Head Start &
State Child Development
Birth to age 5

capk
Community Action Partnership of Kern

Head Start/State Child Development Services

POLICY COUNCIL MEETING PACKET

June 29, 2017



Policy Council Attendance '16-'17

Legend:	
Attended	X
Did not attend meeting	ABS
Attending Another CAPK function	
Appealed Termination	
Membership Terminated	
Absent Due to Weather Conditions	
Resigned	
Special Call Meeting	SC
Not elected Rep at the time	

#	REGION 1 PC Member Name	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Enrique Salazar- East Cal	X		X	ABS	X	X	X					
2													
3													
4	Ana Luna- East Cal				X	X	ABS						
5	Lachelle Calvillo- Alberta Dillard	X		X	ABS	X	ABS	ABS					
6	Breyona Millard- Fairview						X	X					

#	REGION 2 PC Member Name	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Irma Sandoval- Martha Morgan	ABS		ABS	ABS								
2													
3	Maria Martinez- Virginia	X		ABS	X	X	ABS	ABS					
4	Marina Araujo- Pacific	ABS		X	X	ABS	ABS						
5	Christine Hernandez- MJM						ABS	ABS					

#	REGION 3 PC Member Name	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Christina Bates- Willow	X		X	X	X	X	X					
2	Gabriella McCutcheon- Willow	X		X	X	X	X	ABS					
3													
4													
5	Lizeth Calvo- McFarland	X		ABS	ABS	ABS	X	ABS					

#	Region 4 PC Member Name	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Savannah Scarpa- Tehachapi	X		X	X	X	ABS	X					
2	Lorena Fernandez- San Diego	X		X	X	X	X	X					
3	Jason Warren- Cleo Foran	X		X	X	X	X	X					
4	Shevada Dove Williams- Tehachapi	ABS		ABS	X	X	ABS	ABS					

#	Home Base PC Member Name	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2016	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Marion Gomez- Lisa Moreno	X		ABS	ABS								
2	Ramona Campos- T. Cordova	X		X	ABS	X	X	X					
3	Jodi Sanchez- L. Lugo						X	X					

	BC/Blanton EHS Partnership	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Jadine Gonzalez- B. College	ABS		X	X	ABS	ABS	X					

	San Joaquin EHS Partnership	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Erica Freehoffer			X	X	X	X	ABS					
2	Open												

	Community Rep Member	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Open (Past Parent)												
2	Ana Lester (Community)	X		X	X	X	X	ABS					
3	Lindsay Harrison (Community)				X	X	X	X					

	Board Member	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017
1	Yolanda Ochoa							X					

Policy Council Sub-Committee Attendance Sheet
2016-2017

By-Laws Policy Council Sub-Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sept.	Oct.
Savannah Scarpa (Chair)	X	ϕ	X	ϕ	ϕ	ϕ	ϕ				
Jason Warren	X	ϕ	X	ϕ	ϕ	ϕ	ϕ				
Ramona Campos	X	ϕ	ABS	ϕ	ϕ	ϕ	ϕ				
Anton Faern	ABS	ϕ	ABS	ϕ	ϕ	ϕ	ϕ				
Lachelle Calvillo	X	ϕ	X	ϕ	ϕ	ϕ	ϕ				
Maria Martinez				ϕ	ϕ	ϕ	ϕ				
Breyona Millard						ϕ	ϕ				

Finance Policy Council Sub-Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sept.	Oct.
Gabriella McCutcheon (Chair)	ϕ	ϕ	ABS	ABS	X	ϕ					
Christina Bates	ϕ	ϕ	X	X	X	ϕ					
Savannah Scarpa	ϕ	ϕ	X	X	X	ϕ					
Deanna Perea	ϕ	ϕ	ABS	ABS		ϕ					
Shevada Williams	ϕ	ϕ		X	X	ϕ					
Enrique Salazar					X	ϕ					
Jodi Sanchez						ϕ					

School Readiness Policy Council Sub-Committee

Member	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sept.	Oct.
Christina Bates (Chair)	ϕ	ϕ	X	ϕ	ϕ	X	ϕ				
Marina Araujo	ϕ	ϕ	X	ϕ	ϕ	ABS					
Erica Freehoffer	ϕ	ϕ	X	ϕ	ϕ	ABS	ϕ				
Ruben Castellanos	ϕ	ϕ	ABS	ϕ	ϕ						
Jadine Gonzalez	ϕ	ϕ	X	ϕ	ϕ	X	ϕ				

Policy Council Sub-Committee Attendance Sheet
2016-2017

Planning Policy Council Sub-Committee											
Member	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sept.	Oct.
Lorena Fernandez (Chair)	ϕ	ϕ	X	X	X		X				
Ana Lester	ϕ	ϕ	X	X	ABS	X	X				
Ruben Castellanos	ϕ	ϕ	X	X	ABS						
Lindsay Harrison	ϕ	ϕ	X	ABS	X	X	ABS				
Ana Luna	ϕ	ϕ	X	X	ABS	ABS					
Marion Gomez	ϕ	ϕ	ABS	ABS							
Enrique Salazar					X	X	X				
Christine Hernandez						X					
Lizeth Calvo					X	X	ABS				

Legend	
Attended	X
Did not Attend	ABS
Attending another CAPK Function	
Member Resigned	
Member Terminated	
Did not Meet	ϕ
Not elected member at the time	

POLICY COUNCIL
STANDING COMMITTEES
June 2017

EXECUTIVE COMMITTEE

Chairperson: Enrique Salazar
Vice Chairperson: Lorena Fernandez (BOD Rep.)
Secretary: Christina Bates
Treasurer: Gabriella McCutcheon
Parliamentarian: Savannah Scarpa

STANDING COMMITTEE MEMBERS

*The chairperson of each standing committee is taken from the Policy Council Executive Committee.

BYLAWS (1 Opening)
Chairperson: Savannah Scarpa

1. Lachelle Calvillo
2. Jason Warren
3. Ramona Campos
4. Breyona Millard
5. Maria Martinez
6. Opening

PLANNING (2 Openings)
Chairperson: Lorena Fernandez

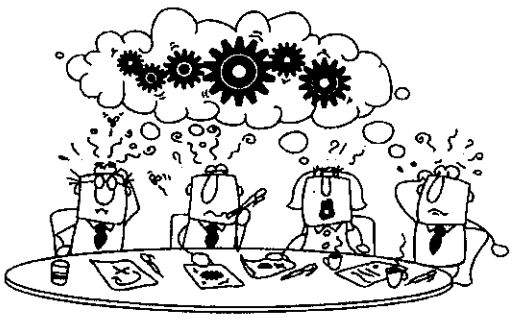
1. Ana Lester
2. Lindsay Harrison
3. Enrique Salazar
4. Lizeth Calvo
5. Opening
6. Opening

School Readiness (2 Openings)
Chairperson: Christina Bates

1. Erica Freehoffer
2. Lachelle Calvillo
3. Jadine Gonzalez
4. Opening
5. Opening

FINANCE (1 Opening)
Chairperson- Gabriella McCutcheon

1. Christina Bates
2. Savannah Scarpa
3. Shevada Dove Williams
4. Enrique Salazar
5. Jodie Sanchez
6. Opening



COMMUNITY ACTION PARTNERSHIP OF KERN
HEAD START / STATE CHILD DEVELOPMENT PROGRAMS
POLICY COUNCIL (PC) MEETING MINUTES
MAY 25, 2017

1. **CALL TO ORDER – Chairperson, Enrique Salazar** called the meeting to order at 5:40 p.m.
a. Moment of Silence, Pledge of Allegiance
b. Reading of Promise of Community Action
"Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and are dedicated to helping people help themselves and each other."

2. **ROLL CALL/SET QUORUM – Secretary, Christina Bates - Quorum was established.**
PC Members Present: Enrique Salazar, Breyona Millard, Christina Bates, Jason Warren, Savannah Scarpa, Lorena Fernandez, Ramona Campos, Lindsay Harrison, Jodi Sanchez, Jadine Gonzalez, Yolanda Ochoa, CAPK Board of Directors

3. **APPROVAL OF AGENDA – Chairperson, Enrique Salazar (*ACTION)**
a. Motion for approval of the PC Agenda dated May 25, 2017 was made by Jason Warren; seconded by Christina Bates. Motion carried unanimously.

4. **APPROVAL OF MINUTES – Chairperson, Enrique Salazar (*ACTION)**
a. Motion for approval of the PC meeting minutes dated April 26, 2017 was made by Breyona Millard; seconded by Savannah Scarpa. Motion carried unanimously.

5. **PRESENTATION OF GUESTS/PUBLIC FORUM**
(The public wishing to address the full Policy Council may do so at this time. Policy Council members may respond briefly to statements made or questions posed. However, the PC will take no action other than referring the item(s) to staff for study and analysis. ***Speakers are limited to five minutes each.*** *If more than one person wishes to address the same topic, total group time for topic will be 10 minutes. Please state your name before making your presentation. Thank you.*
Guests in attendance: Argelia Diaz, Program Assistant; Lisa Price, PDM Administrative Assistant; Jerry Meade, Program Design & Management Administrator; Donna Holland, Fiscal Administrator; Rashi Strother; Family Services & Governance Specialist; Rose Devora, Parent; Daniel Jimenez, Guest; Erin Walter, Guest; Kyler Sullivan, Guest

Jerry presented and introduced Yolanda Ochoa, Board of Directors Representative to be voted in later in the meeting. Janelle stated that each member received raffle tickets in a quantity that correlates to the number of Policy Council meetings they have attended; this includes subcommittee meetings as well. Throughout the meeting prizes will be raffled off.

6. **STANDING COMMITTEE REPORTS** (3 minutes each)
a. School Readiness – Christina Bates reported DRDP was discussed as well as how the data is collected. She encouraged parents to observe their children at home as well as encouraged use of Ready Rosie. By observing your child at home, you can share information with their teacher; use of Ready Rosie supports school readiness. Both activities also count as in-kind. The subcommittee's next meeting will be held in August.
b. Planning Committee – Lorena Fernandez reported quorum was met. The Enrollment Report and the Average Daily Attendance for April were reviewed. Program options for 2017-2018 were shared as well. The next meeting is scheduled for June 6, 2017 at 5:15 p.m. in Suite 130.
c. Finance Committee – No report given
d. By-Laws Committee – No report given

7. **PRESENTATIONS**

a. Summer Water Safety – Genevieve Egana; Program Coordinator, McMurtrey Aquatic Center

On behalf of Genevieve Egana, Erin Walter and Kyler Sullivan spoke on the topic of water safety. Drowning statistics in accordance with the CDC were presented stating the highest drownings occur in children less than 5 years of age. Members received a folder containing variety of information including swim schedules, CPR training dates, etc. Five layers of water safety protection was shared which include: close supervision; swim lessons; barriers to prevent water access e.g. fences, alarms, etc.; U.S. Coast Guard approved life jacket and CPR to ensure you are prepared. Brief discussion took place regarding swim passes and potential scholarships available. Erin & Kyler reiterated the importance of being prepared stating CPR is offered free of charge and encouraged members to sign up.

8. **NEW BUSINESS – Chairperson (*ACTION)**

a. Request to approve proposed changes to the PC Bylaws – Janelle Gonzalez, Governance Coordinator

Janelle stated many of the changes to the Policy Council Bylaws were reference numbers that had changed with the new performance standards. Additionally, there were areas that were no longer the responsibility of PC and still others that were redundant. Janelle stated the Head Start Act had more focus regarding Governance. Motion was made by Lorena Fernandez to approve the proposed changes to the Policy Council Bylaws to support the revised Head Start Performance Standards; seconded by Breyona Millard. Motion carried unanimously.

b. Request to approve the termination of PC Member Ana Luna

Motion was made by Jason Warren to approve the termination of Ana Luna as a member of Policy Council; seconded by Savannah Scarpa. Motion carried unanimously.

c. Request to approve Board of Director Representative Yolanda Ochoa to the Policy Council

Motion was made by Savannah Scarpa to approve the election of Yolanda Ochoa as Board of Director Representative to the Policy Council; seconded by Jason Warren. Motion carried unanimously.

d. Request to approve the appeal of PC Member Marina Araujo

Janelle shared that just before this meeting she spoke with Marina who rescinded her request for appeal and has resigned. No further action required.

9. **COMMUNICATIONS**

a) Head Start & Early Head Start – Kern Budget vs. Actual Expenditures March 1, 2016 through February 28, 2017
b) Head Start & Early Head Start – Kern Budget vs. Actual Expenditures March 1, 2017 through April 30, 2017
c) Early Head Start – San Joaquin Budget vs. Actual Expenditures February 1, 2017 through April 30, 2017
d) Early Head Start Child Care Partnerships Budget vs. Actual Expenditures September 1, 2016 through April 30, 2017
e) Parent Local Travel & Child Care for the period ending April 30, 2017 (English/Spanish)
f) Parent Activity Funds for the period ending April 30, 2017 (English/Spanish)
g) Parent Meals for the period ending April 30, 2017 (English/Spanish)
h) Enrollment, Average Daily Attendance and Child & Adult Care Food Program/Central Kitchen Report for HS/EHS Kern, EHS San Joaquin and EHS Child Care Partnerships April 2017
i) Policy Council Planning Committee Minutes May 2, 2017 (English/Spanish)
j) Policy Council Budget & Finance Committee Minutes April 13, 2017 (English/Spanish)
k) Ready – Set Back 2 School Health & Wellness Fair
l) Champions for Change Health & Nutrition Fair! (English/Spanish)
m) Child Support Services Child Support Case Assistance (English/Spanish)
n) Healthychildren.org Cognitive and Verbal Skills Needed for Toilet Training (English/Spanish)
o) Policy Council Termination Letter: Ana Luna (English/Spanish)
p) Kern Family Health Care Spring into Health Resource and Health Fair (English/Spanish)

q) Policy Council Appeal to Termination Letter: Marina Araujo (English/Spanish)
Motion made by Jadine Gonzalez to receive and file items (a) – (q)

10. **PROGRAM GOVERNANCE REPORT/TRAINING – Janelle Gonzalez**
Janelle thanked everyone for their attendance noting this is the half way point of their term which concludes in October. In honor of this achievement members received one raffle ticket for each meeting they have attended. Throughout the meeting prizes will be raffled. Janelle stated May is Mental Health Awareness month and encouraged members to view an article on the Early Childhood Learning & Knowledge (ECLKC) site linking social/emotional development and its importance to learning. Janelle also recognized and commended Christina, Enrique and Lorena on their growth in community and public speaking; they have made notable strides and appear more comfortable and confident when they present. In closing, she welcomed Yolanda Ochoa to PC and shared a Kid President video on How to Change the World.

11. **COMMUNITY REPRESENTATIVES REPORT – Ana Lester and Lindsay Harrison**
Lindsay shared a handout from the Kern Autism Society for 2017 summer camps for autistic children, youth and adults. There are three different types of camps and scholarships are available. She asked members to share this information with anyone they know who would benefit from it. Lindsay also told the group the Parks & Rec brochure received earlier in the evening is a great resource and has many programs available to the community. She encouraged members to take advantage of the opportunities outlined in the brochure.

12. **EARLY HEAD START PARTNERSHIP REPORT – Jadine Gonzalez**
Jadine shared that parent training will take place this fall. Additionally, the summer semester will be starting soon. Jadine also shared that she just learned there will be playground improvements, which is exciting!

13. **BOARD OF DIRECTORS REPRESENTATIVE REPORT – Lorena Fernandez**
Lorena stated the Board of Directors (BOD) recognized Charlie Rodriguez for 21 years of service to CAPK as he is retiring from the BOD. She also shared with the group that earlier in the month she had the opportunity to attend the CalCAPA 2017 Annual Conference in Long Beach, CA. Lorena stated she had a good time and learned a lot. She was very interested in a homeless program implemented in San Francisco and hopes that soon she will be able to see its structure first hand. Lorena stated the Board of Directors will meet next week.

14. **DIRECTOR'S REPORT (HEAD START/STATE CHILD DEVELOPMENT) – Yolanda Gonzales**
Jerry Meade, PDM Administrator shared with the committee that Yolanda was unable to attend tonight however, she sends her regards and thanks the group for their commitment. Jerry stated May is Community Action month and that the agency held its annual banquet last week. He was pleased to see Policy Council representatives in attendance and thanked the committee for taking time out of their evening to be a part of that event. Jerry stated May 19 was the last day of services for children in the part-year program; part-year staffs last day was May 20. We now have 9 centers open and went from about 650 employees to 150 during this time. He also shared that we are in full recruitment mode, enrolling children for the fall. We have 4 FSWs (10 month employees) who are working this summer to help ensure full enrollment. Jerry stated congress recently signed a cost of living adjustment (COLA) however the President's budget disapproved the COLA, therefore it will only be effective through October 2017. Jerry expressed his appreciation and thanked the committee for their dedication to our program. Jason was interested in recruitment events and volunteered to participate in such should his schedule allow. Jerry thanked him and said he would pass Jason's contact information along.

15. **POLICY COUNCIL CHAIRPERSON/ANNOUNCEMENTS – Enrique Salazar**
Enrique shared an experience he had while volunteering in his child's classroom. He also said volunteering is beneficial as it gives you the opportunity to observe your child(ren) in a peer interaction

setting. It also allows you to assist/support them in (social) situations. You are not only helping the teacher as well but you are providing in-kind too. He encouraged members to volunteer and observe their child(ren) in the classroom, if they can.

Jason shared the various spray parks located throughout the city will open this Memorial Day Weekend.

Yolanda Ochoa thanked PC for having her back; sharing when her daughter left Head Start she (Yolanda) never did! Yolanda started volunteering with CAPK as a parent representative in 1998, she also encouraged members to go to their centers and help out however they can.

16. ADJOURNMENT – Chairperson

Meeting was adjourned at 6:33 p.m.

Lisa Price/PDM Administrative Assistant
Completed 05.31.17

ASOCIACIÓN DE ACCIÓN COMUNITARIA DE KERN
PROGRAMS DE DESARROLLO INFANTIL ESTATAL / HEAD START
Acta de la Reunión del Consejo de Política
25 de mayo de 2017

1. **LLAMADO A LA ORDEN- presidente, Enrique Salazar Jr.,** llamó la reunión a la orden a las 5:40 p.m.
   a. Momento de Silencio, Proclamación de Lealtad
   b. Lectura de la Promesa de la Asociación Comunitaria
   "La asociación de acción cambia la vida de las personas, incorpora el espíritu de esperanza, mejora comunidades, y hace de América un mejor lugar donde Vivir. Nos preocupamos por la comunidad entera y estamos dedicados a ayudar a las personas a que se ayuden a sí mismas y a los demás.

2. **PASAR LISTA/ ESTABLECER QUÓRUM- Secretaria, Christina Bates- Quórum fue estableció.**
   Miembros del PC Presentes: Enrique Salazar, Breyona Millard, Christina Bates, Jason Warren, Savannah Scarpa, Lorena Fernandez, Ramona Campos, Lindsay Harrison, Jodi Sanchez, Jadine Gonzalez, Yolanda Ochoa, CAPK Miembro del Consejo Directivo

3. **APROBACIÓN DE LA AGENDA- presidente (*ACCION)**
   a. Moción para la aprobación de la agenda del PC con fecha del 25 de mayo de 2017, fue hecha por Jason Warren; segunda moción hecha por Christina Bates. Moción fue aprobada por unanimidad.

4. **APROBACIÓN DE LA ACTA- presidente, Enrique Salazar (*ACCION)**
   a. Moción para la aprobación del acta de la reunión del PC con fecha del 26 de abril de 2017 fue hecha por Breyona Millard, secundado por Savannah Scarpa. Moción fue aprobada por unanimidad.

5. **PRESENTACIÓN DE INVITADOS/FORO PÚBLICO**
   El público que desee dirigirse al Consejo de Política podrá hacerlos. Los miembros del Consejo de Política podrán responder brevemente a las declaraciones formuladas o a preguntas formuladas. Sin embargo, el PC no tomara ninguna otra acción que no sea la de remitir dichos asuntos al personal para su estudio y análisis. ***Los Presentadores se limitarán a cinco minutos cada uno.*** *Si más de una persona desea tratar el mismo tema, se le concederá al grupo total de 10 minutos para ese tema. Por favor indique cuál es su nombre antes de hacer su presentación, Gracias.*
   Invitados Presentes: Argelia Diaz, Asistente del Programa; Lisa Price, Asistente Administrativa de PDM; Jerry Meade, Administrador del Programa de Diseño y Manejo; Donna Holland, Administradora Fiscal; Rashi Strother; Especialista del Programa de Servicios Familiares y Gobernación; Rose Devora, Padre; Daniel Jimenez, Invitado; Erin Walter, Invitado; Kyler Sullivan, Invitado.
   Jerry presentó e introdujo a Yolanda Ochoa, Representante del Consejo de Administración para ser votada más adelante en la reunión. Janelle declaró que cada miembro recibía boletos de rifa en una cantidad que se correlaciona con el número de reuniones del Consejo de Política a las que asistieron; Esto incluye también las reuniones del subcomité. A lo largo de la reunión se sortearán los premios.

6. **INFORME DE LOS COMITÉS VIGENTES** (5 minutos cada uno)
   a. Comité de Preparación Escolar- Christina Bates informó que DRDP fue discutido, así como la forma en que se recopilan los datos. Alentó a los padres a observar a sus hijos en casa, así como alentar el uso de Ready Rosie. Al observar a su hijo en casa, puede compartir información con su maestro; El uso de Ready Rosie apoya la preparación escolar. Ambas actividades también cuentan como contribución laboral voluntaria. La próxima reunión del subcomité tomará a cabo en agosto.

b. Comité de Planificación- Lorena Fernández informó que quorum fue establecido. Se revisó el Informe de Inscripción y la Asistencia Promedio Diaria de abril. También se compartieron las opciones del programa para 2017-2018. La próxima reunión se dará a cabo el 6 de junio de 2017 a las 5:15 p.m. en la Suite 130.

c. Comité de Finanzas- Ningún informe fue presentado.

d. Comité de Estatutos- Ningún informe fue presentado.

7. **PRESENTACIONES**

   a. **Seguridad en el Agua de Verano- Genevieve Egana, Coordinadora del Programa para el Centro Acuático de MuMurtrey**

   En nombre de Genevieve Egana, Erin Walter y Kyler Sullivan hablaron sobre el tema de la seguridad del agua. Las estadísticas de ahogamiento de acuerdo con el CDC se presentaron indicando que los ahogos más altos ocurren en niños menores de 5 años de edad. Los miembros recibieron una carpeta que contenía variedad de información incluyendo horarios de nadar, fechas de entrenamiento de CPR, etc. Se compartieron cinco capas de protección de seguridad de agua que incluyen: supervisión cercana; Lecciones de natación; Barreras para prevenir el acceso al agua, i.e. Cercas, alarmas, etc.; El chaleco de salvavidas y CPR aprobados por la Guardia Costera de los Estados Unidos para asegurar que esté preparado. Se realizó una breve discusión sobre los pases de natación y posibles becas disponibles. Erin & Kyler repitieron que es importante estar preparado diciendo que el entrenamiento de CPR se ofrece de forma gratuita y animó a los miembros a inscribirse.

8. **NUEVOS ASUNTOS- presidente (*ACCION)**

   a. **Solicitud para aprobar los propuestos cambios a los Estatutos del PC- Janelle Gonzalez, Coordinadora de Gobernación** Janelle declaró que muchos de los cambios en los Estatutos del Consejo de Política eran números de referencia que habían cambiado con los nuevas Normas de desempeño. Además, había áreas que ya no eran responsabilidad del PC y otras que eran redundantes. Janelle declaró que la Ley de Head Start tenía más énfasis en la gobernabilidad. La moción fue hecha por Lorena Fernández para aprobar los cambios propuestos en los Estatutos del Consejo de Política para apoyar las Normas de Desempeño de Head Start revisadas; fue segundado por Breyona Millard. Se aprueba la moción por unanimidad.

   b. **Solicitud para aprobar la destitución del miembro del PC Ana Luna**

   La moción fue hecha por Jason Warren para aprobar la terminación de Ana Luna como miembro del Consejo de Política; segunda moción fue hecha por Savana Scarpa. Moción fue aprobada por unanimidad.

   c. **Solicitud para aprobar Representante del Consejo Directivo Yolanda Ochoa al PC**

   Se propuso que Savannah Scarpa aprobara la elección de Yolanda Ochoa como Representante de la Junta Directiva al Consejo de Política; Apoyado por Jason Warren. Moción fue aprobada por unanimidad.

   d. **Solicitud para aprobar la apelación del miembro del PC Marina Araujo**

   Janelle compartió que, justo antes de esta reunión, habló con Marina, quien resolvió su solicitud de apelación y renunció. No se requiere más acción.

9. **COMUNICACIONES**

   a. Head Start y Early Head Start- Kern Informe del Presupuesto vs. Gastos Actuales 1 de marzo, 2016 hasta 28 de abril de 2017

   b. Head Start y Early Head Start- Kern Informe del Presupuesto vs. Gastos Actuales 1 de marzo, 2017 hasta 30 de abril de 2017

   c. Early Head Start- San Joaquín Informe del Presupuesto vs. Gastos Actuales 1 de febrero de 2017 hasta 30 de abril de 2017

   d. Las Asociaciones de Early Head Start Cuidado Infantil Informe del Presupuesto vs. Gastos Actuales 1 de septiembre de 2016 hasta 30 de abril de 2017

   e. Viaje local de Padres y cuidado infantil, para el periodo terminando el 30 de abril de 2017 (inglés/español)

   f. Fondos de Actividad de Padres para el periodo terminando el 30 de abril de 2017 (inglés/español)

g. Informe de Comidas de Padres para el periodo terminando del 30 de abril de 2017 (inglés/español)
h. Informe de Inscripción, Promedio Asistencia Diaria, y Programa de Alimentos Cuidado de Niños y Adultos/Cocina Central de HS/EHS Kern, EHS del Condado de San Joaquín, y EHS de las Asociaciones de Cuidado Infantil abril de 2017
i. El acta del Comité de Planificación del Consejo de Política 2 de mayo de 2017 (inglés/español)
j. El acta del Comité de Finanzas del Consejo de Política 13 de abril de 2017 (inglés/español)
k. El Regreso de la escuela Feria de Salud y Nutrición
l. Campeones para cambios Feria de Salud y Nutrición (inglés/español)
m. Asistencia para casos de manutención de menores (inglés/español)
n. Healthychildren.org habilidades cognitivas y verbales necesarias para el entrenamiento del baño (inglés/español)
o. Carta de destitución del Consejo de Política: Ana Luna (inglés/español)
p. Salud Familiar del Condado de Kern Feria de Salud del Verano (inglés/español)
q. Carta de Apelación del Consejo de Política: Marina Araujo (inglés/español)

Moción fue hecha por Jadine Gonzalez para recibir y archivar los temas (a) – (q)

10. **INFORMES DEL CONSEJO DE POLÍTICA/ENTRENAMIENTO- Janelle Gonzalez**

Janelle agradeció a todos por su asistencia, señalando que este es el punto medio del consejo que concluye en octubre. En honor de este logro los miembros recibieron un boleto de la rifa para cada reunión que han asistido. A lo largo de la reunión se sortearán los premios. Janelle declaró que mayo es el mes de concientiza sobre la Salud Mental y animó a los miembros a ver un artículo en el sitio de Aprendizaje y Conocimiento de la Primera Infancia (ECLKC) que relaciona el desarrollo social y emocional con su importancia para el aprendizaje. Janelle también reconoció y reconoció a Cristina, Enrique y Lorena por su crecimiento en la comunidad y el hablar en público; Han dado pasos notables y parecen más cómodos y seguros cuando se presentan. Para terminar, dio la bienvenida a Yolanda Ochoa a PC y compartió un video del niño presidente sobre cómo cambiar el mundo.

11. **INFORME DE LOS REPRESENTATES COMUNITARIOS- Ana Lester and Lindsay Harrison**

Lindsay compartió un folleto de la Sociedad de Autismo de Kern para los campamentos de verano 2017 para niños, jóvenes y adultos autistas. Hay tres diferentes tipos de campamentos y becas están disponibles. Pidió a los miembros que compartieran esta información con cualquier persona que conozcan que se beneficiaría de ella. Lindsay también le dijo al grupo que el folleto de Parks & Rec que es un gran recurso y tiene muchos programas disponibles para la comunidad. Alentó a los miembros a aprovechar las oportunidades expuestas en el folleto.

12. **INFORME DE LA ASOCACION DE EARLY HEAD START- Jadine Gonzalez**

Jadine compartió que el entrenamiento de los padres tendrá lugar este otoño. Además, el semestre de verano comenzará pronto. Jadine también compartió que ella acaba de aprender que habrá desarrollos en el patio de recreo, ¡que es emocionante!

13. **INFORME DE REPRESENTANTE COMUNITARIO- Lorena Fernandez**

Lorena declaró que el Consejo Directivo (BOD) reconoció a Charlie Rodríguez por los 21 años de servicio a CAPK mientras se retira del Consejo Directivo. También compartió con el grupo que a principios del mes tuvo la oportunidad de asistir al CalCAPA 2017 Conferencia Anual en Long Beach, CA. Lorena dijo que se la pasó bien y aprendió mucho. Ella estaba muy interesada en un programa sin hogar implementado en San Francisco y espera que pronto pueda ver su estructura en primera mano. Lorena dijo que el Consejo Directivo se reunirá la próxima semana.

14. **INFORME DE LA DIRECTORA (DESARROLLO INFANTIL ESTATAL / HEAD START) – Jerry Meade, Administrador del Programa de Diseño y Manejo**

Jerry Meade, Administrador de PDM compartió con el comité que Yolanda no pudo asistir esta noche, sin embargo, ella envía sus saludos y agradece al grupo por su compromiso. Jerry declaró que mayo es el mes de

acción comunitaria y que la agencia celebró su banquete anual la semana pasada. Le complace ver a los representantes del Consejo de Política presentes y agradeció al comité por tomarse el tiempo de su noche para ser parte de ese evento. Jerry declaró que el 19 de mayo fue el último día de servicios para niños en el programa de medio año; El ultimo día para el personal de medio día fue el 20 de mayo. Ahora tenemos 9 centros abiertos y pasamos de 650 empleados a 150 durante este tiempo. También compartió que estamos en el modo de reclutamiento completo, inscribiendo a los niños para el otoño. Tenemos 4 trabajadores de servicios familiares (empleados de 10 meses) que trabajan este verano para ayudar a garantizar la inscripción completa. Jerry declaró que el Congreso recientemente firmó un ajuste de costo de vida (COLA) sin embargo el presupuesto del presidente desaprobó el COLA, por lo tanto, sólo será efectivo hasta octubre de 2017. Jerry expresó su agradecimiento y agradeció al comité por su dedicación a nuestro programa. Jason estaba interesado en eventos de reclutamiento y se ofreció voluntariamente para participar si su horario se lo permite. Jerry le agradeció y le dijo que pasaría la información de contacto de Jason a lo largo.

15. **INFORME DEL PRESIDENTE DEL CONSEJO DE POLÍTICA/ANUNCIOS** – Enrique Salazar Jr., presidente
Enrique compartió una experiencia que tuvo mientras se ofrecía como voluntario en el salón de clase de su hijo. También dijo que ser un voluntario es beneficioso, ya que le da la oportunidad de observar a su (s) hijo (s) en un entorno de interacción entre compañeros. También le permite ayudar / apoyar en situaciones (sociales). Usted no sólo está ayudando al maestro, pero también está proporcionando la contribución laboral voluntaria. Alentó a los miembros ser voluntarios y observar a sus hijos en el salón de clase, si es que pueden.

Jason compartió los parques de aerosol diferentes ubicados en toda la ciudad se abrirá este fin de semana del Día de los Caídos. Yolanda Ochoa agradeció al PC; ¡Compartir que cuando su hija dejó Head Start ella (Yolanda) nunca lo hizo! Yolanda comenzó a trabajar como voluntaria con CAPK como representante de los padres en 1998, y también alentó a los miembros a ir a sus centros y ayudarlos como pudieran.

16. **CIERRE DE SESIÓN –Presidente**
    a. La reunión se cerró a las 6:33 p.m.

Argelia Diaz/Program Assistant
Completed 06.08.17

Head Start & State Child Development Birth to age 5

capk

Policy Council Agenda
June 29, 2017
5005 Business Park North, Suite 130
Bakersfield, CA 93309
5:30-7:00 p.m.
Meeting Locations:

5005 Business Park North Bakersfield, CA 93309	1145 N. Hunter St. Stockton, CA 95202

1. **Call to Order** — Chairperson
   a. Moment of Silence, Pledge of Allegiance
   b. Reading of Promise of Community Action
   "Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other."

2. **Roll Call/Set Quorum** — Secretary

3. **Approval of Agenda** — Chairperson — ***ACTION**
   a. Date of Agenda: June 29, 2017

4. **Approval of Minutes** — Chairperson — ***ACTION**
   a. Date of Minutes: May 25, 2017

5. **Presentation of Guests /Public Forum**
   a. *The public wishing to address the full Policy Council may do so at this time. Policy Council members may respond briefly to statements made or questions posed. However, the PC will take no action other than that referring the item(s) to staff for study and analysis.* ***Speakers are limited to five minutes each****. If more than one person wishes to address the same topic, total group time for the topic will be 10 minutes. Please state your name before making your presentation. Thank you.*

6. **Standing Committee Reports** — (3 mins. each)

a. School Readiness Committee	Christina Bates	**No Report**
b. Planning Committee	Lorena Fernandez	**Verbal Report**
c. Finance Committee	Gabriella McCutcheon	**Verbal Report**
d. By-Laws Committee	Savannah Scarpa	**No Report**

7. **Presentations** — (15 mins. each)
   a. Habitat for Humanity- Trista Carter, Homeowners Services Coordinator
   b. Children's Learning Outcomes and Program Self-Assessment- Tracey Wheat, Education Coordinator & Chase Rangel, Data Analyst

8. **New Business** — Chairperson — ***ACTION**
   a. Nominate and Elect a Policy Council Member to the Board of Directors
   b. Request to approve the 2017-2018 School Readiness Goals- Tracey Wheat, Education Coordinator
   c. Request to approve the Early Head Start Child Care Partnership 2017-2018 Refunding Application- Jerry Meade, Program Design Management Administrator
   d. Request to approve the Head Start Duration Carry Over Application- Jerry Meade, Program Design Management Administrator

This is to certify that this agenda notice was posted in the lobby of the CAPK Administration Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00pm, June 22, 2017 Janelle Gonzalez, Program Governance Coordinator.

e. Request to approve the Head Start/Early Head Start COLA Application- Jerry Meade, Program Design Management Administrator
f. Request to approve the 2017-2018 Recruitment and Selection Plan- Jerry Meade, Program Design Management Administrator

9. **Communications**
   a. Kern Head Start & Early Head Start Budget vs. Actual Expenditures, March 1, 2017 through May 31, 2017
   b. San Joaquin Early Head Start Budget vs. Actual Expenditures, February 1, 2017 through May 31, 2017
   c. Early Head Start Child Care Partnerships Budget vs. Actual Expenditures, February 1, 2017 through May 31, 2017
   d. Parent Local Travel & Child Care through May 31, 2017
   e. Parent Activity Funds through May 31, 2017
   f. Parent Meals prepared by Central Kitchen through May 31, 2017
   g. Enrollment, Average Daily Attendance, and Child & Adult Care Food Program/Central Kitchen Report for HS/EHS Kern, EHS San Joaquin, and EHS Child Care Partnerships May 2017
   h. Healthychildren.org Hand Washing: A Powerful Antidote to Illness Handout (English & Spanish)
   i. Program Instruction ACF-PI-HS-17-02 – Fiscal Year (FY) 2017 Head Start Funding Increase
   j. Funding Guidance for Cost of Living Allowance (COLA):
      1. Grant #09CH9142 - Head Start/Early Head Start Kern
      2. Grant #09HP0036 - Early Head Start Child Care Partnerships
      3. Grant #09CH010071 - Early Head Start San Joaquin

10. **Program Governance Report/Training**	Janelle Gonzalez	**Verbal Report** (5 min.)
11. **Community Representative Report**	Ana Lester/Lindsay Harrison	**Verbal Report** (5 min.)
12. **Early Head Start Partnership Report**	Jadine Gonzalez	**Verbal Report** (3 min.)
13. **Board of Directors Representative Report**	Lorena Fernandez	**Verbal Report** (3 min.)
14. **Director's Report (HS/State Child Development)**	Yolanda Gonzales	**Verbal Report** (5 min.)
15. **Policy Council Chairperson/Announcements**	Enrique Salazar	(3 min.)
16. **Adjournment**	Chairperson	

Next meeting is Thursday, July 27th at 5005 Business Park North Suite 130, Board Room
Light dinner at 5:00 p.m., meeting begins at 5:30 p.m.

This is to certify that this agenda notice was posted in the lobby of the CAPK Administration Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00pm, June 22, 2017 Janelle Gonzalez, Program Governance Coordinator.

Community Action Partnership of Kern
Head Start/State Child Development
Role & Responsibility of the
PC Board of Directors Representative

From Article VIII Standing Committees:

SECTION 4. Function of the Board of Directors Representative

Policy Council members will be given the opportunity to nominate and vote for a representative of the Policy Council to be seated on the Board of Directors.

a. The elected Policy Council member will need to be available to attend all monthly Board of Director's meetings to represent the Head Start program.
b. The elected member will meet with the Program Governance Coordinator 5 days prior to the Board meeting to review and prepare for verbal report provided to the Board.
c. In the case the current member is unable to fulfill duties as a Board Representative, the representative position will be re-open for election of a new member at the following Policy Council meeting.

Community Action Partnership of Kern

Head Start/ State Child Development



Head Start / Early Head Start School Readiness Goals 2017-2018

Board of Directors Approval
June 28, 2017

Policy Council Approval
June 29, 2017

SCHOOL READINESS PLAN 2017-2018

HEAD START AND STATE CHILD DEVELOPMENT EDUCATION DIVISION

OVERVIEW

Program staff will support Early Head Start and Head Start in the effort to improve outcomes for children, and to strengthen school readiness for children and families. We will implement this by following Head Start Early Learning Outcomes Framework (HSELOF), Parent, Family and Community Engagement Framework, California's Early Learning Development System, and child data sources from screenings and assessments. The HSELOF foundations written for each of the domains based on research and evidence and enhanced with expert practitioners' suggestions and examples; their purpose is to promote understanding of children's learning and to guide instructional practice. Teachers, administrators, parents, and policymakers will use the HSELOF as a springboard to augment efforts to enable all young children to acquire the competencies that will prepare them for success in school.

Our School Readiness goals are developed by using current data and ongoing child assessments that include the *DRDP 2015, A Developmental Continuum from Early Infancy to Kindergarten Entry,* implemented into the classroom during 2016-2017 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2016-2017), which aggregated all three (3) assessment periods (Fall, Winter & Spring). School Readiness Goals will reflect successful learning across five key areas of learning and development; Approaches to Learning, Social Emotional Development, Language and Literacy, Cognition, and Perceptual Motor and Physical Development.

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Program staff will work in partnership with families to support Parent, Family and Community Engagement Outcomes that supports school readiness goals. The partnership between parents and Head Start/Early Head Start staff is fundamental to children's current and future success in school readiness and beyond.

Our Program and partnerships will continue to research and remain abreast on the most up-to-date information on school readiness for ***Early Head Start, Head Start, and Home-Based option.*** We will individualize plans for each child with input from **Family Services** and our **Local Education Agencies.** The School Readiness Plan will be used to help identify training topics to support professional development. Training will be offered during pre-services and throughout the upcoming program year.

BACKGROUND

Data Aggregation is the key element to ensure good practices when designing or identifying program improvement. Head Start / State Child Care have utilized the following data sources: ChildPlus Net, Developmental Brigance Screening; ASQ-3, ASQ: SE-2, Child Care Results, Desired Results Developmental Profile (2015), CLASS, ECERS, and ITERS.

Recognizing that collaboration is vital for children's success, the following representatives analyzed, planned, reviewed and shared their recommendations for the development of the **Early Head Start & Head Start School Readiness Goals**:

Phase One: April 2017
2017-2018 School Readiness Goals Data Aggregation and Analysis.

Phase Two: May 02, 2017
2017- 2018 Collaborative School Readiness Meeting

Phase Three: May 04, 2017
2017- 2018 School Readiness Goal setting Collaborative Meeting

Phase Four: June 13, 2017
2017-2018 School Readiness Administration Team Review and Feedback

Phase Five: June 28, 2017
2017 – 2018 School Readiness Goals Board of Directors Approval

Phase Six: June 29, 2017
2017 – 2018 School Readiness Goals Policy Council Approval

Phase Seven:
July–November 2017 School Readiness Training and Implementation.

Framework for Effective Practice:
Supporting School Readiness for all Children

Parent, Family and Community Engagement



Head Start Early Learning Outcomes Framework
What Children Learn

▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

Early Head Start/Head Start
2017-2018 School Readiness Goals



Approaches to Learning – Self-Regulation

Goal: Children will exhibit increased skills in the area of approaches to learning, including improved attention.



Social and Emotional Development

Goal: Children will strengthen their skills in the area of social behavior, emotional regulation, and emotional well-being.



Language and Literacy Development

Goal: Children will demonstrate increased communication, language, and emergent literacy skills.



English Language Development

Goal: Children will demonstrate increased communication, language, and emergent literacy skills.



Cognition and General Knowledge (Including Math and Science)

Goal: Children will strengthen their skills in the area of cognition, including Math and Science.



Physical Development-Health

Goal: Children will display improved personal care routines.

Early Head Start

Approaches to Learning-Self-Regulation (ALT-REG):

Approaches to learning focus on how children learn. It refers to the skills and behaviors that children use to engage learning.

Goal: Children will demonstrate improved approaches toward learning, including improved attention skills, self-control and self-comforting.		
Objective: By Spring 2018, infants and toddlers will develop the capacity to pay attention to people, things and the environment. They will develop strategies for regulating feelings and behaviors and develop the capacity to comfort or sooth self.		
Young Infants: 70% will be at the "Responding Later" level or above in Measure ATL-REG 1: Attention Maintenance	**Older Infants:** 80% will be at the "Exploring Earlier" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior	**Toddlers:** 60% will be at the "Exploring Later" level or above in Measure ATL-REG 2: Self-Comforting
Family Engagement Outcome: Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Approaches to Learning in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.	

Effective Teaching Strategies	Effective Family Activities
Caregivers will: • Provide a variety of toys, materials to explore • Play simple games that involve repetition such as peek a' boo • Observe and identify what children's interest are and bring attention to it and minimize loud noises or background music • Stay within close proximity to children and gently separate them if they interact too roughly. Take their hands and show them how to be gentle • Provide peaceful places where children can be alone • Guide and support children through emotional difficulties	**Families will:** • Play simple games such as peek a' boo, etc. • Sing simple songs such as Rock-A-Bye Baby, Pinpon (Spanish), etc. • Introduce a variety of indoor and outdoor items to babies such as rattles, balls, trees, etc. • Keep a consistent routine for example feeding, napping and bath time at the same time • Have available, familiar comfort items for children • Acknowledge self-soothing behavior that children prefer such as patting their back, read a book, sing a song, a pacifier • Be available to comfort them

Head Start

Approaches to Learning-Self-Regulation (ALT-REG):

Approaches to learning focus on how children learn. It refers to the skills and behaviors that children use to engage learning.

Goal: Children will demonstrate improved approaches toward learning, including improved attention skills.	
Objective: By Spring 2018, children will develop the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure ATL-REG 1: Attention Maintenance	**4-year-olds:** 75% will be at the "Building Earlier" level or above in Measure ATL-REG 1: Attention Maintenance
Family Engagement Outcome: Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Approaches Toward Learning in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Make allowances for children's limited capacity to sit and maintain focused attention by planning brief large-group activities and longer periods of self-initiated activities. • Help children to manage complex tasks by breaking them down into simpler steps. • Supply plenty of play materials to increase exploration. • Help children sustain interest and attention while working on tasks by offering suggestions and using effective questioning techniques. • Help children sustain attention to tasks and offer projects for children to do over time. • Encourage children to ask questions to help, keep, and maintain their interest and attention. They will help them refine their questions and support them in finding answers. • Support the children's efforts during challenging tasks by providing specific, positive verbal feedback or will offer physical support while encouraging them to come up with their solutions. • Rotate materials regularly to maintain children's interest and attention. They will provide materials that build on those already familiar to the children from their home that will help support the children's true cultural identity in the classroom that will then contribute to maintaining their attention.	**Families will:** • Help guide their preschoolers in doing explorations to help keep their attention and interest in the world around them such as in an outdoor environment, e.g. going to the park. • Initiate and engage with their children by using Ready Rosie games and activities at home. • Engage their preschoolers with simple board games or 10 piece+ puzzles at home and help encourage them by playing alongside them until they finish the puzzle or game. • Establish distinct boundaries for children at home who need support to focus (e.g., use freestanding cardboard dividers for table activities and colored tape to divide workspace and play space on the floor) and by limiting the number of choices the children are given at one time.

Early Head Start

Social and Emotional Development (SSD):

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

Family Engagement Outcome Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Social Emotional Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	**Effective Family Activities**
Caregivers will: • Place infants within proximity of other children. • Read, sing, and talk in small groups. • Place photos of familiar adults in the classroom. • Create photo albums of children and familiar adults. • Chant songs with child's/children's names • Develop conversation regarding family members during daily activities	**Families will:** • Respond to children when in need • Hold and connect with children through talking, singing and looking at each other • Include children in social interactions with other people • Look together at child's and family members pictures • Play and have fun with children every day

Head Start

Social and Emotional Development (SSD):

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

Family Engagement Outcome Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Social Emotional Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	**Effective Family Activities**
Teachers will: • Guide and coach children's behavior by using a positive and respectful phrasing and tone to prompt problem-solving. • Give brief instructions and reminders. • Model behavior and attitudes that are warm, respectful, and caring. • Label children's displayed emotions such as feelings of upset, sadness, and other emotions. • Prompt and guide desired behavior by suggesting specific, verbal statements or actions that may help another child in distress. • Read and tell stories that include characters who display different emotions, as well as the caring responses of others, i.e. *The Runaway Bunny.* .	**Families will:** • Share stories with your child about what they were like as a child and the ways that you have changed and grown. • Read a story to your children, talk about what the characters might be feeling and why they have the displayed emotions. • Start an individual good-bye ritual with your child (e.g. a hug, kiss or special words followed by a wave at the window) when you leave. A predictable routine is reassuring and makes the transition easier. • Model behavior and attitudes that are warm, respectful, and caring.

Early Head Start

Language and Literacy Development (LLD)

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Goal:

Children will demonstrate improved communication, language, and emergent literacy skills.

Objective:

By Spring 2018, infants and toddlers will engage in back-and-forth communication that develops into increasingly extended conversations.

Young Infants:	**Older Infants:**	**Toddlers:**
70% will be at the "Responding Later" level or above in Measure LLD 4: Reciprocal Communication and Conversation	80% will be at the "Exploring Earlier" level or above in Measure LLD 4: Reciprocal Communication and Conversation	60% will be at the "Exploring Middle" level or above in Measure LLD 4: Reciprocal Communication and Conversation

Family Engagement Outcome Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Language and Literacy in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	**Effective Family Activities**
Caregivers will: • Use self and parallel talk during daily routines • Use simple songs, familiar rhymes, books throughout the day to build on language. • Acknowledge children's attempts to communicate • Allowed children time to respond to increase complex language. • Use clear and simple words to identify objects during in/outdoor activities, routines. • Use repetition/extension strategies for older infants to validate thoughts, actions & vocabulary. • Prompt children in simple conversations by expressing own feelings, thoughts, and ideas to others.	**Families will:** • Read and share stories with your baby • Imitate children's cues and sounds to encourage verbalization. • Talk to your child about things you are doing (I'm preparing your bottle, I'll be right there) • Point to and describe items in the home environment. • Ask simple questions during normal simple routines. (Ex. are you ready for you nap?) • Include children in your daily conversations

Head Start

Language and Literacy Development (LLD):

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Goal:

Children will demonstrate improved communication, language, and emergent literacy skills

Objective:

By Spring 2018, children will show an increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words and show an increasing awareness of the sounds that make up language.

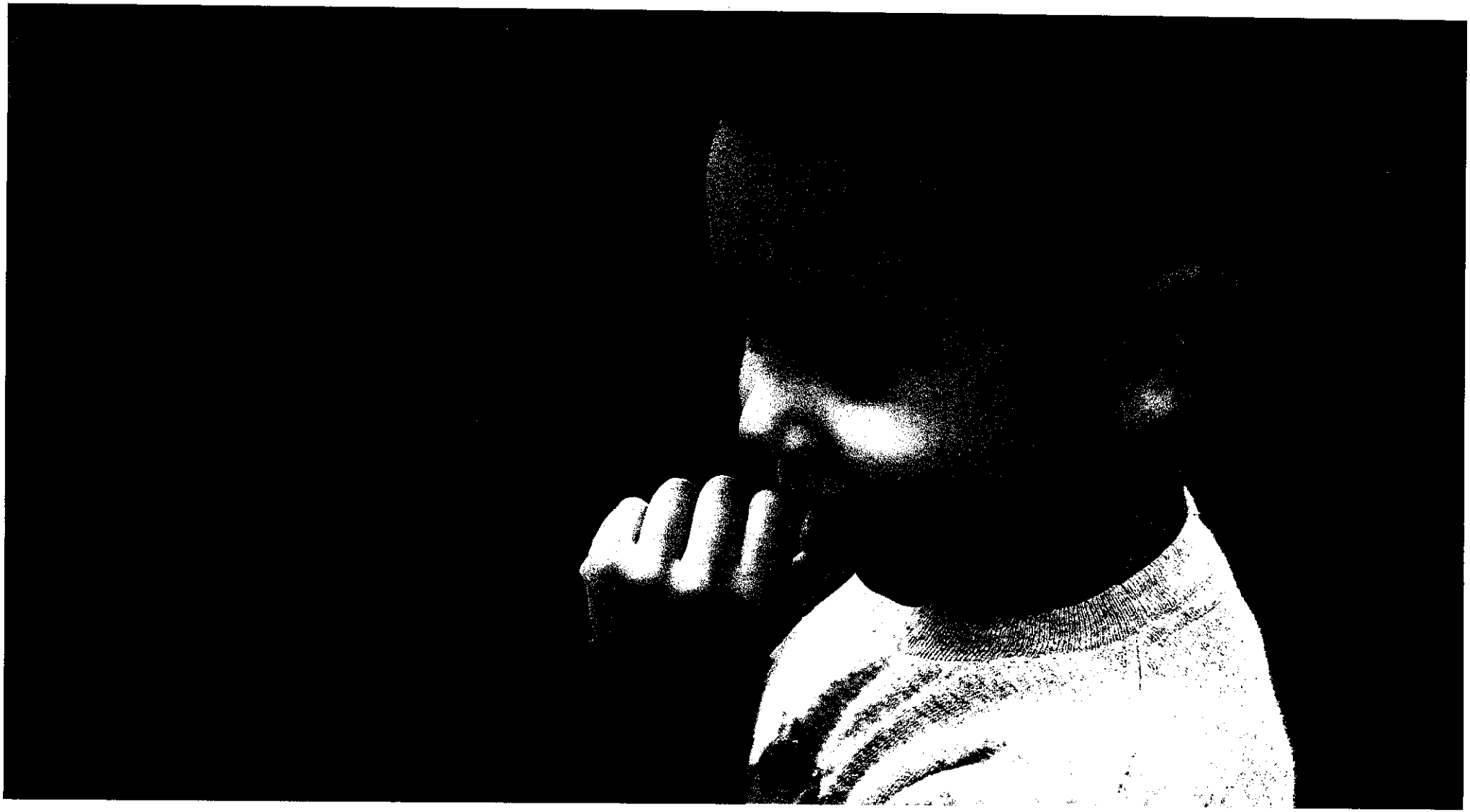
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure LLD 9: Letter and Word Knowledge	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure LLD 8: Phonological Awareness

Family Engagement Outcome Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Language and Literacy in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Sing the alphabet song and integrate with previous knowledge by asking how and why questions. The teacher can classify and compare what sounds the letters make. • Focus on letters as part of meaningful activities throughout the day that are relevant to the children (Ex. You may say, "That word begins with the first letter of your name Ray. It starts with the letter R.) The above could be used as a learning transition activity. • Use labels in the classroom to help the children recognize print in their everyday lives such as numbers, letters, their name, words and familiar logos and signs. • Use a high-level language, back-and-forth exchanges, and asking questions that require more than a one-word response. • Encourage sensory inquiry with the letters of the alphabet. Probe, inspect, and analyze letters of the alphabet in a variety of ways and outlets, including but not limited to salt trays, magnetic letters, felt letters, or by forming letters with their bodies will facilitate opportunities to scaffold, and expand, and prompt the thought process. • Place sentence strips around the room and reference letters and words throughout the day. Teachers can focus on Quality of Feedback, Language modeling, and Concept Development.	**Families will:** • Discuss simple symbols in the environment. (Ex. McDonalds sign, stop signs, etc.) • Discuss items on the shelf at stores. • Sing simple songs and read simple nursery rhymes. • Read and re-read your children's favorite books or books with rhymes in your home language and encourage your child to retell the story. • Provide your children with opportunities to play word games that allow them to identify letters in your home environment such as "I Spy." • Provide your children with opportunities to explore letters and sounds in your home. Point out labels on favorite containers, such as milk cartons, ketchup, cereal, etc. • Expose your children to different types of literature in a long range of topics for them to gain understanding and receive meaning from stories and information from books such as magazines, cereal boxes, and other home items. • Provide your children ample time to use writing materials and space and encourage them to draw and scribble stories.

Community Action Partnership of Kern

Head Start/ State Child Development



Community Action Partnership of Kern

Head Start
English Language Development

Children who are dual language learners (DLLs) need intentional support for the development of their home language as well as for English acquisition.

Goal: Children will show increasing understanding that print in English carries meaning.	
Objective: By Spring 2018, three-year-old children will demonstrate an understanding that English print consists of distinct letters with names in English. By Spring 2018, four-year-old children will identify several English letters and recognizes their name in English print.	
3-year-olds: 75% will be at the "Developing English" level or above in Measure ELD 4: Symbol, Letters, and Print Knowledge In English	**4-year-olds:** 70% will be at the "Building English" level or above in Measure ELD 4: Symbol, Letters, and Print Knowledge In English
Family Engagement Outcome: Families as lifelong learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's English Language Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Engage in conversations with children, using back and forth exchanges • Map your actions and give descriptions of objects, activities or events with language • Use different types of words and grammar while implementing expressive and receptive English • Provide children with written names of objects or actions in all learning areas in the classroom • Engage in activities or objects that are related to children's lives and that connect to the real world • Use books to engage children's participation using open-ended questions and often repeat or extend their responses • Introduce objects that spark conversations and encourage analysis and reasoning • Expose children to daily music activities expanding their vocabulary • Use gestures, movements, and signs using a variety of words	**Families will:** • Read a book to your child and then ask to look at the pictures to tell you her/his favorite part • Print your child's name on a piece of cardboard. Help her glue yarn, beans or pasta over letters. Name each letter of his/her name • Teach your child a song you remember from your childhood. Sing it together and add hand motions. Ask your child to teach you a song from school • Look around your home for items that begin with the first letter of his/her name. Count how many your child can find • Go to story time at the library and check out a new book to read together in English and home language • Review the colors with your child and have him/her point out objects while saying the color • Help your child cut out pictures of animals from old magazines and name each one as you glue them onto a piece of paper in English and home language • Look at old photographs of your family and talk about them. Help your child write the names of family members on a piece of paper



Early Head Start

Cognition, Including Math and Science (COG):

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. From preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

Goal: Children will demonstrate improved general cognitive skills.		
Objective: By Spring 2018, infants and toddlers will develop an understanding of number and quantity.		
Young Infants: 65% will be at the "Responding Later" level or above in Measure COG 3: Number Sense of Quantity	**Older Infants:** 80% will be at the "Exploring Earlier" level or above in Measure COG 3: Number Sense of Quantity	**Toddlers:** 60% will be at the "Exploring Later" level or above in Measure COG 3: Number Sense of Quantity
Family Engagement Outcome Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Cognition in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.	

Effective Teaching Strategies	Effective Family Activities
Caregivers will: • Provide a variety of materials for child to grasp • Provide time for child to explore materials • Sing songs and rhymes that incorporate numbers • Use number words (one, two, or three) to label objects for example "you are playing with two balls" "I am giving you more milk." • Model comparison vocabulary for example, more, less, fewer, least, same as, and equal • Use everyday activities for opportunities to count for example, "I wonder how many children are here today, let's count." • Read stories that include numerals and items to count • Provide opportunities for children to count up to 3 items with one to one correspondence	**Families will:** • Use simple songs, fingerplays, and chants to encourage number sense. • Provide your child with opportunities to explore items in their environment such as plastic cups, plates, lids and other easy to grasp items • Use everyday routines for counting opportunities for example, "one arm, two arms" while helping your child dress. • Incorporate the sign "more" for a specific item served for dinner, for example, if you give your child a carrot on their plate, you can ask "would you like more?" Your child can respond with the-sign for more or the word more • Provide opportunities to count a small quantity of items for example 3 blocks • Develop rituals that include numbers for example "counting our eyes and toes at bath time."



Head Start

Cognition, Including Math and Science (COG):

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. From preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

Goal: Children will demonstrate improved general cognitive skills.	
Objective: By Spring 2018, children will show understanding of how objects move in space or fit in different spaces.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure COG 1: Spatial Relationships	**Four-year-olds:** 80% will be at the "Building Earlier" level or above in Measure COG 1: Spatial Relationships
Family Engagement Outcome Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Cognition in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Encourage children to play with shape puzzles and sorters • Use music and movement to teach spatial awareness, e.g. "You're waving the streamer above your head? Can you make it go behind you? Now wave it beside you." • Use spatial words and point out spatial relationships, e.g. "Can you please put all the markers in the box?" "I see you put the beanbag on your head." • Play games that give specific directions like Simon Says, e.g. "Stand up and stretch your arms to the sky." • Encourage children to fill different spaces, e.g. sand and water tables. • Encourage children to ride or run around objects on the playground. • Encourage children to build towers with blocks.	**Families will:** • Play simple games like Simon Says • Encourage children to work puzzles • Read stories that use position words (e.g., up and down,) • Build geometric vocabulary by using objects, e.g. "A cylinder is like a can. A sphere is like a ball, and a square is like the side of this box." • Encourage children to make three-dimensional shapes with play dough or clay.

Early Head Start

Physical Development-Health (PD-HLTH):

Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to explore fully and function in their environment.

Family Engagement Outcome Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Perceptual Motor and Physical Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	**Effective Family Activities**
Caregivers will: • Provide daily tummy time opportunities • Provide opportunities for movement and active play indoor/ outdoor throughout the day • Provide opportunities to dress/undress dolls and themselves • Read books about safety • Ensure environment is safe and explain cause and effect of dangerous situations • Encourage children to follow adult guidance about basic safety practices	**Families will:** • Provide your baby opportunities to move • Sing interactive songs like the "Elevator Song." • Allow your child to dress him/herself and make it fun • Promote positive health and safety practices by establishing rules for eating in a designated place • Ensure car seat is used when riding in a car • Engage your child in Ready Rosie activities.

Head Start

Physical Development-Health (PD-HLTH):

Perceptual, motor and physical development are foundational to children's learning in all areas because it permits children to explore fully and function in their environment.

Family Engagement Outcome: Families as Lifelong Learners and Educators	**Objective:** By Spring 2018, families will have increased understanding to support their child's Perceptual Motor and Physical Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Will introduce songs or games that require movement of specific body parts, e.g. 'Hokey Pokey.' • Will play games that require the body to start and stop, e.g. 'Freeze Dance.' • Will arrange obstacle courses that require children to change direction quickly. • Will provide activities that require precision and hand-eye coordination, e.g. beading or lacing activities. • Will provide activities that require children to manipulate objects with one hand while stabilizing the objects with the other, e.g. Holds play dough with one hand while cutting it with a wooden knife.	**Families will:** • Can encourage children to button or snap items on clothing themselves. • Can play games as a family, e.g. Hokey Pokey, Freeze Dance, and Simon Says. • Can encourage children to match and roll socks and fold towels. • Can encourage children to use words to identify or describe their body parts while completing personal-care routines. • Can encourage children to help around the house with activities such as putting away their toys, putting away groceries, sorting laundry, or bringing dirty dishes to the sink.

Professional Development Opportunities



Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Teaching and Learning Mentoring-Coaching Support teaching staff to promote effective teaching practices and ensure curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on language and literacy activities for home and school.	Administrator of Education and Support Services Education Coordinators Mentor Coaches Data Analyst Center Directors Teaching Staff Home Base Supervisors and Educators	August 2017 March 2018	Language and Literacy Data Outcomes English Language Development (ELD) Data Outcomes CLASS Data Outcomes ECERS/ITERS Data Outcomes Curriculum Monitoring Tool Curriculum Mentoring Fidelity Tool Teacher Learning and Collaborating Practice Based Coaching DRDP 2015	Creative Curriculum and ELD implementation training Language and Literacy Foundations training Family Partnerships training with Language Literacy focus Teachers Learning and Collaborating HSELOF Training Infant- Toddler Environments CLASS Toddler
Support teaching staff by establishing a year-long professional development plan focused on CLASS, specializing in language and literacy development.	Administrator of Education and Support Services Education Coordinators Mentor- Coaches Data Analyst Center Directors Teaching Staff Home Base Supervisors and Educators	August 2017 July 2018	T/TA Support Plan Practice Based Coaching	Language Modeling and Conversations CLASS Responsiveness to dual language learners

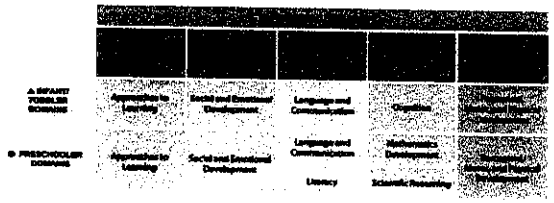
Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Family Engagement Support parents in developing skills, attitudes, and behaviors that support early literacy development at home and school.	Family Engagement and Support Services Manager Family Education Coordinators Program Governance Coordinator Center Directors Family Service Workers Home Base Educators	August 2017	Ready Rosie Data VIP Parent Café Meeting and Regional Parent Committee (RPC)notes Parent Training & Workshops Pre/Post Parent Surveys	Ready Rosie Parent Training Curriculum VIP Parent Cafe Meeting/RPC Meetings focus on early literacy Parents Trainings & Workshops to identify how literacy activities support School Readiness Goals.
Health & Nutrition Support parents by promoting awareness of the importance of on-going hearing, vision, and dental checkups for children to develop sounds and the use of language. Support parents by introducing healthy diverse cultural foods to their children through menus, meals, activities, and literature. Encourage children to taste various texture foods and to learn words that describe what they are and how they taste.	CAS- Health Family Service Workers Center Directors Teaching Staff CAS-Nutrition Central Kitchen Staff Family Service Workers Center Directors Teaching Staff	August 2017 August 2017 Quarterly Meetings	Hearing, Vision and Dental ChildPlus Data VIP Parent Café Meeting/training sign in/out forms Parent Handbook Reminder Letters Nutritional Experiences Nutritional Advisory Committee Meetings VIP Parent Café Meeting Presentations Supporting Special Diets	VIP Parent Café Meeting handouts CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups CHDP Provider List Dental Roster Nutrition Books Nutrition Pamphlets Nutrition Posters

Objectives	Persons Responsible	Timeliness	Supporting Documentation	Action Steps Training and Resources
Disabilities & Wellness Support parents and teaching staff by training and implementing the Screening Ages and Stages Questionnaires (*ASQ-3 & ASQ: SE-2*) to help identify children at risk for developmental/language delay which should be referred for further assessments by LEA. ASQ-3 & *ASQ: SE-2* will be used to identify children who do not meet the referral criteria, but scores are in the monitor areas of the ASQ-3 & *ASQ: SE-2*. Family Wellness will strengthen relationships between teacher and parent by implementing strategies to enhance/support social and emotional development for children with challenging behaviors.	Disabilities Specialists Family Service Workers Center Directors Teaching Staff CAS-Family Wellness Family Service Workers Center Directors Teaching Staff	August 2017 August 2017- July 2018	ASQ-3 Questionnaire Implement Teaching Pyramid ASQ-: SE-2 Questionnaire My Teacher Wants to Know Teacher Support Planning Sheet Family Wellness Screening	ASQ-3 & ASQ:SE-2 Trainings Onsite Teacher Support VIP Parent Café-Meeting ASQs Presentations Intra-agency Referral Daily Routine Wellness Survival Kit implementation
Data Analysis Data Analyst will support the Education Program Goals by providing detailed, aggregated DRDP reports at the Domain and Measure level. In addition to current support methods, the Data Analyst will provide ELD specific program reports, as well as IEP/IFSP DRDP program reports three times per year.	Data Analyst	December 2017 March 2018 May 2018	Child reports Group reports Administration reports Learning Genie	Export child information from ChildPlus Upload enrollments into DRDP tech Download DRDPtech child, group and administration report Export raw DRDP results from tech for DRDP measure-level admin reports

Resources:	Data Aggregation:
• Head Start Early Learning Outcomes Framework • California Infant/Toddler Learning & Development Foundations • California Infant/Toddler Curriculum Framework • California Preschool Curriculum Framework • California Preschool Learning Foundations • Parent, Family and Community Engagement Framework • Early Head Start/Head Start School Readiness Goals	• DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry • CLASS • ITERS/ECERS • HOVRS

Professional Development:		
Training Opportunities	**Onsite Coaching Opportunities**	**Printed Materials**
• California's Early Learning Development Systems. • DRDP (2015) • CLASS • ITERS/ECERS • Creative Curriculum Systems and Fidelity • Partners for Healthy Babies • Program for Infant/Toddlers Care	• Educational Webinars • Practice Based Coaching • CLASS • ITERS/ECERS • Teachers Learning and Collaborating	• Management Bulletins • School Readiness Goals • School Readiness Timelines • CLASS tips







The following representatives analyzed, planned, reviewed and shared their recommendations for the development of the Early Head Start & Head Start School Readiness Goals:

Administration Team for Head Start and State Child Development Division:
Director: Yolanda Gonzales **Assistant Director:** Pam Pritchard **Program Design, and Management Administrator:** Jerry Meade **Administrator of Education and Support Services:** Leslie Mitchell **Fiscal Administrator:** Donna Holland

Data Analyst
Chase Rangel

Early Childhood Education Specialist/CA ECES Coordinator, California TTA Center, a member of OHS TTA System
Stacey Vierra

Family Services Team:
Family Engagement and Support Services Manager: Patty Hinojosa **Governance Coordinator:** Janelle Gonzalez **Family Education Coordinators:** Pamala Roberts, Angela Adams, Priscilla Hicks, Leah Green

Program Managers:
Letisha Brooks, Krissie Leach, Elizabeth Williams, MaryAnn Mooney

Education Team:
Education Coordinators: Tracey Wheat, Carolyn Coffey, **Mentor Coaches:** Melissa DeWitt, Precious Jenkins, Regina Hines, Tomasa Jara, Alicia Gamino, Rosita Curry, Rachel Leckkirk, Teresa Lara, Amanda Espitia, Debbie Connolly **Home Based Supervisors:** Mary J. Lopez, Virginia Sierra

Health Coordinator and Content Area Specialists: Disabilities, Nutrition, Health, Wellness
Health Coordinator: Rayjean Stone, **Content Area Specialists-Health:** Virginia Layland, Laura Gonzalez, Paulino Cruz, **Content Area Specialists-Disabilities:** Delores Patricio, Shirley Park, Susie Martinez, Maria Guadian, **Content Area Specialists-Wellness:** Andralette Wilson, Joni Barlow, Edna Quinones, **Content Area Specialists-Nutrition:** Lupe Villasana, Desiree Jackson, Roxanne Harris, Janey Felsoci

Community Action Partnership of Kern- San Joaquin Early Head Start Child Development Division
San Joaquin Program Administrator: Gloria Barbero **Education Manager- Disabilities:** Estella Benavides **Parent Engagement Specialist/Home Based Supervisor:** Rashi Strother

Policy Council School Readiness Sub-Committee
Chair Person: Christina Bates (Willow) **Policy Council Members:** Erica Freehoffer (Stockton) Lachelle Calvillo (Alberta Dillard) Jadine Gonzalez (Bakersfield College)

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Head Start Policy Council

From: Jerry Meade, Program Design and Management Administrator

Date: June 29, 2017

Subject: Early Head Start Child Care Partnerships Refunding Application – Action Item

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The Head Start and State Child Development Division is requesting approval to submit the Year 3 application for continued funding from September 1, 2017 through August 31, 2018 for the Early Head Start Child Care Partnership Grant# 09HP0036. There are no changes to the program's service delivery options for this grant at this time. We will continue to provide services in partnership with the three program in which we are under contract. The funding will include $684,096 in base funds and $16,800 in Training and Technical Assistance funds (see attachment for more detail). This grant will continue to support 56 children.

Recommendation

Staff recommends the Head Start Policy Council approve the funding request for the Early Head Start Child Care Partnership Refunding Application for 2017-18.

Attachment: Funding by Major Category

COMMUNITY ACTION PARTNERSHIP OF KERN

EARLY HEAD START CHILD CARE PARTNERSHIPS
2017-2018 BUDGET

BUDGETED EXPENDITURES - BASE	2016-2017	2017-2018	VARIANCE increase (decrease)	
PERSONNEL	122,245	119,163	(3,082)	Adjusted hourly rates to reflect actual rates of pay; updated allocated positions; increased (1) FSW to full-year
FRINGE BENEFITS	28,705	31,926	3,221	Adjusted costs based on historical expense and changes made to Personnel
SUPPLIES	1,650	1,000	(650)	Moved copy machine leases to Other; increased supplies from $400 to $1,000
CONTRACTUAL	459,322	457,308	(2,014)	Adjusted numbers of children per partner to reflect current contracts; added software support/maintenance
OTHER				
Occupancy				Adjusted costs based on historical expense; added reimbursement for governance (parents); added copy machine leases
Direct child & family services				
Staff local travel				
Office equipment lease/repair/maintenance	9,990	12,515	2,525	
INDIRECT COSTS	62,184	62,184	0	No change
TOTAL BASE	**684,096**	**684,096**	**0**	

BUDGETED EXPENDITURES - TRAINING & TECHNICAL ASSISTANCE			
TRAVEL	5,294	5,294	0
SUPPLIES	3,506	3,506	0
OTHER			
Staff development costs; consultant fees	6,473	6,473	0
INDIRECT COSTS (10%)	1,527	1,527	0
TOTAL T&TA	**16,800**	**16,800**	**0**
NON-FEDERAL SHARE[1]	**175,224**	**175,224**	**0**
ESTIMATED ADMINISTRATIVE COST RATE	**8.4%**		

[1]The Head Start Act requires non-federal matching funds equal to 20% of total funding. The non-federal portion of subsidies supporting children enrolled in the Partnership program will be used toward non-federal share. The remainder will be provided by volunteers and other contributors.

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Head Start Early Head Start Policy Council

From: Jerry Meade, Program Design and Management Administrator
Subject: Head Start Duration ~ Carryover of Unobligated Balances
Date: June 29, 2017

On November 28, 2016 CAPK received a Notice of Award from the Department of Health and Human Services (09CH9142-03-02) for the Head Start / State Child Development Division for Duration funding in the amount of $723,019.00. These funds will, in part, add dollars to our base funding ongoing; as well as, provide one-time start-up funding for the projects identified in the grant application.

The additional base funding will support a third staff member (Assistant Teacher) in classrooms that will now operate 1020 hours annually; as well as, start-up funds to supported the acquisition of our new facility in Wasco and an additional classroom in Taft. Both of these centers are currently being renovated. We did not fully obligating the start-up funds in the 2016-2017 funding year, and are requesting to carryover these funds into the 2017-2018 funding year. The carryover request will consist of the following:

- **Head Start Duration Start-Up Funds ~ $531,952**
  Staff are currently in the process of negotiating the contractor to oversee the renovations at the new facility with two classrooms in Wasco. Renovations are under way at the new classroom in Taft. The carried over start-up funds will be used to complete the renovations and prepare these new classrooms as approved in the notice of award.

Recommendation:

Staff recommends the Head Start Policy Council approve the carryover of unobligated balances from the Head Start Duration funding award 09CH9142-03-02 from the 2016 funding year to the 2017 funding year.

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Head Start Policy Council

From: Jerry Meade, Program Design and Management Administrator

Date: June 29, 2017

Subject: Head Start/Early Head Start Cost-of-Living Adjustment (COLA) Application – Action Item

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The Consolidated Appropriations Act of 2017, includes increased funding or approximately $85 million for programs under the Head Start Act for Fiscal Year (FY) 2017. A portion of this funding increase provides cost-of-living adjustment (COLA) of 1.0% to assist grantees in increasing staff salaries/fringe benefits and offsetting higher operating costs.

CAPK will submit three funding applications to the Office of Head Start prior to June 30, 2017. The three applications will request the following funding amounts:

- Head Start/Early Head Start Kern ~ $232,303
- Early Head Start Child Care Partnership ~ $6,841
- Early Head Start San Joaquin ~ $49,963

In total, this funding opportunity will provide an additional $289,107 across all of CAPK's HS/EHS grants. The funds will be used to increase pay scales by at least 1.0% across HS/EHS positions.

Recommendation

Staff recommends the Head Start Policy Council approve the Head Start/Early Head Start Cost-of-Living Adjustment (COLA) funding applications.

COMMUNITY ACTION PARTNERSHIP OF KERN

MEMORANDUM

To: Head Start Policy Council

From: Jerry Meade, Program Design and Management Administrator

Date: June 29, 2017

Subject: Summary of changes to the 2017-2018 Recruitment and Selection Plan- Action Item

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Head Start Performance Standards require that each program revise the Recruitment and Selection Plan annually. This process requires a committee of staff, parents and community partners, when possible, to come together to review our current plan, make recommendations, and vote on proposed implementations and provide feedback on the revisions once discussed.

The 2017-2018 Recruitment and Selection Plan was revised in March 2017. Upon the review of the new Head Start Performance Standards, the RSP Committee implemented the following changes:

- Updated all regulatory and performance standard citations and references
- Revised categories of eligibility to align with new standards
- Included the Full Day Part Year option to point sheet
- Added additional points for children with and IEP/IFSP to point sheet
- Added additional points for children age eligible for Transitional Kindergarten to point sheet
- Revised definition of Teen Parent
- Omitted "current rent receipt" option for residential verification and replaced with Department of Human Services Documentation.
- Increased point value for categories of priority, Homeless, Foster, and Income/Public Assistance Eligible
- Removed Transitioning points from a priority to other factors and decrease the point value.
- Revised Income Eligible category to read "Income/Public Assistance eligible"
- Removed criteria points that were specific to a unique community within our service area.
- Transitioning priority was replaced by Income/Public Assistance Eligible

The process for selection remains unchanged. The point system in which the agency has identified as an effective process that ensures Head Start meets the needs of the neediest families in our community remains intact.

The Selection Criteria Verification Form, known as the "point sheet" which is used to place the applicant child on the waitlist to be selected in accordance with priority points was updated to support the above-mentioned changes.

Recommendation

Staff recommends the Head Start Policy Council approve the 2017-2018 Recruitment and Selection Plan with the adjustments identified above to the Selection Criteria Verification Form.

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Donna Holland, Fiscal Administrator

Subject: Kern Head Start and Early Head Start
Budget to Actual Report for the Period Ended May 31, 2017

Date: June 29, 2017

The following are highlights of the Head Start/Early Head Start Budget to Actual Report for the period March 1, 2017 through May 31, 2017.

Base Funds

- Early Head Start **Personnel** and **Fringe Benefits** costs are partially offset by revenues from the California Department of Education General Child Care (CCTR) program. Revenues have been higher than average over the last three months, thereby decreasing the share of cost to EHS.
- **Contractual** expenditures are incurred at intervals throughout the year, rather than monthly;
- **Supplies** are purchased at intervals throughout the year, rather than monthly.

Training & Technical Assistance Funds

- CAPK Head Start was one of a few grantees invited by Office of Head Start Region IX to participate in trainings designed to provide strategies for working with difficult behaviors in the classroom. Approximately $6,700 of the Head Start **Travel** expense was for this purpose.
- Additional funds to supplement Head Start training expenses in the **Other** category are budgeted in the base grant.
- **Contractual** expenditures are incurred at intervals throughout the year, rather than monthly.

Duration Grant

CAPK will submit its request to carry over prior-year funds that were not obligated by February 28, 2017 once the final financial report has been transmitted to Office of Head Start. This amount is estimated to be $505,783, and will be used for the purpose of start-up activities (e.g., supplies, maintenance and repair for three additional classrooms; playground shade and surface at two new locations).

Non-Federal Share

With 25% of the budget period elapsed, total Non-Federal Share (the sum of California Department of Education funding and in-kind) is at 40% of budget.

- California Department of Education
  Actual and estimated non-federal revenues through April 2017 are at 45% of budget.

- In-Kind
  Year-to-date in-kind is at 36% of budget.

The five centers with the highest percentage of goal met were Sunrise Villa, Heritage Park, Fairfax, Roosevelt, and Faith. Of 45 centers and groups, 40 met or exceeded 25% of goal.

Community Actio tnership of Kern
Head Start and Early Head Start - Kern
Budget to Actual Report
Budget Period: March 1, 2017 - February 28, 2018
Report Period: March 1, 2017 - May 31, 2017
Month 3 of 12 (25%)

Prepared 06/12/2017

	HEAD START					EARLY HEAD START				
BASE FUNDS	**BUDGET**	**ACTUAL**	**REMAINING**	**% SPENT**	**% REMAINING**	**BUDGET**	**ACTUAL**	**REMAINING**	**% SPENT**	**% REMAINING**
PERSONNEL	9,995,228	2,627,873	7,367,355	26%	74%	2,127,767	385,852	1,741,915	18%	82%
FRINGE BENEFITS	2,992,014	790,516	2,201,498	26%	74%	638,330	130,832	507,498	20%	80%
TRAVEL	0	0	0			0	0	0		
EQUIPMENT	0	0	0			0	0	0		
SUPPLIES	1,026,270	277,119	749,151	27%	73%	376,583	37,888	338,695	10%	90%
CONTRACTUAL	47,110	18,383	28,727	39%	61%	23,390	2,102	21,288	9%	91%
CONSTRUCTION	0	0	0			0	0	0		
OTHER	3,523,700	751,726	2,771,974	21%	79%	429,129	102,851	326,278	24%	76%
INDIRECT	1,696,014	431,309	1,264,705	25%	75%	354,795	64,645	290,150	18%	82%
TOTAL BASE FUNDING	**19,280,336**	**4,896,925**	**14,383,411**	**25%**	**75%**	**3,949,994**	**724,170**	**3,225,824**	**18%**	**82%**
TRAINING & TECHNICAL ASSISTANCE										
TRAVEL	19,322	23,655	(4,333)	122%	-22%	39,954	6,665	33,289	17%	83%
SUPPLIES	20,812	5,105	15,707	25%	75%	9,981	1,393	8,588	14%	86%
CONTRACTUAL	18,485	0	18,485	0%	100%	15,689	3,825	11,864	24%	76%
OTHER	73,517	40,807	32,710	56%	44%	22,561	8,368	14,193	37%	63%
INDIRECT	13,214	6,943	6,271	53%	47%	8,819	2,023	6,796	23%	77%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**145,350**	**76,511**	**68,839**	**53%**	**47%**	**97,004**	**22,274**	**74,730**	**23%**	**77%**
DURATION GRANT CARRYOVER (FORMERLY "START-UP") pending Federal approval										
EQUIPMENT	0	0	0							
SUPPLIES	0	0	0							
OTHER	0	0	0							
INDIRECT	0	0	0							
TOTAL TRAINING & TECHNICAL ASSISTANCE	**0**	**0**	**0**							
GRAND TOTAL HS/EHS FEDERAL FUNDS	**19,425,686**	**4,973,436**	**14,452,250**	**26%**	**74%**	**4,046,998**	**746,443**	**3,300,555**	**18%**	**82%**

HEAD START and EARLY HEAD START KERN NON-FEDERAL SHARE

SOURCE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
CALIF DEPT OF ED	2,818,027	1,261,494	1,556,533	45%	55%
IN-KIND	3,050,144	1,099,228	1,950,916	36%	64%
TOTAL NON-FEDERAL	**5,868,171**	**2,360,722**	**3,507,449**	**40%**	**60%**

Centralized Administrative Cost	6.2%
Program Administrative Cost	2.7%
Total Administrative Cost	**9.0%**

Budget reflects the projected annual funding level in Fiscal Year 2017 (Notice of Award #09CH9142-04-00)
Actual expenditures include posted expenditures and estimated adjustments through 05/31/2017.

Agency-Wide Credit Card Report

	CURRENT	1 TO 30	31 TO 60	61 TO 90	OVER 90
Bank of America	11,829				
Lowe's	1,011	553			
Save Mart	1,997	186			
Smart & Final	279				
Chevron & Texaco Business Card	6,345				
Home Depot	7,820	2,282			
	29,282	**3,021**	**0**	**0**	**0**

CREDITS	TOTAL	STATEMENT DATE
	11,829	5/21/2017
	1,564	5/25/2017
	2,183	5/28/2017
	279	5/31/2017
	6,345	6/5/2017
	10,103	6/5/2017
0	**32,303**	

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Donna Holland, Fiscal Administrator

Subject: San Joaquin Early Head Start

Budget to Actual Report for the Period Ended May 31, 2017

Date: June 29, 2017

The following are highlights of the San Joaquin Early Head Start Budget to Actual Report for the period February 1, 2017 through May 31, 2017.

Base Funds

Expenditures in most categories are on track for this point in the budget period.

- Costs of **Travel** associated with monthly support are less than budgeted at this point in the budget period.
- Purchases of **Supplies** are as needed and typically not made evenly throughout the year.

Training & Technical Assistance Funds

Overall expenditures are less than the percentage of the budget period elapsed.

- Costs of **Travel** include the expenses of providing transportation to Bakersfield and lodging for 56 San Joaquin staff attending the CAPK Staff Development Day.
- Purchases of **Supplies** are as needed and typically not made evenly throughout the year.
- Costs of **Contractual** services are planned for later in the year.
- Expenses in the **Other** category include the cost of the venue for training that was provided to San Joaquin staff on the day following the CAPK Staff Development Day.

Non-Federal Share

With 33% of the budget period elapsed, total Non-Federal Share is at 27% of budget. This is a significant improvement over the in-kind numbers recorded since the prior months of operating the San Joaquin grant, and is the direct result of the commitment of San Joaquin staff to seeking community resources and supporting parent volunteers.

Community Action Partnership of Kern
Early Head Start - San Joaquin County
Budget to Actual Report

Budget Period: February 1, 2017 - January 31, 2018

Report Period: February 1, 2017 - May 31, 2017

Month 4 of 12 (33%)

Prepared 06/12/2017

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	3,065,456	835,491	2,229,965	27%	73%
FRINGE BENEFITS	762,444	229,551	532,893	30%	70%
TRAVEL	20,232	4,128	16,104	20%	80%
EQUIPMENT	0	0	0		
SUPPLIES	142,025	78,240	63,785	55%	45%
CONTRACTUAL	5,000	1,156	3,844	23%	77%
CONSTRUCTION	0	0	0		
OTHER	524,403	203,224	321,179	39%	61%
INDIRECT	476,784	127,574	349,210	27%	73%
TOTAL	**4,996,344**	**1,479,364**	**3,516,980**	**30%**	**70%**

TRAINING & TECHNICAL ASSISTANCE FUNDS					
TRAVEL	14,475	6,994	7,481	48%	52%
SUPPLIES	16,404	2,075	14,329	13%	87%
CONTRACTUAL	19,823	0	19,823	0%	100%
OTHER	23,005	10,931	12,074	48%	52%
INDIRECT	8,190	2,000	6,190	24%	76%
TOTAL	**81,897**	**21,999**	**59,898**	**27%**	**73%**

GRAND TOTAL EHS FEDERAL FUNDS	5,078,241	1,501,364	3,576,877	30%	70%

NON-FEDERAL SHARE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	1,269,560	339,123	930,437	27%	73%
TOTAL NON-FEDERAL FUNDS	**1,269,560**	**339,123**	**930,437**	**27%**	**73%**

Centralized Administrative Cost	7.0%
Program Administrative Cost	1.5%
Total Administrative Cost	**8.6%**

Budget reflects the projected annual funding level in Fiscal Year 2017 (Notice of Award #09CH010071-03-01)

Actual expenditures include posted expenditures and estimated adjustments through 05/31/2017

Community Action Partnership of Kern
San Joaquin Early Head Start
Non-Federal Share and In-Kind
Budget Period: February 1, 2017 through January 31, 2018
Report for period ending May 2017 (Month 4 of 12)

Percent of year elapsed: 33%

LOCATION	FUNDED ENROLL-MENT	Feb	March	April	May	YTD Totals	IN-KIND GOAL	% OF GOAL MET
4th Street	24	8,398	8,489	7,164	6,949	31,001	129,630	24%
California Street	24	11,719	12,634	8,450	8,196	40,998	129,630	32%
Chrisman	30	8,771	9,937	11,674	11,324	41,705	162,038	26%
Home Base - Lodi	35	6,975	8,762	8,848	8,582	33,167	94,522	35%
Home Base - Manteca	12	3,607	3,791	4,677	4,537	16,611	32,408	51%
Home Base - Stockton	90	13,421	16,503	18,682	18,122	66,728	243,056	27%
Home Base - Tracy	12	2,053	2,522	2,553	2,476	9,604	32,408	30%
Kennedy	16	1,654	924	705	684	3,968	43,210	9%
Lodi UCC	30	5,167	4,343	4,417	4,284	18,211	162,038	11%
St. Mary's	16	2,627	4,100	6,543	6,295	19,567	86,420	23%
Walnut	24	2,084	11,779	7,270	7,052	28,184	129,630	22%
Administrative Services		0	0	0	0	0	0	
Program Services		80	0	75	29,002	29,156	21,858	133%
Policy Council		199	25	0	0	224	2,713	8%
SUBTOTAL IN-KIND	**313**	**66,752**	**83,810**	**81,058**	**107,504**	**339,123**	**1,269,560**	**27%**

COMMUNITY ACTION PARTNERSHIP OF KERN
MEMORANDUM

To: Policy Council

From: Donna Holland, Fiscal Administrator

Subject: Early Head Start Child Care Partnerships
Budget to Actual Report for the Period Ended May 31, 2017

Date: June 29, 2017

The following are highlights of the Early Head Start Child Care Partnerships Budget to Actual Report for the period September 1, 2016 through May 31, 2017.

Base Funds

Personnel and Fringe Benefits costs are slightly high at nine months into the budget period. In March 2017, staff conducted a review of costs allocated to the grant, and updated its roster of employees who materially support the objectives of the EHS Child Care Partnership. This has resulted in more reasonable cost with no negative effects on the program and its services. With one temporary staff vacancy, it is now estimated that costs will be under budget by $1,435 at year-end (August 31, 2017).

Costs of classroom and curriculum **Supplies** are in excess of budget by $4,482.

Staff estimate that costs in the **Contractual** category will be under budget by $19,106 at year-end. This is due to temporary under-enrollment of children, and the resulting decreased payment to contractors providing the child care services.

At this time, staff estimate that costs in the **Other** category may be under budget by $1,171 at year-end.

Total base costs overall are slightly under budget.

Carryover Funds

CAPK staff are working with its child care partners to expend the carryover funds for playground improvements, additional classroom and curriculum supplies, building maintenance and repair.

Training & Technical Assistance (T&TA)

Overall expenditures are under 79% of budget; staff expect to fully expend these funds by year-end.

Non-Federal Share

With 75% of the year elapsed, total Non-Federal Share is at 70%.

Community Action Partnership of Kern
Early Head Start - Child Care Partnerships
Budget to Actual Report
Budget Period: September 1, 2016 - August 31, 2017
Report Period: September 1, 2016 - May 31, 2017
Month 9 of 12 (75%)

Prepared 06/12/2017

BASE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	122,245	99,781	22,464	82%	18%
FRINGE BENEFITS	28,705	23,315	5,390	81%	19%
TRAVEL	0	0	0		
EQUIPMENT	0	0	0		
SUPPLIES	1,650	6,132	(4,482)	372%	-272%
CONTRACTUAL	459,322	320,545	138,777	70%	30%
CONSTRUCTION	0	0	0		
OTHER	9,990	6,749	3,241	68%	32%
INDIRECT	62,184	45,621	16,563	73%	27%
TOTAL BASE FUNDING	**684,096**	**502,142**	**181,954**	**73%**	**27%**

CARRYOVER FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
PERSONNEL	0	0	0		
FRINGE BENEFITS	0	0	0		
TRAVEL	0	0	0		
EQUIPMENT	115,000	0	115,000	0%	100%
SUPPLIES	83,333	49,455	33,878	59%	41%
CONTRACTUAL	0	0	0		
CONSTRUCTION	0	0	0		
OTHER	100,000	0	100,000	0%	100%
INDIRECT	16,667	4,945	11,722	30%	70%
TOTAL CARRYOVER FUNDING	**315,000**	**54,400**	**260,600**	**17%**	**83%**

TRAINING & TECHNICAL ASSISTANCE FUNDS	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
TRAVEL	5,294	7,889	(2,595)	149%	-49%
SUPPLIES	16,233	434	15,799	3%	97%
CONTRACTUAL	0	0	0		
OTHER	38,000	37,444	556	99%	1%
INDIRECT	4,273	4,577	(304)	107%	-7%
TOTAL TRAINING & TECHNICAL ASSISTANCE	**63,800**	**50,344**	**13,456**	**79%**	**21%**

GRAND TOTAL FEDERAL FUNDS	**1,062,896**	**606,887**	**456,009**	**57%**	**43%**

NON-FEDERAL SHARE	BUDGET	ACTUAL	REMAINING	% SPENT	% REMAINING
IN-KIND	175,224	123,364	51,860	70%	30%
TOTAL NON-FEDERAL FUNDS	**175,224**	**123,364**	**51,860**	**70%**	**30%**

Centralized Administrative Cost	7.6%
Program Administrative Cost	1.2%
Total Administrative Cost	**8.7%**

Budget reflects Notice of Award #09HP0036-02-01.
Actual expenditures include posted expenditures and estimated adjustments through 05/31/2017.

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT LOCAL TRAVEL & CHILD CARE
2017-2018

KERN HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2017	$ 9,688.00	$ 544.82	$ 544.82	$ 9,143.18	8%	6%
APRIL 2017	$ 9,143.18	$ 925.24	$ 1,470.06	$ 8,217.94	17%	15%
MAY 2017	$ 8,217.94	$ 522.51	$ 1,992.57	$ 7,695.43	25%	21%
JUNE 2017	$ 7,695.43		$ 1,992.57	$ 7,695.43	33%	
JULY 2017	$ 7,695.43		$ 1,992.57	$ 7,695.43	42%	
AUGUST 2017	$ 7,695.43		$ 1,992.57	$ 7,695.43	50%	
SEPTEMBER 2017	$ 7,695.43		$ 1,992.57	$ 7,695.43	58%	
OCTOBER 2017	$ 7,695.43		$ 1,992.57	$ 7,695.43	67%	
NOVEMBER 2017	$ 7,695.43		$ 1,992.57	$ 7,695.43	75%	
DECEMBER 2017	$ 7,695.43		$ 1,992.57	$ 7,695.43	83%	
JANUARY 2018	$ 7,695.43		$ 1,992.57	$ 7,695.43	92%	
FEBRUARY 2018	$ 7,695.43		$ 1,992.57	$ 7,695.43	100%	

KERN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2017	$ 1,162.00	$ 88.67	$ 88.67	$ 1,073.33	8%	8%
APRIL 2017	$ 1,073.33	$ 149.15	$ 237.82	$ 924.18	17%	20%
MAY 2017	$ 924.18	$ 85.02	$ 322.84	$ 839.16	25%	28%
JUNE 2017	$ 839.16		$ 322.84	$ 839.16	33%	
JULY 2017	$ 839.16		$ 322.84	$ 839.16	42%	
AUGUST 2017	$ 839.16		$ 322.84	$ 839.16	50%	
SEPTEMBER 2017	$ 839.16		$ 322.84	$ 839.16	58%	
OCTOBER 2017	$ 839.16		$ 322.84	$ 839.16	67%	
NOVEMBER 2017	$ 839.16		$ 322.84	$ 839.16	75%	
DECEMBER 2017	$ 839.16		$ 322.84	$ 839.16	83%	
JANUARY 2018	$ 839.16		$ 322.84	$ 839.16	92%	
FEBRUARY 2018	$ 839.16		$ 322.84	$ 839.16	100%	

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT LOCAL TRAVEL & CHILD CARE
2017-2018

SAN JOAQUIN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
FEBRUARY 2017	$ 500.00	$ 6.96	$ 6.96	$ 493.04	8%	1%
MARCH 2017	$ 493.04	$ -	$ 6.96	$ 493.04	17%	1%
APRIL 2017	$ 493.04	$ 10.70	$ 17.66	$ 482.34	25%	4%
MAY 2017	$ 482.34	$ -	$ 17.66	$ 482.34	33%	4%
JUNE 2017	$ 482.34		$ 17.66	$ 482.34	42%	
JULY 2017	$ 482.34		$ 17.66	$ 482.34	50%	
AUGUST 2017	$ 482.34		$ 17.66	$ 482.34	58%	
SEPTEMBER 2017	$ 482.34		$ 17.66	$ 482.34	67%	
OCTOBER 2017	$ 482.34		$ 17.66	$ 482.34	75%	
NOVEMBER 2017	$ 482.34		$ 17.66	$ 482.34	83%	
DECEMBER 2017	$ 482.34		$ 17.66	$ 482.34	92%	
JANUARY 2018	$ 482.34		$ 17.66	$ 482.34	100%	

EARLY HEAD START CHILD CARE PARTNERSHIPS

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
SEPTEMBER 2016	$ -	$ 6.48	$ 6.48	$ (6.48)	8%	1%
OCTOBER 2016	$ (6.48)	$ 102.42	$ 108.90	$ (108.90)	17%	22%
NOVEMBER 2016	$ (108.90)	$ -	$ 108.90	$ (108.90)	25%	22%
DECEMBER 2016	$ (108.90)	$ -	$ 108.90	$ (108.90)	33%	22%
JANUARY 2017	$ (108.90)	$ 37.03	$ 145.93	$ (145.93)	42%	29%
FEBRUARY 2017	$ (145.93)	$ 20.19	$ 166.12	$ (166.12)	50%	33%
MARCH 2017	$ (166.12)	$ -	$ 166.12	$ (166.12)	58%	33%
APRIL 2017	$ (166.12)	$ -	$ 166.12	$ (166.12)	67%	33%
MAY 2017	$ (166.12)	$ 60.58	$ 226.70	$ (226.70)	75%	45%
JUNE 2017	$ (226.70)		$ 226.70	$ (226.70)	83%	
JULY 2017	$ (226.70)		$ 226.70	$ (226.70)	92%	
AUGUST 2017	$ (226.70)		$ 226.70	$ (226.70)	100%	

Prepared by Donna Holland
June 15, 2017

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES LOCALES DE LOS PADRES y CUIDADO DE NINOS
2017-2018

KERN HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2017	$ 9,688.00	$ 544.82	$ 544.82	$ 9,143.18	8%	6%
ABRIL DEL 2017	$ 9,143.18	$ 925.24	$ 1,470.06	$ 8,217.94	17%	15%
MAYO DEL 2017	$ 8,217.94	$ 522.51	$ 1,992.57	$ 7,695.43	25%	21%
JUNIO DEL 2017	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	33%	
JULIO DEL 2017	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	42%	
AGOSTO DEL 2017	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	50%	
SEPTIEMBRE DEL 2017	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	58%	
OCTUBRE DEL 2017	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	67%	
NOVIEMBRE DEL 2017	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	75%	
DICIEMBRE DEL 2017	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	83%	
ENERO DEL 2018	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	92%	
FEBRERO DEL 2018	$ 7,695.43	$ -	$ 1,992.57	$ 7,695.43	100%	

KERN EARLY HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2017	$ 1,162.00	$ 88.67	$ 88.67	$ 1,073.33	8%	8%
ABRIL DEL 2017	$ 1,073.33	$ 149.15	$ 237.82	$ 924.18	17%	20%
MAYO DEL 2017	$ 924.18	$ 85.02	$ 322.84	$ 839.16	25%	28%
JUNIO DEL 2017	$ 839.16	$ -	$ 322.84	$ 839.16	33%	
JULIO DEL 2017	$ 839.16	$ -	$ 322.84	$ 839.16	42%	
AGOSTO DEL 2017	$ 839.16	$ -	$ 322.84	$ 839.16	50%	
SEPTIEMBRE DEL 2017	$ 839.16	$ -	$ 322.84	$ 839.16	58%	
OCTUBRE DEL 2017	$ 839.16	$ -	$ 322.84	$ 839.16	67%	
NOVIEMBRE DEL 2017	$ 839.16	$ -	$ 322.84	$ 839.16	75%	
DICIEMBRE DEL 2017	$ 839.16	$ -	$ 322.84	$ 839.16	83%	
ENERO DEL 2018	$ 839.16	$ -	$ 322.84	$ 839.16	92%	
FEBRERO DEL 2018	$ 839.16	$ -	$ 322.84	$ 839.16	100%	

COMMUNITY ACTION PARTNERSHIP OF KERN
VIAJES LOCALES DE LOS PADRES y CUIDADO DE NINOS
2017-2018

SAN JOAQUIN EARLY HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
FEBRERO DEL 2017	$ 500.00	$ 6.96	$ 6.96	$ 493.04	8%	1%
MARZO DEL 2017	$ 493.04	$ -	$ -	$ 493.04	17%	1%
ABRIL DEL 2017	$ 493.04	$ 10.70	$ 10.70	$ 482.34	25%	4%
MAYO DEL 2017	$ 482.34	$ -	$ -	$ 482.34	33%	4%
JUNIO DEL 2017	$ 482.34	$ -	$ -	$ 482.34	42%	
JULIO DEL 2017	$ 482.34	$ -	$ -	$ 482.34	50%	
AGOSTO DEL 2017	$ 482.34	$ -	$ -	$ 482.34	58%	
SEPTIEMBRE DEL 2017	$ 482.34	$ -	$ -	$ 482.34	67%	
OCTUBRE DEL 2017	$ 482.34	$ -	$ -	$ 482.34	75%	
NOVIEMBRE DEL 2017	$ 482.34	$ -	$ -	$ 482.34	83%	
DICIEMBRE DEL 2017	$ 482.34	$ -	$ -	$ 482.34	92%	
ENERO DEL 2018	$ 482.34	$ -	$ -	$ 482.34	100%	

EARLY HEAD START CHILD CARE PARTNERSHIPS

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
SEPTIEMBRE DEL 2016	$ -	$ 6.48	$ 6.48	$ (6.48)	8%	1%
OCTUBRE DEL 2016	$ (6.48)	$ 102.42	$ 102.42	$ (108.90)	17%	22%
NOVIEMBRE DEL 2016	$ (108.90)	$ -	$ -	$ (108.90)	25%	22%
DICIEMBRE DEL 2016	$ (108.90)	$ -	$ -	$ (108.90)	33%	22%
ENERO DEL 2017	$ (108.90)	$ 37.03	$ 37.03	$ (145.93)	42%	29%
FEBRERO DEL 2017	$ (145.93)	$ 20.19	$ 20.19	$ (166.12)	50%	33%
MARZO DEL 2017	$ (166.12)	$ -	$ -	$ (166.12)	58%	33%
ABRIL DEL 2017	$ (166.12)	$ -	$ -	$ (166.12)	67%	33%
MAYO DEL 2017	$ (166.12)	$ 60.58	$ 60.58	$ (226.70)	75%	45%
JUNIO DEL 2017	$ (226.70)	$ -	$ -	$ (226.70)	83%	
JULIO DEL 2017	$ (226.70)	$ -	$ -	$ (226.70)	92%	
AGOSTO DEL 2017	$ (226.70)	$ -	$ -	$ (226.70)	100%	

Preparado por Donna Holland
15 de junio 2017

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES
2017-2018

KERN HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2017	$ 37,352.00	$ 235.96	$ 235.96	$ 37,116.04	8%	1%
APRIL 2017	$ 37,116.04	$ 686.70	$ 922.66	$ 36,429.34	17%	2%
MAY 2017	$ 36,429.34	$ 327.14	$ 1,249.80	$ 36,102.20	25%	3%
JUNE 2017	$ 36,102.20		$ 1,249.80	$ 36,102.20	33%	
JULY 2017	$ 36,102.20		$ 1,249.80	$ 36,102.20	42%	
AUGUST 2017	$ 36,102.20		$ 1,249.80	$ 36,102.20	50%	
SEPTEMBER 2017	$ 36,102.20		$ 1,249.80	$ 36,102.20	58%	
OCTOBER 2017	$ 36,102.20		$ 1,249.80	$ 36,102.20	67%	
NOVEMBER 2017	$ 36,102.20		$ 1,249.80	$ 36,102.20	75%	
DECEMBER 2017	$ 36,102.20		$ 1,249.80	$ 36,102.20	83%	
JANUARY 2018	$ 36,102.20		$ 1,249.80	$ 36,102.20	92%	
FEBRUARY 2018	$ 36,102.20		$ 1,249.80	$ 36,102.20	100%	

KERN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2017	$ 6,038.00	$ 36.79	$ 36.79	$ 6,001.21	8%	1%
APRIL 2017	$ 6,001.21	$ 111.80	$ 148.59	$ 5,889.41	17%	2%
MAY 2017	$ 5,889.41	$ 36.86	$ 185.45	$ 5,852.55	25%	3%
JUNE 2017	$ 5,852.55		$ 185.45	$ 5,852.55	33%	
JULY 2017	$ 5,852.55		$ 185.45	$ 5,852.55	42%	
AUGUST 2017	$ 5,852.55		$ 185.45	$ 5,852.55	50%	
SEPTEMBER 2017	$ 5,852.55		$ 185.45	$ 5,852.55	58%	
OCTOBER 2017	$ 5,852.55		$ 185.45	$ 5,852.55	67%	
NOVEMBER 2017	$ 5,852.55		$ 185.45	$ 5,852.55	75%	
DECEMBER 2017	$ 5,852.55		$ 185.45	$ 5,852.55	83%	
JANUARY 2018	$ 5,852.55		$ 185.45	$ 5,852.55	92%	
FEBRUARY 2018	$ 5,852.55		$ 185.45	$ 5,852.55	100%	

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT ACTIVITIES
2017-2018

SAN JOAQUIN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
FEBRUARY 2017	$ 8,550.00	$ 78.95	$ 78.95	$ 8,471.05	8%	1%
MARCH 2017	$ 8,471.05	$ 50.60	$ 129.55	$ 8,420.45	17%	2%
APRIL 2017	$ 8,420.45	$ 31.84	$ 161.39	$ 8,388.61	25%	2%
MAY 2017	$ 8,388.61	$ 60.71	$ 222.10	$ 8,327.90	33%	3%
JUNE 2017	$ 8,327.90		$ 222.10	$ 8,327.90	42%	
JULY 2017	$ 8,327.90		$ 222.10	$ 8,327.90	50%	
AUGUST 2017	$ 8,327.90		$ 222.10	$ 8,327.90	58%	
SEPTEMBER 2017	$ 8,327.90		$ 222.10	$ 8,327.90	67%	
OCTOBER 2017	$ 8,327.90		$ 222.10	$ 8,327.90	75%	
NOVEMBER 2017	$ 8,327.90		$ 222.10	$ 8,327.90	83%	
DECEMBER 2017	$ 8,327.90		$ 222.10	$ 8,327.90	92%	
JANUARY 2018	$ 8,327.90		$ 222.10	$ 8,327.90	100%	

EARLY HEAD START CHILD CARE PARTNERSHIPS

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
SEPTEMBER 2016	$ 560.00	$ 25.00	$ 25.00	$ 535.00	8%	4%
OCTOBER 2016	$ 535.00	$ 11.16	$ 36.16	$ 523.84	17%	6%
NOVEMBER 2016	$ 523.84	$ 41.79	$ 77.95	$ 482.05	25%	14%
DECEMBER 2016	$ 482.05	$ 16.74	$ 94.69	$ 465.31	33%	17%
JANUARY 2017	$ 465.31	$ 42.07	$ 136.76	$ 423.24	42%	24%
FEBRUARY 2017	$ 423.24	$ 15.92	$ 152.68	$ 407.32	50%	27%
MARCH 2017	$ 407.32	$ 13.25	$ 165.93	$ 394.07	58%	30%
APRIL 2017	$ 394.07	$ 24.62	$ 190.55	$ 369.45	67%	34%
MAY 2017	$ 369.45	$ 39.96	$ 230.51	$ 329.49	75%	41%
JUNE 2017	$ 329.49		$ 230.51	$ 329.49	83%	
JULY 2017	$ 329.49		$ 230.51	$ 329.49	92%	
AUGUST 2017	$ 329.49		$ 230.51	$ 329.49	100%	

Prepared by Donna Holland
June 15, 2017

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2017-2018

KERN HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2017	$ 37,352.00	$ 235.96	$ 235.96	$ 37,116.04	8%	1%
ABRIL DEL 2017	$ 37,116.04	$ 686.70	$ 922.66	$ 36,429.34	17%	2%
MAYO DEL 2017	$ 36,429.34	$ 327.14	$ 1,249.80	$ 36,102.20	25%	
JUNIO DEL 2017	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	33%	
JULIO DEL 2017	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	42%	
AGOSTO DEL 2017	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	50%	
SEPTIEMBRE DEL 2017	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	58%	
OCTUBRE DEL 2017	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	67%	
NOVIEMBRE DEL 2017	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	75%	
DICIEMBRE DEL 2017	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	83%	
ENERO DEL 2018	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	92%	
FEBRERO DEL 2018	$ 36,102.20	$ -	$ 1,249.80	$ 36,102.20	100%	

KERN EARLY HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2017	$ 6,038.00	$ 36.79	$ 36.79	$ 6,001.21	8%	1%
ABRIL DEL 2017	$ 6,001.21	$ 111.80	$ 148.59	$ 5,889.41	17%	2%
MAYO DEL 2017	$ 5,889.41	$ 36.86	$ 185.45	$ 5,852.55	25%	3%
JUNIO DEL 2017	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	33%	
JULIO DEL 2017	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	42%	
AGOSTO DEL 2017	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	50%	
SEPTIEMBRE DEL 2017	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	58%	
OCTUBRE DEL 2017	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	67%	
NOVIEMBRE DEL 2017	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	75%	
DICIEMBRE DEL 2017	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	83%	
ENERO DEL 2018	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	92%	
FEBRERO DEL 2018	$ 5,852.55	$ -	$ 185.45	$ 5,852.55	100%	

COMMUNITY ACTION PARTNERSHIP OF KERN
ACTIVIDADES DE LOS PADRES
2017-2018

SAN JOAQUIN EARLY HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
FEBRERO DEL 2016	$ 8,550.00	$ 78.95	$ 78.95	$ 8,471.05	8%	1%
MARZO DEL 2016	$ 8,471.05	$ 50.60	$ 129.55	$ 8,420.45	17%	2%
ABRIL DEL 2016	$ 8,420.45	$ 31.84	$ 161.39	$ 8,388.61	25%	2%
MAYO DEL 2016	$ 8,388.61	$ 60.71	$ 222.10	$ 8,327.90	33%	3%
JUNIO DEL 2016	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	42%	
JULIO DEL 2016	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	50%	
AGOSTO DEL 2016	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	58%	
SEPTIEMBRE DEL 2016	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	67%	
OCTUBRE DEL 2016	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	75%	
NOVIEMBRE DEL 2016	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	83%	
DICIEMBRE DEL 2016	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	92%	
ENERO DEL 2017	$ 8,327.90	$ -	$ 222.10	$ 8,327.90	100%	

EARLY HEAD START CHILD CARE PARTNERSHIPS

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR-RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
SEPTIEMBRE DEL 2016	$ 560.00	$ 25.00	$ 25.00	$ 535.00	8%	4%
OCTUBRE DEL 2016	$ 535.00	$ 11.16	$ 36.16	$ 523.84	17%	6%
NOVIEMBRE DEL 2016	$ 523.84	$ 41.79	$ 77.95	$ 482.05	25%	14%
DICIEMBRE DEL 2016	$ 482.05	$ 16.74	$ 94.69	$ 465.31	33%	17%
ENERO DEL 2017	$ 465.31	$ 42.07	$ 136.76	$ 423.24	42%	24%
FEBRERO DEL 2017	$ 423.24	$ 15.92	$ 152.68	$ 407.32	50%	27%
MARZO DEL 2017	$ 407.32	$ 13.25	$ 165.93	$ 394.07	58%	30%
ABRIL DEL 2017	$ 394.07	$ 24.62	$ 190.55	$ 369.45	67%	34%
MAYO DEL 2017	$ 369.45	$ 39.96	$ 230.51	$ 329.49	75%	41%
JUNIO DEL 2017	$ 329.49	$ -	$ 230.51	$ 329.49	83%	
JULIO DEL 2017	$ 329.49	$ -	$ 230.51	$ 329.49	92%	
AGOSTO DEL 2017	$ 329.49	$ -	$ 230.51	$ 329.49	100%	

Preparado por Donna Holland
15 de junio 2017

COMMUNITY ACTION PARTNERSHIP OF KERN
PARENT MEALS Prepared by Central Kitchen
2017-2018

KERN HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2017	$ 20,300.00	$ 1,533.71	$ 1,533.71	$ 18,766.29	8%	8%
APRIL 2017	$ 18,766.29	$ 1,527.61	$ 3,061.32	$ 17,238.68	17%	15%
MAY 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	25%	15%
JUNE 2017	$ 17,238.68		$ 3,061.32	$ 17,238.68	33%	
JULY 2017	$ 17,238.68		$ 3,061.32	$ 17,238.68	42%	
AUGUST 2017	$ 17,238.68		$ 3,061.32	$ 17,238.68	50%	
SEPTEMBER 2017	$ 17,238.68		$ 3,061.32	$ 17,238.68	58%	
OCTOBER 2017	$ 17,238.68		$ 3,061.32	$ 17,238.68	67%	
NOVEMBER 2017	$ 17,238.68		$ 3,061.32	$ 17,238.68	75%	
DECEMBER 2017	$ 17,238.68		$ 3,061.32	$ 17,238.68	83%	
JANUARY 2018	$ 17,238.68		$ 3,061.32	$ 17,238.68	92%	
FEBRUARY 2018	$ 17,238.68		$ 3,061.32	$ 17,238.68	100%	

KERN EARLY HEAD START

MONTH	BEGINNING BALANCE	SPENT THIS MONTH	SPENT YEAR-TO-DATE	REMAINING BALANCE	% OF YEAR ELAPSED	% OF BUDGET SPENT
MARCH 2017	$ 2,800.00	$ 248.99	$ 248.99	$ 2,551.01	8%	9%
APRIL 2017	$ 2,551.01	$ 245.67	$ 494.66	$ 2,305.34	17%	18%
MAY 2017	$ 2,305.34	$ -	$ 494.66	$ 2,305.34	25%	18%
JUNE 2017	$ 2,305.34		$ 494.66	$ 2,305.34	33%	
JULY 2017	$ 2,305.34		$ 494.66	$ 2,305.34	42%	
AUGUST 2017	$ 2,305.34		$ 494.66	$ 2,305.34	50%	
SEPTEMBER 2017	$ 2,305.34		$ 494.66	$ 2,305.34	58%	
OCTOBER 2017	$ 2,305.34		$ 494.66	$ 2,305.34	67%	
NOVEMBER 2017	$ 2,305.34		$ 494.66	$ 2,305.34	75%	
DECEMBER 2017	$ 2,305.34		$ 494.66	$ 2,305.34	83%	
JANUARY 2018	$ 2,305.34		$ 494.66	$ 2,305.34	92%	
FEBRUARY 2018	$ 2,305.34		$ 494.66	$ 2,305.34	100%	

Prepared by Donna Holland
June 15, 2017

COMMUNITY ACTION PARTNERSHIP OF KERN
COMIDAS DE LOS PADRES - Prepared by Central Kitchen
2017-2018

KERN HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2017	$ 20,300.00	$ 1,533.71	$ 1,533.71	$ 18,766.29	8%	8%
ABRIL DEL 2017	$ 18,766.29	$ 1,527.61	$ 3,061.32	$ 17,238.68	17%	15%
MAYO DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	25%	15%
JUNIO DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	33%	
JULIO DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	42%	
AGOSTO DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	50%	
SEPTIEMBRE DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	58%	
OCTUBRE DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	67%	
NOVIEMBRE DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	75%	
DICIEMBRE DEL 2017	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	83%	
ENERO DEL 2018	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	92%	
FEBRERO DEL 2018	$ 17,238.68	$ -	$ 3,061.32	$ 17,238.68	100%	

KERN EARLY HEAD START

MES	BALANCE INICIAL	LO QUE SE GASTO ESTE MES	LO QUE SE HA GASTADO HASTA ESTE ANO	SALDO RESTANTE	PORCEN-TAJE DEL ANO TRANSCUR RIDO	PORCEN-TAJE DEL PRESU-PUESTO QUE SE GASTO
MARZO DEL 2017	$ 2,800.00	$ 248.99	$ 248.99	$ 2,551.01	8%	9%
ABRIL DEL 2017	$ 2,551.01	$ 245.67	$ 494.66	$ 2,305.34	17%	18%
MAYO DEL 2017	$ 2,305.34	$ -	$ 494.66	$ 2,305.34	25%	18%
JUNIO DEL 2017	$ 2,305.34	$ -	$ 494.66	$ 2,305.34	33%	
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NOVIEMBRE DEL 2017	$ 2,305.34	$ -	$ 494.66	$ 2,305.34	75%	
DICIEMBRE DEL 2017	$ 2,305.34	$ -	$ 494.66	$ 2,305.34	83%	
ENERO DEL 2018	$ 2,305.34	$ -	$ 494.66	$ 2,305.34	92%	
FEBRERO DEL 2018	$ 2,305.34	$ -	$ 494.66	$ 2,305.34	100%	

Preparado por Donna Holland
15 de junio 2017

COMMUNITY ACTION PARTNERSHIP OF KERN

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** May 2017
Program/Work Unit: Head Start/Early Head Start	**Program Manager/Supervisor:** Jerry Meade/ Donna Holland
Services: Head Start and Early Head Start childhood education for low-moderate income children ages 0-5 in center-based, part-day or full-day environments and home-based options.	

Head Start Kern	May 2017	2,041	2,041
Early Head Start Kern	May 2017	328	335
Early Head Start Partnership	May 2017	56	58
Early Head Start San Joaquin	May 2017	313*	262
TOTAL Funded Enrollment		**2,738**	**2,696**
Head Start Kern	Identified as having an IEP	10%	12%
Early Head Start Kern	Identified as having an IFSP	10%	10%
Early Head Start Partnership	Identified as having an IFSP	10%	2%
Early Head Start San Joaquin	Identified as having an IFSP	10%	11%
Over Income		**Goal**	**Actual**
Head Start Kern	Within 100% and 130% of Federal Poverty Rate	<10%	6%
Early Head Start Kern	Within 100% and 130% of Federal Poverty Rate	<10%	5%
Early Head Start Partnership	Within 100% and 130% of Federal Poverty Rate	<10%	5%
Early Head Start San Joaquin	Within 100% and 130% of Federal Poverty Rate	<10%	9%
Average Daily Attendance (Program Wide >85%)		98%	

Meals Served						
Total Meals Requested			Meals Allocated		% of Meals Served	
by: Central Kitchen	by: Vendor Kitchens	Total Meals Prepared	to: CACFP/USDA	to: HS/EHS	May 2016	May 2017
67,280	13,038	80,318	60,409	19,909	86%	85%

Other: We had 5 Centers with 100% attendance for May: Faith Ave, Heritage Park, Shafter HS, Tehachapi, and Walnut.

Total Division Staffing: Currently employed in Head Start: 575
Vacant Positions: 35
Currently out on Leave: 100
Currently on Summer break: 262

Program Updates:

*** CAPK received approval to reduce the funded enrollment for our EHS San Joaquin grant from 345 to 313 as requested.**

A request to waive the 10% Disabilities requirement for our EHS Child Care Partnership grant was submitted to the Office of Head Start. We are awaiting their response.

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HEALTH ISSUES

Hand Washing: A Powerful Antidote to Illness

How many times have you and your child washed your hands today?



You might not have given it much thought. It's either part of your routine, done frequently without thinking, or maybe you don't do it much at all. But as your pediatrician may have told you, hand washing may be the single most important act you and your child have for disease prevention (/English/health-issues/conditions/prevention/Pages/default.aspx).

Making It Habit

As early as possible, get your child into the habit of washing her hands often and thoroughly. All day long, your child is exposed to bacteria and viruses—when touching a playmate, sharing toys, or petting the cat. Once her hands pick up these germs (/English/health-issues/conditions/prevention/Pages/Germ-Prevention-Strategies.aspx), she can quickly infect herself by:

- Rubbing her eyes
- Touching her nose
- Placing her fingers in her mouth.

The whole process can happen in seconds, and cause an infection that can last for days, weeks, or even longer.

When To Wash

Hand washing can stop the spread of infection. The key is to encourage your child to wash her hands throughout the day. For example, help her or remind her to wash her hands:

- Before eating (including snacks)
- After a trip to the bathroom (/English/safety-prevention/at-home/Pages/Bathroom-Safety.aspx)
- Whenever she comes in from playing outdoors (/English/safety-prevention/at-home/Pages/Backyard-Safety.aspx)

- After touching an animal like a family pet (/English/health-issues/conditions/from-insects-animals/Pages/Pets-and-Pasteurella-Infections.aspx)
- After sneezing or coughing (/English/health-issues/conditions/ear-nose-throat/Pages/Coughs-and-Colds-Medicines-or-Home-Remedies.aspx) if she covers her mouth
- When someone in the household is ill

Studies on hand washing in public restrooms (/English/ages-stages/toddler/toilet-training/Pages/Using-a-Public-Bathroom.aspx) show that most people don't have very good hygiene habits. "Hand washing" may mean just a quick splash of water and perhaps a squirt of soap, but not nearly enough to get their hands clean.

Steps to Proper Hand Washing

So what does a thorough hand washing involve? The Centers for Disease Control and Prevention (CDC) recommends the following steps:

- Wet your child's hands.
- Apply clean bar soap or liquid soap to the hands, and then place the bar on a rack where it can drain before the next hand washing.
- Rub the hands vigorously together. Scrub every surface completely.
- Keep rubbing and scrubbing for 10 to 15 seconds to effectively remove the germs.
- Rinse the hands completely, then dry them.

About Antibacterial Soaps

Drugstore shelves are full of trendy antibacterial soaps, but studies have shown that these antibacterial products are no better at washing away dirt and germs than regular soap. Some infectious disease experts have even suggested that by using antibacterial soaps, you may actually kill off normal bacteria and increase the chances that resistant bacteria may grow.

The best solution is to wash your child's hands with warm water and ordinary soap that does not contain antibacterial substances (eg, triclosan). Regular use of soap and water is better than using waterless (and often alcohol-based) soaps, gels, rinses, and hand rubs when your child's hands are visibly dirty (and with children, there usually is dirt on the hands!). However, when there is no sink available (eg, the car), hand rubs can be a useful alternative.

How Long to Wash

Keep in mind that although 10 to 15 seconds of hand washing sounds like an instant, it is much longer than you think. Time yourself the next time you wash your hands. Watch your child while she's washing her hands to make sure she's developing good hygiene behaviors. Pick a song that lasts for 15 seconds and sing it while you wash. Encourage your child to wash her hands not only at home, but also at school, at friends' homes, and everywhere else. It's an important habit for her to get into, and hopefully one that's hard to break!

Last Updated
11/21/2015

Source
Immunizations & Infectious Diseases: An Informed Parent's Guide (Copyright © 2006 American Academy of Pediatrics)

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PROBLEMAS DE SALUD

Lavarse las manos: un antídoto poderoso contra las enfermedades

¿Cuántas veces se han lavado las manos usted y su hijo el día de hoy?



Quizás no hayan prestaron mucha atención. Tal vez sea parte de su rutina, lo hacen frecuentemente sin pensarlo, o quizás casi no lo hacen. Pero, como puede haberles dicho su pediatra, es posible que lavarse las manos sea la medida individual más importante que usted y su hijo puedan tomar para prevenir enfermedades. (/spanish/health-issues/conditions/prevention/paginas/default.aspx)

Adquiera el hábito

Tan pronto como sea posible, ocúpese de que su hijo adquiera el hábito de lavarse las manos bien y con frecuencia. Su hijo está expuesto a las bacterias y los virus durante todo el día: al tocar a un amigo, al compartir juguetes o al acariciar al gato. Una vez que sus manos recogen estos gérmenes (/spanish/health-issues/conditions/prevention/paginas/germ-prevention-strategies.aspx), puede infectarse rápidamente si:

- Se frota los ojos
- Se toca la nariz
- Se pone los dedos en la boca

Todo ese proceso puede suceder en segundos y causar una infección que puede durar varios días, semanas o incluso más tiempo.

Cuándo debe lavarse las manos

Lavarse las manos puede evitar que se propague la infección. La clave es alentar a su hijo a lavarse las manos durante de todo el día. Por ejemplo, ayúdelo a lavarse las manos o recuérdele que lo haga:

- Antes de comer (incluidos los refrigerios o meriendas)
- Luego de ir al baño (/spanish/safety-prevention/at-home/paginas/bathroom-safety.aspx)

- Cuando entre a la casa luego de jugar al aire libre (/spanish/safety-prevention/at-home/paginas/backyard-safety.aspx)
- Luego de tocar a un animal, como la mascota (/spanish/health-issues/conditions/from-insects-animals/paginas/pets-and-pasteurella-infections.aspx)familiar
- Luego de estornudar o de toser (/spanish/health-issues/conditions/chest-lungs/paginas/coughs-and-colds-medicines-or-home-remedies.aspx)si se cubrió la boca con las manos
- Cuando algún miembro de la familia está enfermo

Los estudios sobre el lavado de las manos en los baños públicos (/spanish/ages-stages/toddler/toilet-training/paginas/using-a-public-bathroom.aspx) demuestran que la mayoría de las personas no tiene muy buenos hábitos de higiene. "Lavarse las manos" puede significar tan solo salpicarlas rápidamente con agua y, quizás, un poco de jabón, pero no lo suficiente para que sus manos queden limpias.

Pasos para lavarse las manos correctamente

Entonces, ¿qué significa un lavado de manos profundo? Los Centros para el Control y la Prevención de Enfermedades (Centers for Disease Control and Prevention) recomiendan los siguientes pasos:

- Mójele las manos a su hijo.
- Aplíquele jabón en barra limpio o jabón líquido en las manos y luego coloque la barra sobre una rejilla donde pueda escurrirse antes del próximo lavado de manos.
- Frote las manos juntas vigorosamente. Restriegue cada superficie por completo.
- Continúe frotando y restregando las manos de 10 a 15 segundos para eliminar los gérmenes de manera efectiva.
- Enjuague las manos por completo y luego séquelas.

Sobre los jabones antibacterianos

Los estantes de las farmacias están llenos de los jabones antibacterianos de moda, pero los estudios han demostrado que estos productos antibacterianos no son mejores que los jabones regulares para eliminar la tierra y los gérmenes. Algunos expertos en enfermedades infecciosas incluso han sugerido que al usar jabones antibacterianos, es posible que se eliminen las bacterias normales y aumenten las posibilidades de que crezcan bacterias resistentes.

La mejor solución es lavar las manos de su hijo con agua tibia y jabón común que no contenga sustancias antibacterianas (por ejemplo, triclosan). Usar jabón y agua en forma periódica es mejor que usar jabones, geles, enjuagues y gel sanitizante en seco (y por lo general a base de alcohol) cuando las manos de sus hijos están visiblemente sucias (¡los niños suelen tener tierra en las manos!). Sin embargo, cuando no hay un lavamanos disponible (p. ej., en el auto), los geles sanitizantes pueden ser una alternativa útil.

Por cuánto tiempo debe lavarse las manos

Tenga en cuenta que aunque lavarse las manos durante 10 a 15 segundos suena como si fuera un instante, es más tiempo del que usted cree. Tómese el tiempo la próxima vez que se lave las manos. Observe a su hijo mientras se lava las manos para asegurarse que está creando buenos hábitos de higiene. Elija una canción que dure 15 segundos y cántela mientras se lava las manos. Aliente a su hijo a que no solo se lave las manos en

el hogar. También debe lavárselas en la escuela, en las casas de sus amigos y en todo otro lugar. Es un hábito importante que debe incorporar y que como es de esperar, ¡le resultará difícil dejarlo!

Última actualización
4/12/2016

Fuente
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FY 2017 Head Start Funding Increase

eclkc.ohs.acf.hhs.gov

Instruction:

President Trump signed Public Law 115-31, the Consolidated Appropriations Act, 2017, on May 5, 2017. Included is $9,253,095,000 for programs under the Head Start Act, which is an increase of approximately $85 million over the fiscal year (FY) 2016 funding level.

This increase provides grantees a one percent cost-of-living adjustment (COLA). This Program Instruction provides information about the COLA funds that are available to Head Start and Early Head Start grantees in FY 2017 and describes the requirements for applying for these funds.

All Head Start and Early Head Start grantees, including grantees with an Early Head Start Expansion/Partnership award that began in 2015, and grantees subject to competition for continued funding through the Designation Renewal System are eligible to receive the COLA.

State Collaboration grants are not eligible for the COLA due to the statutory cap on their funding in the Head Start Act.

FY 2017 Cost-of-Living Adjustment (COLA)

Each grantee may apply for a COLA increase of one percent of the FY 2016 base funding level. Base funding excludes training and technical assistance funds, duration funds, and any one-time funding grantees may have received in FY 2016. COLA funds are to be used to increase staff salaries and fringe benefits and to pay for higher operating costs.

As specified in **Personnel Policies, 45 CFR § 1302.90**, each grantee is required to establish written personnel policies and procedures. Programs that use COLA funds to increase staff salaries must increase the hourly rate of pay and permanently increase the Head Start pay scale rather than only increase the salaries of current employees.

Sections **653** and **640(j)** of the Head Start Act provide further guidance on the uses and limitations of the COLA funds. Section 653 of the Act restricts compensation to a Head Start employee that is higher than the average rate of compensation paid for substantially comparable services in the area where the program is operating. Section 653 also prohibits any Head Start employee from being compensated at a rate higher than that of an Executive Schedule Level II position, including employees being paid through indirect costs. Section 640(j) of the Act requires that the compensation of Head Start employees must be improved regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services. Any grantee proposing differential COLA increases to staff, delegates, or partners must justify its rationale in its budget narrative.

Funds may also be used to offset increased operating costs in other areas of the budget. This includes increased costs in rent, utilities, facilities maintenance and insurance, contractual arrangements, vehicle fuel and maintenance, supplies, and equipment.

Application Requirements

Grantees are required to request COLA funds through a grant application. Your Regional Office will provide a Funding Guidance Letter specifying the amount of funds available to your agency. Grantees whose annual applications have been submitted may request their applications be returned to add the COLA.

Grantees must submit their application in the Head Start Enterprise System (HSES).

Grantees encountering one-time health and safety needs should contact their Regional Office and submit supplemental applications throughout the year as needs emerge. Requests are addressed by priority and as funds are available.

Please direct any questions regarding this Program Instruction to your Regional Office.

Thank you for your work on behalf of children and families.

/ Ann Linehan /

Ann Linehan

Acting Director

Office of Head Start

ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | Region IX | 90 Seventh Street, Room 450, San Francisco, CA 94103 |
www.eclkc.ohs.acf.hhs.gov

Garth Corrigan
Board Chair
Community Action Partnership of Kern
5005 Business Park North
Bakersfield, CA 93309

JUN 2 2017

Re: Grant No. 09CH9142

Dear Mr. Corrigan:

The Consolidated Appropriations Act, 2017, contains an increase of approximately $85 million for programs under the Head Start Act for Fiscal Year (FY) 2017. A portion of the increase provides a cost-of-living adjustment (COLA) of 1.0 percent, depending on final funding decisions, to assist grantees in increasing staff salaries and fringe benefits and offsetting higher operating costs.

The following table reflects the amount of the COLA for the Head Start and Early Head Start programs in FY 2017.

Common Accounting Number (CAN)	COLA Amount
Head Start Program Operations	$192,803
Early Head Start Program Operations	$39,500
TOTAL	**$232,303**

Submission Requirements

Program Instruction ACF-PI-HS-17-02, dated May 12, 2017, informed Head Start and Early Head Start grantees and delegate agencies of the intended uses of these funds and announced the opportunity for grantees to apply for the funds. Please review the Program Instruction carefully to ensure your supplemental application meets the requirements for funding and contains all of the necessary information.

The supplemental application is due June 30, 2017 and must be submitted in the Head Start Enterprise System (HSES) at https://hses.ohs.acf.hhs.gov/hsprograms. Please select the Financials tab, Application tab, Fiscal Year 2017 and the budget period to add the 'Supplement' amendment type. For technical assistance in preparing the application, please contact the HSES Help Desk at help@hsesinfo.org or 1-866-771-4737.

Please ensure the program narrative, budget and detailed budget justification submitted in the application documents demonstrate:

- An increase of 1.0 percent in the hourly rate of pay for each Head Start/Early Head Start employee and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act;
- The rationale if employees are receiving less than the 1.0 percent COLA or differential COLA increases;
- The provision of the 1.0 percent increase to all delegate agencies and partners or justification if the full percentage is not provided to delegate agencies and partners;
- The planned uses for the balance of the COLA funds to offset higher operating costs;
- Each source of non-federal match, including the estimated amount per source and the valuation methodology; and
- A detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal match requirement.

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the supplemental application must be provided. The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

Please ensure the application contains all of the required information. If you have any questions or need assistance, please contact Andrea Harvey, Head Start Program Specialist, at (415) 437-8544 or andrea.harvey@acf.hhs.gov or Gabriela Aranda, Grants Management Specialist, at (415) 437-8423 or Gabriela.aranda@acf.hhs.gov. Thank you for your cooperation and timely submission of the grant application.

Sincerely,

Jan Len
Regional Program Manager
Office of Head Start

cc: Jeremy Tobias, Executive Director
Yolanda Gonzales, Head Start Director

ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | Region IX | 90 Seventh Street, Room 450, San Francisco, CA 94103 |
www.eclkc.ohs.acf.hhs.gov

JUN 5 2017

Garth Corrigan
Board Chair
Community Action Partnership of Kern
5005 Business Park North
Bakersfield, CA 93309

Re: Grant No. 09HP0036

Dear Mr. Corrigan:

The Consolidated Appropriations Act, 2017, contains an increase of approximately $85 million for programs under the Head Start Act for Fiscal Year (FY) 2017. A portion of the increase provides a cost-of-living adjustment (COLA) of 1.0 percent, depending on final funding decisions, to assist grantees in increasing staff salaries and fringe benefits and offsetting higher operating costs.

The following table reflects the amount of the COLA for the Early Head Start programs in FY 2017.

Common Accounting Number (CAN)	COLA Amount
Early Head Start Program Operations	$6,841
TOTAL	**$6,841**

Submission Requirements

Program Instruction ACF-PI-HS-17-02, dated May 12, 2017, informed Head Start and Early Head Start grantees and delegate agencies of the intended uses of these funds and announced the opportunity for grantees to apply for the funds. Please review the Program Instruction carefully to ensure your supplemental application meets the requirements for funding and contains all of the necessary information.

The supplemental application is due June 30, 2017 and must be submitted in the Head Start Enterprise System (HSES) at https://hses.ohs.acf.hhs.gov/hsprograms. Please select the Financials tab, Application tab, Fiscal Year 2017 and the budget period to add the 'Supplement' amendment type. For technical assistance in preparing the application, please contact the HSES Help Desk at help@hsesinfo.org or 1-866-771-4737.

Please ensure the program narrative, budget and detailed budget justification submitted in the application documents demonstrate:

- An increase of 1.0 percent in the hourly rate of pay for each Head Start/Early Head Start employee and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act;
- The rationale if employees are receiving less than the 1.0 percent COLA or differential COLA increases;
- The provision of the 1.0 percent increase to all delegate agencies and partners or justification if the full percentage is not provided to delegate agencies and partners;
- The planned uses for the balance of the COLA funds to offset higher operating costs;
- Each source of non-federal match, including the estimated amount per source and the valuation methodology; and
- A detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal match requirement.

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the supplemental application must be provided. The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

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Sincerely,

Jan Len
Regional Program Manager
Office of Head Start

cc: Jeremy Tobias, Executive Director
Yolanda Gonzales, Head Start Director

ADMINISTRATION FOR
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www.eclkc.ohs.acf.hhs.gov

Garth Corrigan
Chairman of the Board
Community Action Partnership of Kern
5005 Business Park North
Bakersfield, CA 93309

JUN 2 2017

Re: Grant No. 09CH010071

Dear Mr. Corrigan:

The Consolidated Appropriations Act, 2017, contains an increase of approximately $85 million for programs under the Head Start Act for Fiscal Year (FY) 2017. A portion of the increase provides a cost-of-living adjustment (COLA) of 1.0 percent, depending on final funding decisions, to assist grantees in increasing staff salaries and fringe benefits and offsetting higher operating costs.

The following table reflects the amount of the COLA for the Early Head Start programs in FY 2017.

Common Accounting Number (CAN)	COLA Amount
Early Head Start Program Operations	$49,963
TOTAL	**$49,963**

Submission Requirements

Program Instruction ACF-PI-HS-17-02, dated May 12, 2017, informed Head Start and Early Head Start grantees and delegate agencies of the intended uses of these funds and announced the opportunity for grantees to apply for the funds. Please review the Program Instruction carefully to ensure your supplemental application meets the requirements for funding and contains all of the necessary information.

The supplemental application is due June 30, 2017 and must be submitted in the Head Start Enterprise System (HSES) at https://hses.ohs.acf.hhs.gov/hsprograms. Please select the Financials tab, Application tab, Fiscal Year 2017 and the budget period to add the 'Supplement' amendment type. For technical assistance in preparing the application, please contact the HSES Help Desk at help@hsesinfo.org or 1-866-771-4737.

Please ensure the program narrative, budget and detailed budget justification submitted in the application documents demonstrate:

- An increase of 1.0 percent in the hourly rate of pay for each Head Start/Early Head Start employee and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act;
- The rationale if employees are receiving less than the 1.0 percent COLA or differential COLA increases;
- The provision of the 1.0 percent increase to all delegate agencies and partners or justification if the full percentage is not provided to delegate agencies and partners;
- The planned uses for the balance of the COLA funds to offset higher operating costs;
- Each source of non-federal match, including the estimated amount per source and the valuation methodology; and
- A detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal match requirement.

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the supplemental application must be provided. The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

Please ensure the application contains all of the required information. If you have any questions or need assistance, please contact Andrea Harvey, Head Start Program Specialist, at (415) 437-8544 or andrea.harvey@acf.hhs.gov or Gabriela Aranda, Grants Management Specialist, at (415) 437-8423 or gabriela.aranda@acf.hhs.gov. Thank you for your cooperation and timely submission of the grant application.

Sincerely,

Jan Len
Regional Program Manager
Office of Head Start

cc: Jeremy Tobias, Executive Director
Yolanda Gonzales, Head Start Director