grantee Representative:

- A. Simblet

Fifteen parent meetings took place in the month of September. Parent officers and parent representatives were elected at their site parent meetings. The September PC meeting minutes can be found on the Palmdale School District website and by using the QR Code below.

**September Policy Committee
Meeting Minutes**



SCAN



NUTRITION

LILLIE BIGLER, MS, RDN

Safe and Nutritious Meals

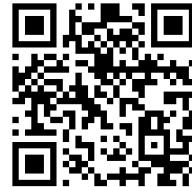
The Nutrition Department works continuously to assure that children receive safe and nutritious meals. In the month of September, the Nutrition Department completed 21 Meal Accommodations for children with food allergies or dietary restrictions.

The Nutrition Department provided individualized, nutrition-related support to 19 classrooms. This included support for classrooms completing their Exercise Study Culminating Activity, where students learned about exercise and eating well to stay healthy, see photos below.

We are also preparing for our first Nutrition Workshop of the school year for parents. The weekly Palmdale School District menu is available online at <https://family.titank12.com/menu/E7M7SF>. (Goals 1, 2, 3)

Scan the QR Code and select your child's school site. Then click on the ECE menus.

**District Office, Highland, Avenue J and Tierra Bonita meals are prepared by the "Tamarisk" kitchen staff.*

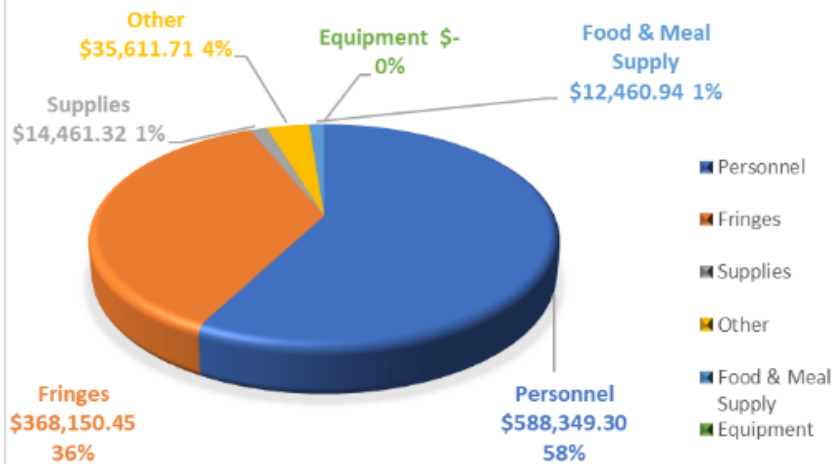


FISCAL REPORT

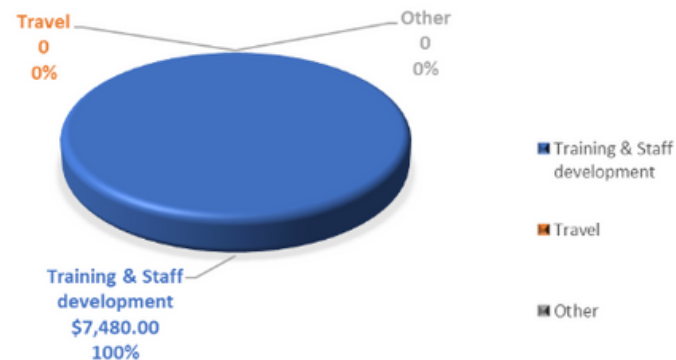
M. CARMEN SERRANO

Expenditures for Head Start, Early Head Start & COVID Programs

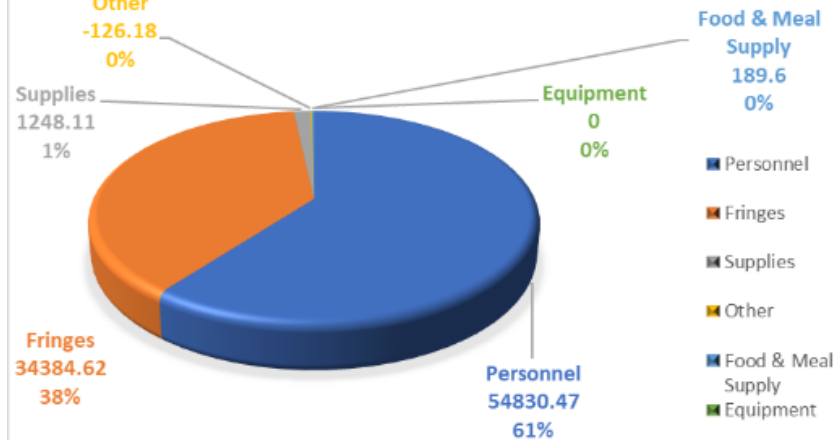
SEPTEMBER 2022 HS EXPENDITURES



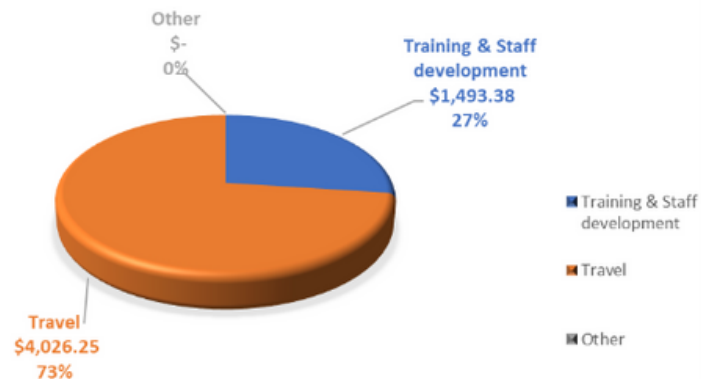
SEPTEMBER 2022 HS T&TA EXPENDITURES



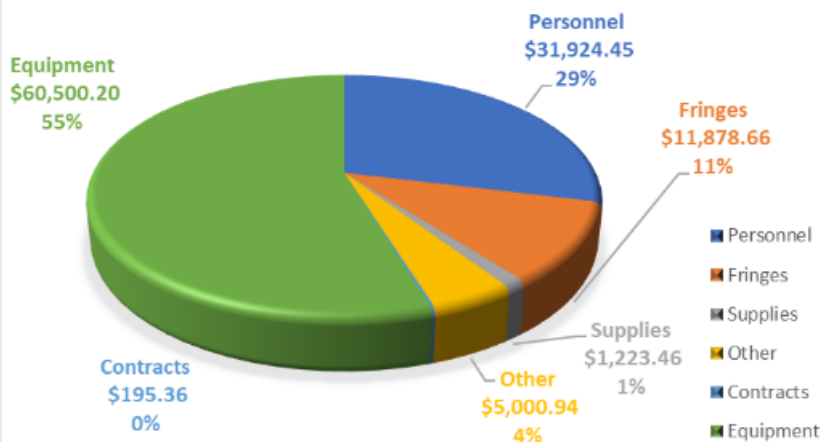
SEPTEMBER 2022 EHS EXPENDITURES



SEPTEMBER 2022 EHS T&TA EXPENDITURES

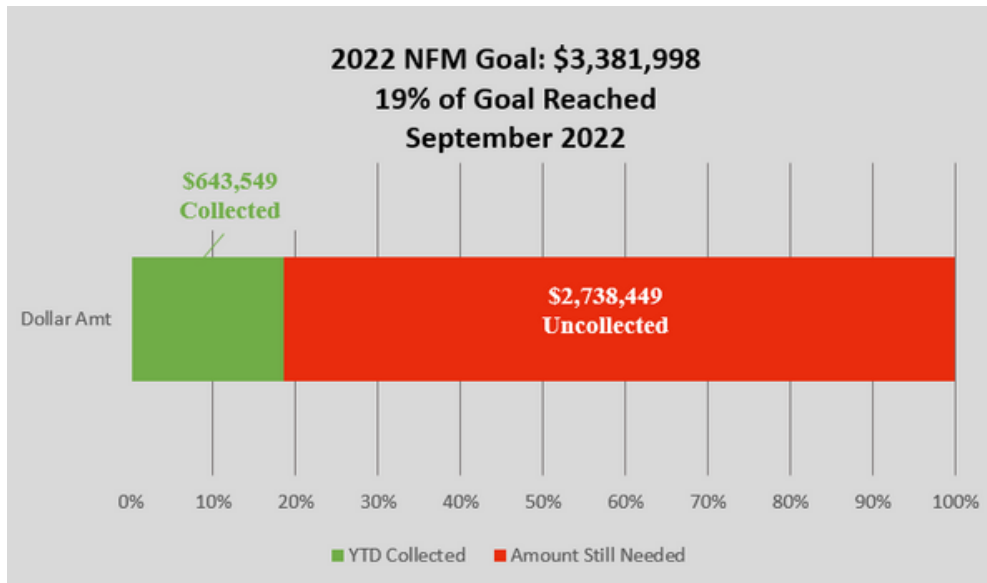


SEPTEMBER 2022 COVID EXPENDITURES



- Palmdale School District continues to offer breakfast and lunch through 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

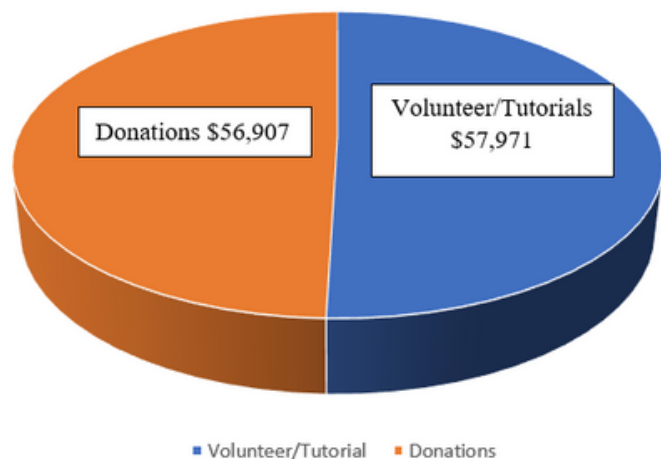


- Our goal for 2022 is to collect \$3.4 million in Non Federal Match (NFM)
- We need to average \$285,600 per month.
- **No submissions for September.
- **YTD we have collected \$643,549
- **We are currently at 19% of our goal.

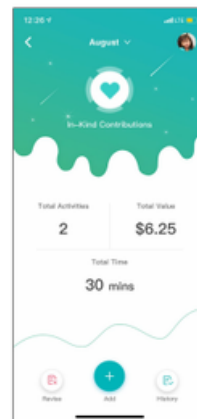
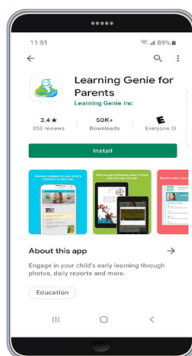
Non-Federal Match Parent Volunteer & Activity Submissions

Non-Federal Match - September 2022

*No new NFM to report 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

Developing Fine Motor and Gross Motor Skills

As we visit the sites, we observe the teaching staff incorporating activities that will increase children's development with fine and gross motor skills. (Goal 1 & 2) Fine motor skills involve using smaller muscles and movements such as grasping small items, cutting, building, writing, drawing, coloring, playing with playdough or clay, unbutton or button clothing, manipulating with zippers, snaps, and/or fasteners, using utensils, twisting off lids, etc. Below are pictures that show our teachers supporting students developing their fine motor skills:



Whereas, activities such as outdoor play, hopping, jumping, running, throwing, catching a ball, music and movement, climbing, skipping, and pedaling a bike increases the development of gross motor skills. Below are pictures that show our teachers supporting the students in developing their gross motor skills:



ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

Technology

Teachers utilizing technology to engage students with lessons using interactive websites to support development with gross motor skills during music and movement, increasing background knowledge with visuals and photos, and engagement with interactive websites and animated music videos. (Goal 1)



Home-Visits

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)

Emergency Practice Drill

Each month, the ECE sites and the office conduct practice Earthquake and Fire Drills to be readily prepared in case of potential natural disasters. Below are photos of the ECE office practice drills conducted this month. (Goal 2)



ADMINISTRATIVE REPORT

CHRIS BURTON & LISA FOWLER

Safe Environment

When we visit classrooms, the Admins work cohesively with the teaching staff, noon duties, and custodial staff to ensure the sites are safe and in compliance. We use a safe environment tool to ensure we are checking all potential hazards and areas. The 45-Day Safety Walks were completed by September 16 and the data was entered into CP. (Goal 2)

The following areas are monitored for safety:

- Indoor (ECERS) and outdoor areas,
- Equipment and materials,
- Safety/hygiene practices and procedures,
- Nutrition,
- Ratio,
- Supervision,
- Medication

According to CP Report there were 24 incident reports submitted for the month of September.



Scan the QR code
for Palmdale
School District
job opportunities



DIRECTOR'S REPORT

DR. MELANIE CULVER

Information from Head Start California - Election Day, November 8th

Election Day is November 8, 2022

Election Day is only one month away! Californians across the state will vote in federal, state, and local elections. In California, mail-in ballots will be sent to every registered voter, whether you signed up for absentee voting or not! Ballots go out today! You will be able to mail in your ballot at any time before election day (it has to be postmarked on or before November 8), fill out your ballot at home and drop it off in a drop box or polling place, or vote in person.

Your voice and your vote matter! Make sure that you are registered to vote and make a plan to vote today!

Making a Plan to Vote

Will you be voting at a polling place or dropping off a mail-in ballot? Either way, it's important to make a plan to vote!

- Find your **local polling place** or ballot **drop-off locations**. You can drop off your ballot at these locations any time between receiving your ballot and election day.
- If you are waiting until election day to cast your vote, make sure to schedule your time that day and be prepared to wait in line.
- Remember that it is illegal to wear clothing that explicitly supports a candidate or measure to a polling place.

Scan the QR Code to check your registration status.



<https://voterstatus.sos.ca.gov/>

REGISTER TO VOTE

Scan the QR Code



<https://registertovote.ca.gov/>



In California, the deadline to register to vote for any election is 15 days before Election Day (October 24th), so please register early!

DIRECTOR'S REPORT

DR. MELANIE CULVER

Impact of Lead Exposure in Very Young Children

By: Marco Beltran, Katherine Beckmann, and Alana Buroff

We can agree the health and well-being of our children is of vital importance. As adults, the responsibility falls on us to protect our little ones from environmental hazards of which we have been made aware. One such health threat that has recently made headlines is exposure to lead from outdated pipes in some municipal water systems. The impact of lead toxicity on the health and safety of children has been alarming for parents who work hard to keep their children safe and on a path to reach their fullest potential.

Lead exposure can cause a myriad of problems for growing children, including lower intelligence quotient (IQ) levels. Hearing loss, reduced attention span, learning disabilities, and even death can occur. As the recent situation in Flint, MI has shown us, health emergencies can be unexpected and require a public health approach to address the needs of the community. An estimated 10 million Americans get their drinking water from pipes that are at least partially lead. Children are especially vulnerable to the dangers of lead toxicity.

Lead poisoning itself is preventable. The sources of lead can and should be identified before children are harmed. It is important to understand that children at higher risk for lead exposure often fall into at least one of the following groups:

- Low-income
- Members of racial or ethnic minority groups
- Recent immigrants
- Have parents who are exposed to lead at work
- Live in older, poorly maintained rental properties or areas with outdated plumbing

As early childhood educators, we see firsthand the mental and physical effects of lead on child development. Early childhood education certainly helps to lessen the possible effects of lead exposure. However, we highly encourage testing for possible lead exposure. Getting our children tested for lead exposure now will help assure that they are well on the path to leading a full, healthy, and thriving existence. Failing to screen children for blood lead levels has implications for young children all across America. Children's bodies absorb lead more quickly and efficiently than adults. If you are concerned about lead exposure in your children, you should immediately consult your pediatrician or family primary health care provider.

Lead exposure prevention, and remediation to counter the cognitive and behavioral challenges associated with lead exposure, should be a priority for all of us, as parents, as early childhood providers, and as educators. It is our duty to ensure our youngest generation can flourish and prosper into and beyond adulthood. The time to act is now!

Marco Beltran, DrPH, is a Senior Program Specialist for the Office of Head Start; Katherine Beckman, Ph.D., M.P.H., is a Senior Policy Advisor for Early Childhood Health at the Office of the Deputy Assistant Secretary and Interdepartmental Liaison for Early Childhood; and Alana Buroff is a Program Specialist for the Office of Head Start.

DIRECTOR'S REPORT

DR. MELANIE CULVER

Lead Poisoning Prevention Protect Your Family

1. Test your home for lead.

- If you live in a home built before 1978, have your home inspected by a licensed lead inspector.
- Contact your local health department for more information.

Sometimes lead comes from things other than paint in your home, such as:

- Candy, toys, glazed pottery, and folk medicine made in other countries
- Work like auto refinishing, construction, and plumbing
- Soil and tap water

2. Keep children away from lead paint and dust.

- Use wet paper towels to clean up lead dust. Be sure to clean around windows, play areas, and floors.
- Wash hands and toys often, especially before eating and sleeping. Use soap and water.
- Use contact paper or duct tape to cover chipping or peeling paint.

3. Renovate safely.

Home repairs like sanding or scraping paint can make dangerous dust.

- Keep children and pregnant women away from the work area.
- Make sure you and/or any workers are trained in lead-safe work practices.
- Home repairs like sanding or scraping paint can make dangerous dust.

Contact us for more information:



LEAD poisoning Know the Facts

Lead poisoning is caused by swallowing or breathing lead. Children under 6 years old are most at risk. If you are pregnant, lead can harm your baby.

FACT Lead can cause learning and behavior problems.

Lead poisoning hurts the brain and nervous system. Some of the effects of lead poisoning may never go away.

Lead in a child's body can:

- Slow down growth and development
- Damage hearing and speech
- Make it hard to pay attention and learn

FACT Most children get lead poisoning from paint in homes built before 1978.

When old paint cracks and peels, it makes dangerous dust. The dust is so small you cannot see it. Most children get lead poisoning when they breathe or swallow the dust on their hands and toys.

FACT A lead test is the only way to know if your child has lead poisoning.

Most children who have lead poisoning do not look or act sick. Ask your doctor to test your child for lead.



Are You Pregnant?



PREVENT LEAD POISONING START NOW

Lead poisoning is caused by breathing in or swallowing items contaminated with lead. Lead can pass from a mother to her unborn baby. The good news is that **lead poisoning is preventable**.

Too much lead in your body can

- Put you at risk for miscarriage.
- Cause your baby to be born too early or too small.
- Hurt your baby's brain, kidneys, and nervous system.
- Cause your child to have learning or behavior problems.

Lead can be found in

- Paint and dust in older homes, especially dust from renovation or repairs.
- Candy, cosmetics, glazed pots, and some traditional medicines and spices from other countries.
- Certain jobs such as auto refinishing, construction, and plumbing.
- Toys and jewelry.
- Soil and drinking water from lead pipes, faucets, and plumbing fixtures.



Program Information:

All Palmdale School District Early Childhood Education Classrooms are equipped with Sparkletts bottled water for children and staff.

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.

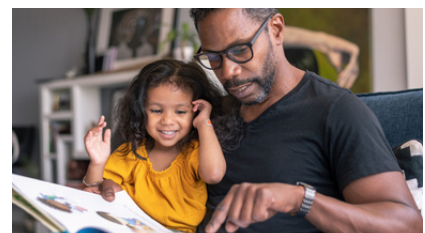
Books develop critical thinking skills. A book is read by an individual. It has no laugh track or musical score that emotionally primes a reader's reaction. You alone decide what you think about a book and its contents with no one leaning over your shoulder telling you how to think.

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

Why Do Kids Need Books? - The National Children's Book and Literacy Alliance (2022)

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**